



## Center for Excellence

### School Improvement Plan for 2011-12 Timeline and Process Checklist

Overall Timeline	Action	Who is Responsible	By When	Complete?
August 2011 Plan	Introduce DIP/SIP topics to principals <ul style="list-style-type: none"> <li>• Alignment between DIP &amp; SIP</li> <li>• SIP development process</li> <li>• Principles of SIP development</li> </ul>	Plan Ctte.	August 3	<input type="checkbox"/>
	Share model SIPs for guidance	Plan Ctte.	Early-August	<input type="checkbox"/>
	Review and analyze key school data	Principals	Mid-August	<input type="checkbox"/>
	Action plan and set school targets	Principals	Mid-August	<input type="checkbox"/>
	Provide core-message to use for communication	Plan Ctte.	August 22	<input type="checkbox"/>
	Complete DRAFT SIP: <ul style="list-style-type: none"> <li>• Introduce to school staff</li> <li>• Submit to Assistant Superintendent</li> </ul>	Principals	August 29	<input type="checkbox"/>
September 2011 Implement	Provide feedback on DRAFT SIPs to Principals	Plan Ctte.	September 6	<input type="checkbox"/>
	Provide support to Principals on feedback	Plan Ctte.	Mid-Sept	<input type="checkbox"/>
	Submit FINAL SIP to Assistant Superintendent	Principals	September 16	<input type="checkbox"/>
	Review and approve SIPs	School Ctte.	October 3	<input type="checkbox"/>
	Provide core-message to use for communication	Plan Ctte.	Early Oct	<input type="checkbox"/>
	Share SIP with parents and other stakeholders	Principals	Early Oct	<input type="checkbox"/>
	Share forum and timeline for monitoring progress	Plan Ctte.	Early Oct r	<input type="checkbox"/>
Sept – June 2012 Monitor Progress	School Instructional Leadership teams meet regularly (TBD) to monitor progress on plan, analyze performance data, and action plan for future improvement <ul style="list-style-type: none"> <li>• School and district generate data for ongoing monitoring</li> <li>• SILT meeting topics focus on:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Generating concrete intervention and improvement strategies</li> <li><input type="checkbox"/> Sharing what is working via measurable increases in student learning</li> <li><input type="checkbox"/> Analyzing performance data</li> <li><input type="checkbox"/> Updating quarterly data to display and share progress towards goals</li> </ul> </li> </ul>	Principals with District ILT support	School year	<input type="checkbox"/>
	Share progress towards goals with key stakeholders	Principals	School year	<input type="checkbox"/>

# Center for Excellence

School Improvement Plan

School Year 2011-2012

Created by: Gina Roy / CFE Instructional Leadership Team

## Overview of District and School Improvement Planning

**District Improvement Planning:** The District Accelerated Improvement Plan was created in Summer 2011 to provide a focused plan for action in the Holyoke Public Schools. The plan focuses on improvements that can move the needle to help students this school year.

The plan includes three strategic objectives and 8 initiatives:

1. Instructional Quality
  - a. District Instructional Leadership Team(DILT)
  - b. School Instructional Leadership Team (SILT)
  - c. Teachers
2. Data and inquiry
  - a. District uses data and inquiry to inform instruction and evaluate programs
  - b. School uses data and inquiry to inform instruction and evaluate programs
  - c. Teachers use data and inquiry to inform instruction
3. Focus on literacy
  - a. Develop and implement an aligned standards-based curriculum
  - b. Use common formative assessments to inform instruction
  - c. Provide tiered intervention system to target student needs, particularly ELL and Special Education students

**School Improvement Planning:** The School Improvement Plan (SIP) for the Center For Excellence aligns to the District Improvement Plan by having school-specific Evidence of Change and Activities for each District Strategic Objective. The Center for Excellence has a School Instructional Leadership Team that includes representation from all key constituencies in the school: administration, instructional coaches, teachers from multiple grade levels and disciplines, guidance counselors, ELL support, and Special Education teachers.

In addition to addressing the District Strategic Objectives, the SIP for the Center for Excellence includes two additional core objectives and related initiatives:

4. Strengthening Student Performance in Mathematics
  - a. Continuous improvement of Math Workshop at all grade levels
  - b. Math interventions
5. Implementation of a coherent, tiered system for more effectively managing student behavioral challenges
  - a. Faculty training and support for classroom-level management (Tier I)
  - b. (Non-disciplinary) prevention and intervention supports (Tier II)
  - c. Intensive behavior support coordination for students presenting chronic and serious behavior management challenges (Tier III)

The Center for Excellence (CFE) is a K-12 alternative school with an enrollment that fluctuates between 160 - 185 students. This enrollment is comprised of a student body composed of approximately 89% Hispanic, 6% White, 4% African-American, and less than 1% in other ethnic categories. Approximately 96% of our students are identified as special education students with Individualized Education Plans and 40% are identified as English Language Learners. Of the students identified as English Language Learners, 96% of them are also Special Education Students.

The Center for Excellence is now in its fourth year of operation. It consists of a cluster of specialized programs at one site specifically designed to address the needs of students whose challenges prevent them from accessing the general education curriculum in traditional ways. A series of interventions have been developed to support the social/emotional, behavioral and academic needs of this specialized population and to prepare the students for re-entry into their zone schools whenever possible.

At the Center for Excellence, the needs of students with challenging behaviors are addressed using techniques that engender a sense of social responsibility, personal ethics, academic challenge and achievement. To support instructors in this endeavor, we have employed nine behavioral interventionists and seven adjustment counselors plus one clinical psychologist. The students at the Center for Excellence demonstrate many management challenges. For this reason, they require a high level of structured support. The behavioral interventionists and counselors are crucial to the success of the program.

The Center for Excellence has various programs within the building. Following is a brief overview of each of the programs offered at our facility.

- **Latency program** - This K-8 program consists of self-contained classrooms for students whose emotional/mental health issues prevent them from being able to function effectively in a typical classroom setting. There are two counselors assigned to this program to provide therapeutic intervention for students on an on-going basis. This may occur on a one-to-one basis or in small groups.
- **BIG (Behaviorally Involved Group)** – This K-5 program consists of classrooms comprised of students who have behavioral difficulties. There are currently 4 self-contained classrooms in this component of CFE. There are two counselors assigned to provide clinical support to this program on an on-going basis.
- **Middle School Inclusion** – This program provides small group instruction to students by content certified teachers. Students stay with the same group all day and rotate through the various classrooms for their subjects. There is a special education teacher assigned to this program who assists the content teachers in modifying their lesson plans so that students on IEPs will be able to access the curriculum. There are two counselors assigned to this program providing case management, consultation and counseling on a regular basis.
- **High School Component** – This program was previously a self-contained classroom model in which students received instruction in all of their subjects by one teacher. This year, content certified teachers have been obtained to provide instruction similar to the middle school model. We are in the process of adding an additional classroom to the three classrooms that already exist in this program. There is a Guidance Counselor assigned to the High School to manage the credits/course schedule of the students and to provide counseling services to them on an as needed basis.

- **Innovative Center for Education (ICE)** – This program has a 6<sup>th</sup>-8<sup>th</sup> grade classroom and a 9<sup>th</sup>-12<sup>th</sup> grade classroom. Admission to the ICE program is determined through the IEP process. Students in the ICE program require a highly structured setting with intensive behavioral and clinical interventions with a student/teacher ratio not to exceed 11 to 1. Students assigned to this program would have otherwise been considered for an out of district placement. The High School ICE group participates in the rotation through content certified teachers for their various subjects. A case manager and interventionists are assigned to assist in managing these two classrooms.
- **Diagnostic Center of the Interim Alternate Education Setting** - This tutoring program is designed to provide an educational environment where students receive special education services while participating in additional testing by an in-house clinical psychologist within the mandated 45 days. A certified teacher and a support tutor provide individual assistance to students assigned to the center. Upon completion of the extended evaluations, a Team Meeting is scheduled to review the results and make recommendations for services and appropriate placement. The tutoring program also provides an academic environment for Special Education students in the district who get suspended from their assigned schools. The teacher and the tutor provide assistance to the suspended students so that they can complete assignments provided by their assigned schools.

### **School Analysis of Needs:**

#### **Broadest Analysis:**

- **Analysis of Academic Needs** – MCAS data indicates that students at the Center for Excellence perform extremely poorly on the MCAS tests. Approximately, 96% of the students here at CFE are Special Education students. They have Individualized Educational Plans that dictate significantly modified classroom instruction and testing. Because of the behavioral issues of our students, standard methods of testing are not always reliable indicators of ability levels. If a student is having a bad day on the day of testing, his/her scores will not be a valid indicator of progress made or current level of functioning. For this reason, it is not ideal to use only MCAS scores for our students as a means of assessing academic progress in our students. Instead of using only MCAS scores, we will be using results from MAP testing for ELA and for Mathematics. Analysis of MAP scores from the fall and spring testing of the last academic year indicates that the percentage of students in the “At Risk” category decreased from the fall testing to the spring testing in the majority of the grades. Substantial gains in reading levels were noted in Grades 1-3.
- **Analysis of Behavioral Needs** - The School Instructional Leadership Team attempted to gather data to get a baseline on such things as # of walk outs and # of times interventionists had to deal with students outside of the classroom setting. Because there was not a consistent form utilized to document these occurrences and all counselors/interventionists did not consistently compile this information, we were not able to get a completely accurate baseline in these two areas. We believe a baseline is important so that we can attempt to decrease the number of walk outs and the number of instances in which students need to be removed from the classroom. One of the main goals of the Center for Excellence is to help students improve their ability to manage their behaviors so that they can function effectively in a regular school setting. In order for students to be able to transition back to their zone school, they need to attend school at the Center for Excellence on a consistent basis and arrive to school in a timely manner. We have the baseline for attendance (81% total), tardiness (3166 total – Grades K-5=290, Grades 6-8=1723, Grades 9-12=1153) and suspensions (70 total – Grades K-5=16 (38 days), Grades 6-8=44 (252 days), Grades 9-12=10 (16 days) for last year and intend to work on improving attendance and decreasing tardiness and

suspensions this school year.

- **Analysis of ELL Needs** – Data indicates that approximately 39% of our students are English Language Learners (ELL). We have not isolated the ELL population from the MAP scores but we plan on doing this to enable us to track progress made with these students. Using the MAP data for ELA and Mathematics, we intend to get baseline scores for this population so that our two ELL teachers can work to improve academic performance for this population. We intend to hire a third ELL teacher to assist in providing this much needed support to students here at the Center for Excellence. It is interesting to note that 96% of our ELL students are also special education students. This warrants further investigation to determine whether it is the special education needs or the language needs are impeding academic progress.
- **Detailed Analysis:**

When thinking about the best approach to determine student progress toward meeting academic standards, we feel that performing baseline assessments within a few weeks of entry into the program and following-up with assessments at the end of the year and/or prior to discharge would be the best approach to measuring progress. The charts on the next few pages show the MAP data for ELA and Mathematics for all grade levels and MCAS scores at the Center for Excellence. The improved scores from fall to spring on MAP testing are a direct result of several activities that occurred last year at the Center for Excellence.

- LLI (Leveled Literacy Intervention) was implemented for students in grades K-2 by a retired teacher who came back to CFE on a part-time basis to do interventions
- Several teachers worked with students to help them to understand the purpose of the test and to set goals for individual achievement. The teachers who did this felt as though it had a positive impact on scores for these students
- Readers'/Writers' Workshop was implemented in grades 1-8
- Aleks was consistently utilized as a math intervention for grades 3-8

Because there was not a clear protocol in place for documentation of walk outs, it is difficult to come up with an accurate baseline in this area from last year. Rediker indicates that there were 216 walkouts (46 from grades 6-8 and 170 from grades 9-12 last academic year but this is probably an underestimate of the number of walkouts that actually occurred because not all counselors were consistently notifying the data clerk when students left the building. We will establish protocol and create forms to utilize to document these occurrences and come up with a baseline for the month of September.

Discussion about the high number of absences (81% attendance rate) and tardiness (3166 reported tardies) at the Center for Excellence resulted in the conclusion that we need to establish methods of making students more accountable for school attendance and reporting to the building in a timely manner. Implementing an incentive program with rewards for timely arrival and consistent attendance was discussed. Incentives are currently available at the end of the week for students but we need to work on including these two contingencies as part of the requirement for receiving these incentives.

Analysis of the number of times students needed to be removed from the classroom setting by an interventionist and taken to a time out room generated discussion about planning and implementing more professional development for staff in de-escalation methods and behavior modification techniques that should be utilized in the classroom to decrease the frequency of removal. We need to develop a plan to help teachers learn intervention skills that will help them to maintain their students in their classrooms.

### **School Theory of Action:**

**The initial analysis of our MAP data indicates that students at the Center for Excellence are making academic progress. We also know that students are developing the coping/anger management skills necessary to assist them in being able to function more effectively in a classroom setting. This is evident by teacher and counselor discussion at daily team meetings. It is important, however, to implement teaching strategies and behavior modification approaches to more significantly improve both the academic and behavioral functioning of the students here at the Center for Excellence.**

We believe that **IF**:

- The instructional leaders of the Center for Excellence become increasingly effective in setting specific student academic performance goals and then facilitating with the faculty a continuous process of using assessment data to monitor progress, reflect, and plan instructional adjustments and improvements ; and
- The instructional leaders of the Center For Excellence work with teachers to identify good intervention approaches for both academic endeavors and behavioral issues; and
- The teachers, counselors, interventionists and paraprofessionals at the Center for Excellence continue to broaden their knowledge base about Special Education, Behavior Modification, and English Language Learners and learn effective techniques to assist in academic and behavioral growth of students with SPED, behavioral and/or ELL needs ; and
- The teachers, counselors, interventionists and paraprofessionals at the Center for Excellence implement a comprehensive, tiered system for student behavior management that increases time on learning for all students; and
- The teachers, counselors, interventionists and paraprofessionals at the Center for Excellence collaborate with one another on a consistent, respectful, and on-going basis; **then**

**Student achievement and student behavior at the Center for Excellence will continue to improve in 2011-12, and we will have made substantial progress toward CFE's overall goal of transitioning more students back to their zone school ready to achieve at their maximum potential in a regular academic setting.**

Grade Level	Indicator	Latest	Historic		
			2010-2011		
Grades K-8	Student Attendance		81%		
	Teacher Attendance	Unknown			
	Student Tardiness		3166		
	Walk outs		216	May be underestimated due to inconsistent reporting	
	Encounters with Interventionists (sent to G-1)		5317		
	Suspensions		70 (306 days)		
	Successful Transitions to zone schools	To be determined			
	Recidivism	To be determined			
		Latest	Historic		
		Spring 2012	Fall 2011	Spring 2011	Fall 2010
Kindergarten	% reading at grade level: Fall (A) Spring (B/C)			20%	N/A
Grade 1	% reading at grade level: Fall (D/E) Spring (H/I)			25%	10%
Grade 2	% reading at grade level: Fall (I/J) Spring (L/M)			45%	11%
Grade 3	% reading at grade level: Fall (LM) Spring (O/P)			18%	10%
Grade 4	% reading at grade level: Fall ( O/P) Spring (S/T)			0%	0%
Grade 5	% reading at grade level: Fall ( S/T) Spring (V/W)			0%	0%
Grade 6	% reading at grade level: Fall (V/W) Spring (X/Y)			7%	7%
Grade 7	% reading at grade level: Fall (X/Y) Spring (Y/Z)			4%	4%
Grade 8	% reading at grade level: Fall (Y/Z) Spring(Y/Z)			0%	0%
Grade 3 MAP	ELA	Low Risk (Grade Level and Above)		0%	0%
		Some Risk (1Year Below Grade Level)		20%	0%
		At Risk (2 or more years Below GL)		80%	100%
	Math	Low Risk (Grade Level and Above)		10%	0
		Some Risk (1Year Below Grade Level)		10%	0
		At Risk (2 or more years Below GL)		80%	100%
Grade 4 MAP	ELA	Low Risk (Grade Level and Above)		0%	9%
		Some Risk (1Year Below Grade Level)		5%	0%
		At Risk (2 or more years Below GL)		95%	91%
	Math	Low Risk (Grade Level and Above)		10%	0
		Some Risk (1Year Below Grade Level)		0	6%
		At Risk (2 or more years Below GL)		90%	94%
		Low Risk (Grade Level and Above)		0%	0%

Grade 5 MAP	ELA	Some Risk (1Year Below Grade Level)			<b>10%</b>	<b>8%</b>
		At Risk (2 or more years Below GL)			<b>90%</b>	<b>92%</b>
	Math	Low Risk (Grade Level and Above)			<b>18%</b>	<b>0</b>
		Some Risk (1Year Below Grade Level)			<b>9%</b>	<b>0</b>
		At Risk (2 or more years Below GL)			<b>73%</b>	<b>100%</b>
Grade 6 MAP	ELA	Low Risk (Grade Level and Above)			<b>8%</b>	<b>0%</b>
		Some Risk (1Year Below Grade Level)			<b>17%</b>	<b>0%</b>
		At Risk (2 or more years Below GL)			<b>75%</b>	<b>100%</b>
	Math	Low Risk (Grade Level and Above)			<b>17%</b>	<b>0</b>
		Some Risk (1Year Below Grade Level)			<b>8%</b>	<b>8%</b>
		At Risk (2 or more years Below GL)			<b>75%</b>	<b>92%</b>
Grade 7 MAP	ELA	Low Risk (Grade Level and Above)			<b>0%</b>	<b>5%</b>
		Some Risk (1Year Below Grade Level)			<b>20%</b>	<b>0%</b>
		At Risk (2 or more years Below GL)			<b>80%</b>	<b>95%</b>
	Math	Low Risk (Grade Level and Above)			<b>13%</b>	<b>4%</b>
		Some Risk (1Year Below Grade Level)			<b>22%</b>	<b>23%</b>
		At Risk (2 or more years Below GL)			<b>65%</b>	<b>73%</b>
Grade 8 MAP	ELA	Low Risk (Grade Level and Above)			<b>4%</b>	<b>0%</b>
		Some Risk (1Year Below Grade Level)			<b>0%</b>	<b>5%</b>
		At Risk (2 or more years Below GL)			<b>96%</b>	<b>95%</b>
	Math	Low Risk (Grade Level and Above)			<b>0</b>	<b>0</b>
		Some Risk (1Year Below Grade Level)			<b>14%</b>	<b>8%</b>
		At Risk (2 or more years Below GL)			<b>86%</b>	<b>92%</b>

Grade Level	Indicator		Latest	Historic		
			2010-11	'09-'10	'08-'09	'07-'08
Grades K-8	Student attendance			81%		
	Teacher attendance					
	Disciplinary incidents					
Kindergarten	% reading at grade level (level B/C)					
Grade 1	% reading at grade level (level I/J)					
Grade 2	% reading at grade level (level L/M)					
Grade 6	ELA	MCAS proficient and above		0%	N/A	N/A
		CPI		29.5	N/A	N/A
	Math	MCAS proficient and above		10%	N/A	N/A
		CPI		30.0	N/A	N/A
Grade 7	ELA	MCAS proficient and above		0%	0%	N/A
		CPI		30.4	22.7	N/A
	Math	MCAS proficient and above		0%	0%	N/A
		CPI		20.7	18.2	N/A
Grade 8	ELA	MCAS proficient and above		8%	0%	N/A
		CPI		29.2	25.0	N/A
	Math	MCAS proficient and above		0%	0%	N/A
		CPI		22.9	14.1	N/A
	Sci.	MCAS proficient and above		0%	0%	N/A
		CPI		22.9	17.2	N/A
All Grades	ELA	MCAS proficient and above		2%	0%	N/A
		CPI		28.6	21.8	N/A
		SGP		21.0	21.0	N/A
	Math	MCAS proficient and above		2%	0%	N/A
		CPI		23.4	18.8	N/A
		SGP		20.0	21.0	N/A

## Performance Targets

### District Performance Targets (based on 2010 data):

- District MCAS ELA proficiency will increase by the end of SY2011-12
  - 1<sup>st</sup> graders reading on grade level (I or J) will increase by 10 percentage points
  - 3<sup>rd</sup> grade MCAS proficiency will increase to 34% from 25%
  - 5<sup>th</sup> grade MCAS proficiency will increase to 31% from 23%
  - 7<sup>th</sup> grade MCAS proficiency will increase to 40% from 32%
  - 8<sup>th</sup> grade MCAS proficiency will increase to 52% from 44%
  
- District MCAS Math proficiency will increase by the end of SY2011-12
  - 3<sup>rd</sup> grade MCAS proficiency will increase to 34% from 25%
  - 5<sup>th</sup> grade MCAS proficiency will increase to 31% from 23%
  - 7<sup>th</sup> grade MCAS proficiency will increase to 40% from 32%
  - 8<sup>th</sup> grade MCAS proficiency will increase to 52% from 44%

### School performance targets (annual outcomes):

As mentioned previously, the Center for Excellence will focus on improving both MCAS scores and MAP scores in ELA and Mathematics to show that our students are making significant academic progress. Because our population changes throughout the school year and year to year, we would like to measure progress by student rather than by grade. All students will be administered MAP in October and we will use their growth performance data as baseline. Typical student growth is 7-8 points from fall to spring. Our target for improvement on MCAS testing will be that ELA and Math will improve by 10% overall and in all subgroups for CPI and SGP.

### School performance targets (short term outcomes):

**ELA** – All students will be participating in benchmark assessments for grades K-12

- All students performing on grade level will gain one year academic progress
- Students performing below grade level will gain 1.5 years academic progress

**MATH** – All students will be participating in pre- and post- assessments for grades 1-8. For grades 9-12, students will be benchmarked in October and monitored for progress each quarter

- All students in 1-8 will increase their scores by 50% from pre- to post-tests
- All students in grades 9-12 will increase their scores by 50% from baseline to final assessment

## Strategic Objective #1: Build instructional quality

### District Activities:

- Forming a district-wide instructional leadership team
- Forming school-based instructional leadership teams
- Defining effective instruction
- Implementing a walkthrough tool that measures effective instruction
- Using data from walkthroughs and assessments to examine and improve instructional quality

### School Non-Negotiables

- Build an instructional leadership team
- Build a common understanding of what is effective instruction
- Use data and inquiry to identify student needs and improve instruction

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?
<i>The SILT will be established and refined with identified participants, roles, and function to build the capacity of staff to improve student achievement by 9/30/11</i>	<i>SILT meets to establish group norms, purpose, and schedule of meetings</i>	<i>SILT, Principal</i>	<i>9/30/11</i>	<input type="checkbox"/>
	<i>SILT distributes meeting schedule among participants and staff of CFE and communicates function and goals of SILT</i>	<i>SILT, Principal</i>	<i>9/30/11</i>	<input type="checkbox"/>
<i>SILT will utilize data and observations from walk-throughs to determine agenda for future SILT meetings and grade level meetings</i>	<i>SILT will conduct 3 walk-throughs per month to gather data on classroom instruction</i>	<i>SILT, Principal</i>	<i>9/30/11- ongoing</i>	<input type="checkbox"/>
	<i>SILT will analyze data obtained from the monthly walk-throughs</i>	<i>SILT, Principal</i>	<i>9/30/11- ongoing</i>	<input type="checkbox"/>
	<i>Walkthrough tools and what teachers can expect (from school and district leadership) in terms of walk-throughs will be shared with staff</i>	<i>SILT, Principal</i>	<i>9/30/11- ongoing</i>	<input type="checkbox"/>
<i>CFE teachers are consistently developing and implementing instructional plans that provide differentiated instruction to meet the individual needs of their Special Education and ELL population s by June 2012.</i>	<i>Initial professional development for faculty on effective differentiated instruction in the classroom and developing student performance goals for this population of students</i>	<i>Principal &amp; SILT</i>	<i>8/29/11 (reinforced at 10/03/11 faculty meeting)</i>	<input type="checkbox"/>
	<i>SILT will research district lesson plan templates and modify accordingly to meet the instructional needs of the teachers of CFE</i>	<i>Principal &amp; SILT</i>	<i>10/15/11</i>	<input type="checkbox"/>
	<i>Lesson plan template will be presented to staff and utilized throughout all grade level</i>	<i>Principal &amp; SILT</i>	<i>10/31/11</i>	<input type="checkbox"/>
	<i>SILT develops professional learning about developing effective lesson plans</i>	<i>Principal &amp; SILT</i>	<i>11/15/11</i>	<input type="checkbox"/>
	<i>Schedule of teacher/support staff collaboration meetings is formulated and distributed to staff</i>	<i>Principal</i>	<i>10/15/11</i>	<input type="checkbox"/>
	<i>Review of teacher lesson planning documents to obtain updated data about intervention strategies and plans formulated with support staff</i>	<i>Principal, ELA &amp; Math Coaches</i>	<i>12/15/11</i>	<input type="checkbox"/>

	<i>SILT determines further professional development about academic interventions to assist teachers in helping students make notable progress</i>	<i>Principal &amp; SILT</i>	<i>12/23/11</i>	<input type="checkbox"/>
	<i>Next steps of professional learning about classroom intervention strategies are carried out with full faculty</i>	<i>Principal &amp; SILT</i>	<i>2/17/12</i>	<input type="checkbox"/>
	<i>SILT reviews feedback from teachers about trainings held on academic interventions and discusses suggestions made for future development opportunities</i>	<i>Principal &amp; SILT</i>	<i>3/26/12</i>	<input type="checkbox"/>
	<i>Next steps of professional learning are carried out with full faculty</i>	<i>Principal &amp; SILT</i>	<i>5/25/12</i>	<input type="checkbox"/>
	<i>Final review of teacher planning documents to obtain information about academic interventions &amp; sharing at final faculty meeting</i>	<i>Principal</i>	<i>6/11/12</i>	<input type="checkbox"/>
<i>90% of CFE instructional staff will have taken 3 out of the 4 category trainings by June, 2012.</i>	<i>Category training opportunities will be provided throughout the school year using professional development days and after school meeting times</i>	<i>Principal, Teachers, ELL Category trainer, Counselor</i>	<i>8/29/11-ongoing</i>	<input type="checkbox"/>
<i>90% of CFE instructional staff will be trained in the implementation of the Thememaker Writing Strategies</i>	<i>Training opportunities will be provided after school and teachers will receive stipends for their participation.</i>	<i>Principal, Teachers, Program trainer</i>	<i>10/15/11-ongoing</i>	<input type="checkbox"/>
	<i>On-going instructional support for Thememaker will be provided during instructional hours</i>	<i>Special Education Intervention Specialist</i>	<i>11/1/11- ongoing</i>	
	<i>All paraprofessionals working with students in Grades 3-12 will be trained on Thememaker enabling them to provide more support to the classroom teacher</i>	<i>Cecilia Lund</i>	<i>10/07/2011</i>	

## Strategic Objective #2: Use data and inquiry

### District Activities

- Developing and implementing a common district-wide inquiry process focused on improving instruction
- Consistently collecting, analyzing and using quality data at the district, school and classroom level
- Using data from formative assessments to examine and improve instructional quality

### School Non-Negotiables

- Use an inquiry process in SILT, PLC, data team settings to analyze data focused on improving instruction
- Develop a system to input and verify quality of school data
- Administer ELA and Mathematics assessments and use data templates to submit assessment data to the district per established protocols

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?
<i>All CFE staff members are aware of end-of-year targets, short-term targets, and full-year calendar of assessments, data meetings, and PLC meeting times by 9/30/11</i>	<i>Annual outcome targets are finalized</i>	<i>Principal, SILT</i>	<i>9/15/11</i>	<input type="checkbox"/>
	<i>Develop and finalize short-term outcome targets</i>	<i>Principal, SILT</i>	<i>9/15/11</i>	<input type="checkbox"/>
	<i>Distribute full-year assessment calendar</i>	<i>Principal, SILT (based on district guidelines)</i>	<i>9/30/11</i>	<input type="checkbox"/>
	<i>Review targets and assessment calendar with CFE faculty</i>	<i>Principal, SILT</i>	<i>9/30/11</i>	<input type="checkbox"/>
<i>Assessments are carried out according to the calendar with at least 98% of students participating in all assessments</i>	<i>Plan for administration of assessments (develop schedules, gather materials, etc.)</i>	<i>Coaches, teachers, Principal</i>	<i>Per calendar</i>	<input type="checkbox"/>
	<i>Administer assessments according to calendar, including making provisions for make-ups for absent students</i>	<i>Teachers, support staff, Coaches</i>	<i>Per calendar</i>	<input type="checkbox"/>
<i>100% of data is verified for quality at the school level and submitted to the district within 10 days of completion of assessments</i>	<i>Receive and review district data planning and submission tools</i>	<i>Principal, SILT</i>	<i>10/15/11</i>	<input type="checkbox"/>
	<i>Submit data to school leadership according to protocols established by district</i>	<i>Teachers</i>	<i>Within 5 school days of assessment completion</i>	<input type="checkbox"/>
	<i>Review and submit data to district according to protocols</i>	<i>Coaches, Principal</i>	<i>Within 10 days of assessment completion</i>	<input type="checkbox"/>
<i>Inquiry process is in place and used at SILT and grade-level meetings to monitor assessment data by 11/15/11</i>	<i>Develop protocols for grade-level data review meetings (identifying areas of strength &amp; weakness, prioritizing, and action planning)</i>	<i>Coaches, Principal</i>	<i>9/19/11</i>	<input type="checkbox"/>
	<i>Monthly grade-level data review meetings carried out according to protocols</i>	<i>Principal, coaches, grade level teams</i>	<i>October-May per calendar</i>	<input type="checkbox"/>
	<i>SILT reviews of grade-level data review meeting results and mid-year outcomes compared to targets</i>	<i>Principal, SILT</i>	<i>October-May per calendar</i>	<input type="checkbox"/>

**Strategic Objective #3: 85% of all Holyoke children will be proficient readers by the end of third grade by 2014**

**District Activities:**

- Identifying and implementing effective early literacy instruction
- Implementing and analyzing data from walkthroughs and assessments to ensure instruction is meeting the needs of every K-3 student
- Providing ongoing professional development and technical assistance to instructional staff to ensure best practices (K-3) are being implemented across all schools
- Developing parent centers at each school that will serve to provide parents/guardians with appropriate information and guidance in helping to advance the reading ability of their students to proficiency
- Providing regular communication and outreach to parents of young children focused on the importance of early literacy skills and being prepared to succeed in school
- Initiating a citywide effort to increase public awareness of the district's 85% literacy proficiency goal and providing professional development to all early childhood education providers and caretakers on best practices in early literacy and school readiness

**School Non-Negotiables**

- Implement effective early literacy instruction
- Use data and inquiry to ensure instruction is meeting the needs of every K-3 student
- Develop a parent center that will serve to provide parents/guardians with information and guidance in helping students become proficient readers
- Provide focused communication and outreach to parents of young children focused on the importance of early literacy skills and becoming proficient readers

<b>Evidence of Change</b>	<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>	<b>Complete ?</b>
<p><i>All K-3 teachers are consistently developing and implementing instructional plans based on effective early literacy practices.</i></p>	<p><i>Monthly Professional Learning Community sessions for K-3 teachers focused on high-quality implementation of the Readers/Writers' Workshop</i></p>	<p><i>Literacy Coach (Mary Wright)</i></p>	<p><i>Monthly 10/11 through 6/12</i></p>	<p align="center">□</p>
	<p><i>Professional learning in Guided Reading and Interactive writing for K-3 teachers</i></p>	<p><i>ELA/Humanities Director (Marie Cole)</i></p>	<p><i>1/12 through 6/12</i></p>	<p align="center">□</p>
	<p><i>Professional learning in Leveled Literacy Intervention for Literacy teacher who works in small groups with students in grades K-3</i></p>	<p><i>ELA/Humanities Director (Marie Cole)</i></p>	<p><i>Three times/yr per ELA PD plan</i></p>	
	<p><i>Targeted individual coaching for teachers based on identified needs and/or teacher requests</i></p>	<p><i>Literacy Coach (Mary Wright)</i></p>	<p><i>Ongoing</i></p>	<p align="center">□</p>
	<p><i>Teachers report classroom utilization of practices learned in PLCs and PD sessions when asked during PLC sessions.</i></p>	<p><i>Teachers (facilitated by Literacy Coach)</i></p>	<p><i>10/11 through 6/12</i></p>	<p align="center">□</p>
	<p><i>Administrator meets weekly with Literacy Coach to discuss progress toward literacy of individual students in grades K-3, suggests modifications to interventions if progress is not adequate, and guides Principal on what to look for during administrative walk-throughs</i></p>	<p><i>Principal and Literacy Coach</i></p>	<p><i>10/11 through 6/12</i></p>	
	<p><i>Administrator walk-throughs reveal consistent integration of identified effective early literacy practices in an increasing percentage of classrooms over the course of the year, reaching</i></p>	<p><i>School and District Administrators</i></p>	<p><i>10/11 through 6/12</i></p>	

	<i>100% of the classrooms by June 2012</i>			
<i>Students in grades K-3 are provided appropriately tiered instruction based on analysis of relevant data to determine their literacy strengths and needs</i>	<i>Identification of tiered instructional needs of students in grades 1-3 based on Fall Benchmark Assessment results</i>	<i>Classroom &amp; Literacy Specialist teachers</i>	<i>10/7/2011</i>	<input type="checkbox"/>
	<i>Development of prioritized list of students for classroom groupings and supplementary literacy interventions (Guided Reading &amp; LLI grades 1-3; Systems 44 in Grade 3)</i>	<i>Classroom &amp; Literacy Specialist teacher</i>	<i>10/14/11</i>	
	<i>Implementation of tiered instruction for students in grades 1-3 based on prioritized list above</i>	<i>Classroom &amp; Literacy Specialist teacher</i>	<i>10/17/11</i>	<input type="checkbox"/>
	<i>Team and individual teacher presentations in data meetings with principal include identification of areas of progress and continued struggle in each classroom in grades K-3</i>	<i>Classroom teachers, Literacy Coach, Principal</i>	<i>Every other week beginning 11/11</i>	<input type="checkbox"/>
<i>CFE's third grade students' MCAS Open Response (OR) and Short Response (SR) results will improve from 14% of all possible points in OR and 8% of all possible points in SR (2011 testing) to at least 25% of all possible points on the 2012 test.</i>	<i>Monthly OR and SR assessments for Grade 3 students using open response items and short response items from previously released MCAS tests to provide additional exposure to students to help them develop better strategies for reading, analyzing, and solving these types of questions</i>	<i>Principal, Literacy Coach, Grade 3 teachers</i>	<i>Monthly October 2011-March 2012</i>	<input type="checkbox"/>
	<i>Utilization of MCAS rubrics and Looking at Student Work (LASW) protocol to identify student strengths and needs re: OR &amp; SR performance</i>	<i>Literacy Coach, Grade 3 teachers</i>	<i>Monthly 10/11-3/12</i>	<input type="checkbox"/>
	<i>Targeted instruction to build on identified strengths, and address identified needs, on OR &amp; SR items, including use of Readers' Notebooks as an ongoing formative assessment tool</i>	<i>Grade 3 teachers with support from Literacy Coach</i>	<i>Monthly 10/11-3/12</i>	<input type="checkbox"/>
<i>First and second grade students at CFE will be better prepared for success in third grade on Open Response and Short Response questions as evidenced by improvement on writing samples</i>	<i>Daily writing activities will occur in every first and second grade classroom with feedback provided to students</i>	<i>First and second grade teachers</i>	<i>11/11 through 6/12</i>	<input type="checkbox"/>
	<i>Literacy coach will review writing samples weekly and provide feedback to teacher about strategies to utilize for improvement</i>	<i>Teachers and Literacy coach</i>	<i>11/11 through 6/12</i>	<input type="checkbox"/>
<i>90% of parents of students in grades K-3 demonstrate awareness of the district's 85% literacy goal and can describe school and district expectations for home literacy support.</i>	<i>Parent literacy understanding will be developed through the Parent Academy by exposing them to literacy games and providing take home activities to reinforce literacy skills</i>	<i>Principal and Literacy Coach</i>	<i>Three times per year starting 11/11</i>	<input type="checkbox"/>
	<i>Monthly literacy newsletter will be sent home with parents providing information about literacy and activities that can be done at home to enhance literacy skills</i>	<i>ELA Director, Literacy Coach, Teachers</i>	<i>Monthly 10/11 - 6/12</i>	<input type="checkbox"/>
	<i>Volunteer program will be initiated in the school enlisting parents and community members in partners in learning</i>	<i>Principal and staff</i>	<i>11/11</i>	<input type="checkbox"/>

**Strategic Objective #4: Focus on literacy (Grades 4-12)**

**District Activities**

- Measuring and monitoring student progress in literacy
- Improving achievement of students who struggle through the implementation and monitoring of interventions in literacy
- Identifying skills required for increasing student achievement in literacy and providing teachers with professional development and instructional coaching

**School Non-Negotiables**

- Identify struggling readers and schedule appropriate interventions with the most qualified literacy staff
- Administer assessments and analyze data to improve instruction to meet student needs
- Provide job-embedded coaching and professional development to improve the quality of literacy instruction

<b>Evidence of Change</b>	<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>	<b>Complete ?</b>
<i>Intervention plan is in place and interventions are initiated by October 31, 2011</i>	<i>Students are prioritized for immediate intervention in grades 4-5 (Systems 44) based on prior-year assessment data (Latency Program, 4-5 BIG)</i>	<i>Guidance counselors, S44 teachers, Asst. Principals</i>	<i>10/15/11</i>	<input type="checkbox"/>
	<i>Intervention groups and strategies are revised/redeveloped over the course of the year based on ongoing assessment of student progress and needs</i>	<i>Classroom teachers, ELA coach, ELA interventionist</i>	<i>10/15/11 - ongoing</i>	<input type="checkbox"/>
	<i>Grades 6-8 Read 180 initiated (Inclusion Program)</i>	<i>Read 180 teacher</i>	<i>9/2/11</i>	<input type="checkbox"/>
	<i>Fall Benchmark (BAS) assessments in grades K-8</i>	<i>Grades K-8 teachers, support teachers, Literacy coach</i>	<i>10/7/11</i>	<input type="checkbox"/>
	<i>Continuous progress monitoring in LLI groups, S44 &amp; R180 classes, and grade-level literacy classrooms, with intervention revisions &amp; reassignments based on this assessment</i>	<i>ELA Interventionist &amp; classroom literacy teachers at all grades</i>	<i>11/11 - ongoing</i>	<input type="checkbox"/>
<i>Principal walk-throughs reveal consistent utilization of high-quality instructional practices in 90% of literacy classrooms by June 2012</i>	<i>Review training for teachers of literacy in the BAS</i>	<i>District Humanities Director, Literacy Coach</i>	<i>Per district calendar</i>	<input type="checkbox"/>
	<i>“Going Deeper” trainings in LLI for literacy support teachers</i>	<i>District Humanities Director, Literacy Coach, ELA interventionist</i>	<i>Per district calendar</i>	<input type="checkbox"/>
	<i>ELL teachers work collaboratively with CFE teachers and Literacy Coach to modify curriculum and provide a language rich environment through meetings held every other week</i>	<i>ELL teachers, teachers, Literacy Coach</i>	<i>9/30/11-ongoing</i>	<input type="checkbox"/>
	<i>Principal/SILT walk-throughs conducted to identify degree of implementation of focus strategies in literacy classrooms and results are analyzed, shared, and discussed with all parties involved</i>	<i>Principal, SILT, teachers</i>	<i>10/11 through 6/12</i>	<input type="checkbox"/>

**School Based Strategic Objective #1: Strengthen Student Performance in Math**

**School Strategic Objective:** Meet mid- and end-of-year performance targets by combining excellent instruction in the Math Workshop (core curriculum) with effective interventions for struggling students.

**Key School Activities**

- Ongoing cycle of assessment, reflection, and adjustments to instruction results in continuous improvement in quality of teaching in learning in Math Workshop (core curriculum) in all Math classrooms
- Identify students struggling in math and schedule appropriate interventions with qualified Math staff
- Provide job-embedded coaching and professional development to improve the quality of Math instruction

<b>Evidence of Change</b>	<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>	<b>Complete ?</b>
<i>Math data review meeting outcomes show that 100% of math teachers have analyzed key assessments (unit pre- &amp; post-tests, MAP, MySkills &amp; ALEKS reports) to identify areas of strength &amp; need in student performance and have related action plans to maximize student results.</i>	<i>The cycle of inquiry for math—assessments, data review meetings according to established protocols including action planning, and ILT review—is identified under District/School Strategic Objective 2.</i>	<i>Principal, Math Coach, Teachers of Math</i>	<i>Per calendar (Math data review mtgs in Nov., Jan., March</i>	<input type="checkbox"/>
<i>Intervention plan is in place and interventions are initiated by October 31, 2011</i>	<i>Intervention plan completed</i>	<i>Math Coach</i>	<i>9/15/11</i>	<input type="checkbox"/>
	<i>Students prioritized for immediate intervention in grades K-12 are identified</i>	<i>Math Coach</i>	<i>9/15/11</i>	<input type="checkbox"/>
	<i>Interventions in grades 6-12 initiated for identified students (Aleks)</i>	<i>Math Coach, Math teachers</i>	<i>9/30/11</i>	<input type="checkbox"/>
	<i>All teachers of Math will be trained in using MySkills Tutor</i>	<i>Company Presenter</i>	<i>10/15/11</i>	<input type="checkbox"/>
	<i>MySkills Tutor interventions initiated in grades K-12 for identified students</i>	<i>Math Coach, Math teachers</i>	<i>10/31/11</i>	<input type="checkbox"/>
	<i>MySkills Tutor and/or Aleks is continuously implemented with identified students and progress is monitored to determine next level of intervention</i>	<i>Math Coach, Math teachers, Principal</i>	<i>12/1/11 - ongoing</i>	<input type="checkbox"/>
<i>High-quality instructional practices in Math instruction will be observed in 90% of Math classrooms by June 2012as evidenced by high ratings on walk-throughs</i>	<i>Math vertical meeting schedule completed</i>	<i>Math coach (with principal)</i>	<i>9/30/11</i>	<input type="checkbox"/>
	<i>Vertical meetings held according to schedule</i>	<i>Math coach &amp; teachers</i>	<i>9/30/11-ongoing</i>	<input type="checkbox"/>
	<i>Teachers identified for individualized support</i>	<i>Math coach (with principal)</i>	<i>9/30/11</i>	<input type="checkbox"/>
	<i>Prioritized teachers receive targeted support (co-planning, modeling, observation &amp; feedback) from coach</i>	<i>Math coach</i>	<i>9/30/11-ongoing</i>	<input type="checkbox"/>

## School Based Strategic Objective #2: Implementation of Effective Behavior Management System

**School Strategic Objective:** Implementation of a coherent, tiered system of behavior management results in continuous increase in time on learning for all students, as evidenced by a decrease of at least 15% in both disciplinary referrals and days lost to suspension during SY 2011-12.

### Key School Activities

- Faculty training and ongoing consultation about expectations and available support for classroom management of challenging student behaviors [Tier I]
- Establishment of additional support for classroom management of challenging student behaviors to be provided by the counselors assigned to the program [Tier I]
- Utilization of contracted interventionists for support (brief time-outs) to students. Teacher contacts interventionist for removal of student from the classroom [Tier II]
- Intensive Behavioral Support services for selected students through collaboration with outside agencies for additional support [Tier III]

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?
<p><i>Students will develop more coping/anger management skills as evidenced by a decrease in disruptiveness within the classroom setting. This will be evidenced by a 10% decrease each month in the number of times students need to be removed from the classroom setting.</i></p>	<i>Initial faculty training in tiered behavior management system (expectations, supports, and strategies)</i>	<i>Principal, Counselors, Paraprofessionals</i>	<i>8/26/11</i>	<input type="checkbox"/>
	<i>Ongoing consultation support for faculty members regarding classroom behavior management expectations and strategies – Counselors will attend grade level meetings at least twice per week</i>	<i>Principal, Teachers, Counselors, Paraprofessionals</i>	<i>June 2012 (frequency as noted at left)</i>	<input type="checkbox"/>
	<i>Interventionists will attend grade level meetings once a week to exchange information about students with teachers.</i>	<i>Principal, Teachers, Interventionists</i>	<i>9/30/11-ongoing</i>	<input type="checkbox"/>
	<i>Counselors will conduct small social skills sessions for students identified by the teachers</i>	<i>Counselors, Teachers</i>	<i>9/30/11</i>	<input type="checkbox"/>
	<i>Social work interns and Counselors will teach Second Step social skills curriculum.</i>	<i>Interns, Counselors</i>	<i>9/9/11</i>	<input type="checkbox"/>
	<i>Interventionists will verbally process incidents with students prior to reentry into the classroom setting so that students understand why they were taken out and what they could have done differently</i>	<i>Interventionists</i>	<i>ongoing</i>	<input type="checkbox"/>
<p><i>There will be a 15% reduction in disciplinary referrals to the office and the interventionists and suspension days will decrease by 15% monthly.</i></p>	<i>Development of protocols and forms for intervention work with students</i>	<i>Principal, SILT, Counselors, Teachers</i>	<i>9/30/11</i>	<input type="checkbox"/>
	<i>Collaborative meetings between Counselors and teachers regarding behavioral issues of students</i>	<i>Counselors, Teachers</i>	<i>10/1/11 ongoing</i>	<input type="checkbox"/>
	<i>Development, implementation, and monitoring of comprehensive individual behavior support plans for students on caseloads</i>	<i>Counselors</i>	<i>October 2011 ongoing</i>	<input type="checkbox"/>