





School Improvement Plan 2018-2019 Overview

To ensure that every student has access to high-quality schools, the whole School Improvement Plan development, submission, and revision process should be aligned with ongoing strategic school improvement efforts at each school site as well as the district's overall targets of the Superintendent's Strategic Operating Plan. These efforts include: improving student achievement in LA, math, and science; increase achievement of high needs students to decrease the gap; create more educationally robust programs that meet student needs and interests; develop exemplary teachers and school leaders; ensure safe and attractive schools and develop external partnerships

PLAN	
Plan 2018-19	
Revisit Priorities and Goals in 2019 - 2020	
➤ Share with SGC and Revision due November 15, 2018 updated with BOY data	
➤ Ongoing revisions due March 2019 MOY data	
➤ Updated June 2019 EOY data	

2018-2019**School Improvement Plan**

The purpose of the School Plan is to strategically establish goals, based on the unique needs of the school and demonstrate how they intersect with the district strategic operating plan. This is also an opportunity to align funding streams, staffing and other resources to ensure measurable outcomes established to monitor progress are being met.

VISION AND THEORY OF ACTION**VISION STATEMENT**

Marvin Elementary is a school where all students are encouraged to strive for academic, social, and emotional excellence in a safe and supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to achieve their maximum academic potential while exhibiting respectful and responsible behavior. We set high expectations for all students. Our entire school community shares the belief that all children can, and will learn.

Theory of Action – If/then

If we provide teachers with opportunities to collaborate through vertical teaming, then they will increase their knowledge of what is needed for students' success.

If we provide all children with high quality whole and small group tier 1 instruction, then we can decipher other issues such as trauma, poor attendance, transiency, absence of home support as possible obstacles to achieving academic success.

ELEMENTARY SCHOOLS

- Please complete the charts below with individual grade levels and subgroup data. Who are our highest performing sub-groups?
- Who are our lowest performing subgroups?

SBAC Assessment - Percent of Students at Level 3 or 4

Grade Level 3	All	African American	Hispanic	White	Other	Special Education	ELL
ELA	36/84	4/7	9/43	17/27	6/7	1/5	1/18
2017-2018	42.9%	57%	21%	63%	86%	20%	06%
District	45.8%						
2018-2019							
Math	37/84	4/7	10/43	17/27	6/7	1/5	4/18
2017-2018	44%	57%	28%	63%	86%	20%	22%
District	49.4%						
2018-2019							

Grade level 4	All	African American	Hispanic	White	Other	Special Education	ELL
ELA	35/71	8/13	5/23	20/31	2/4	1/9	1/11
2017-2018	49%	62%	22%	71%	50%	11%	.09%
District	53.8%						
2018-2019							
Math	30/71	8/13	4/23	16/31	3/4	0/9	0/11
2017-2018	42%	62%	17%	52%	75%	0%	0%
District	49%						
2018-2019							

Grade Level 5	All	African American	Hispanic	White	Other	Special Education	ELL
ELA	31/71	2/7	15/34	10/23	4/7	0/8	3/9
2017-2018	44%	29%	44%	43%	57%	0	33%
District	57.3%						
2018-2019							
Math	28/71	1/7	11/34	11/28	5/7	0/8	2/9
2017-2018	39%	14%	32%	39%	71%	0	22%
District	40.5%						
2018-2019							

Northwest Evaluation Association MAP Assessment – Grades 3-5 Average RIT Score – Fall, Winter, Spring

	Fall	Winter	Spring	Percent of students who met projected growth Fall to spring
Grade 3 ELA				
District 17/18	-----	195.0	198.8	---
Marvin 17/18	-----	195.6	200.1	---
District 18/19	187.5	194.7		
Marvin 18/19	190.3	196.5		
Grade 3 Math				
District 17/18	187.9	195.0	202.0	59%
Marvin 17/18	190.4	198.2	200.5	49%
District 18/19	186.8	194.8		
Marvin 18/19	186.6	195.8		
Grade 4 ELA				
District 17/18	198.2	203.2	206.7	66%
Marvin 17/18	196.9	204.2	207.6	64%
District 18/19	198.1	203.4		
Marvin 18/19	200.3	206.3		
Grade 4 Math				
District 17/18	200.3	206.0	213.5	65%
Marvin 17/18	201.9	215.6	221.2	72%
District 18/19	199.1	204.7		
Marvin 18/19	199.8	207.9		
Grade 5 ELA				
District 17/18	205.5	210.4	212.8	63%
Marvin 17/18	206.3	211.0	211.1	43%
District 18/19	206.3	210.9		
Marvin 18/19	208.6	211.1		
Grade 5 Math				
District 17/18	209.7	215.3	221.1	63%
Marvin 17/18	210.5	216.6	221.2	54%
District 18/19	211.0	216		
Marvin 18/19	211.8	215.4		

mCLASS Dibels – Percent of Students at or above benchmark based on composite score

ONLY Elementary Schools

Subject Area Grades K-3		School Overall			District Overall		
		Fall	Winter	Spring	Fall	Winter	Spring
ELA	All students						
	2015-2016	63.9%	72.4%	77.0%	67.7%	75.0%	79.4%
	2016-2017	61.9%	68.5%	71.7%	67%	72.9%	77.5%
	2017-2018	60%	60%	77%	62%	67%	80%
	2018-2019	57%	67%		67%	71%	
	K All Students						
	2015-2016	81.7%	70.4%	93.0%	61.5%	69.2%	80.8%
	2016-2017	41.0%	49.2%	67.6%	58.7%	66.5%	81.2%
	2017-2018	43%	50%	66%	62%	66.3%	80%
	2018-2019	46%	70%		55%	67%	
	Grade 1 All Students						
	2015-2016	46.9%	59.0%	63.1%	58.1%	75.3%	75.6%
	2016-2017	45.2%	65.7%	71.4%	59.3%	70.0%	72.5%
	2017-2018	46%	62%	66%	61%	71%	74%
	2018-2019	36%	57%		67%	71%	
	Grade 2 All Students						
	2015-2016	84.8%	83.8%	82.1%	76.3%	79.3%	79.4%
	2016-2017	73.2%	73.5%	73.8%	78.5%	78.3%	78.4%
	2017-2018	74%	75%	75%	75%	75%	75%
	2018-2019	71%	69%		77%	77%	
	Grade 3 All Students						
	2015-2016	79.2%	83.1%	83.8%	75.0%	76.6%	82.1%
	2016-2017	86.2%	82.3%	73.5%	73.5%	76.5%	77.9%
	2017-2018	76%	76%	77%	75%	75%	77%
	2018-2019	79%	73%		72%	69%	

STUDENT PERFORMANCE DATA ANALYSIS

This section of the document will support your identification of focus areas for your school. You should use 1 page to answer the questions.

OPTIONAL: Prior to answering the questions below, you may find it helpful to examine your school's *historical* data and sub-group data when available. Collecting existing documentation you have will support your analysis.

Analyze students' academic strengths, struggles and data trends. Use the data above to analyze the strengths and weaknesses in ELA and Math.

1. SBAC

- Our SBAC scores were dismal this year. Our high needs students still struggle in regards to SBAC assessment.
- In grades 4 and 5, our students demonstrated higher performance in math than reading.
 - Grade 4 – reading 7% points higher than math (math – 42%/reading 49%).
 - Grade 5 – reading 5% points higher than math (math 39%/reading 44%).
- We need to concentrate on our Hispanic, ELL and Special Education students across all grades levels
- In grade 3 and 4 – the following sub groups scored above the 50th% in both reading and math: African American, White, other.
- In grade 5 – no subgroup scored above the 50th% in either reading or math.

- Over the past three years (2016 – 2018) the percent of students performing at levels 3 and 4 in ELA has declined by 1.6%. With the percentage declining each year.
 - 46.8% - 2016
 - 45.3% - 2017
 - 45.1% - 2018
- During the same three years – the percentage of students performing at levels 3 and 4 in Math have demonstrated a slight increase (1.8%). However, the percentage has not been steady.
 - 40.3% - 2016
 - 46.2% - 2017
 - 42.0% - 2018

2. NWEA

- Students in all three grade levels scored above the district on the BOY 2018-2019 assessments with the exception of third grade math.
- EOY scores from 2017/2018 to BOY 2018/2019 demonstrate very little to no summer slide.
 - Math 2017-2018 data indicates:
 - 3rd grade – Average RIT growth increased by 14 RIT points.
 - 4th grade – 12.4 RIT points.
 - 5th grade – 10.7 RIT point increase
 - Reading 2017-2018 data indicates:
 - 4th grade – 8.6 average RIT point increase

- 5th grade – 6.8 increase
- BOY 2018 data indicates:
 - Math –
 - 3rd grade – Average RIT score .2 points below district average
 - 4th grade & 5th grade – students scored above district average (4th -.7 and 5th .8 higher).
 - Our starting BOY RIT point average is lower than last year’s BOY RIT point average in grades 3 & 4 and higher in 5th grade
 - 3rd – 3.8 point decrease, 4th – 2.1 point decrease and 5th – 1.3 point increase.
 - Reading
 - All three grade levels are starting off the year with a **higher** RIT point average than the district.
 - 3rd – 2.8 point increase, 4th – 2.2 point increase, 5th – 2.3 point increase.
 - Our starting RIT point average is higher than last year’s BOY RIT point average in grades 4 & 5 (no data for grade 3 since they did not take the assessment last year).
 - 4th – 3.4 RIT points higher, 5th – 2.3 RIT points higher.
- MOY data demonstrates a growth that mirrors the district in both math and reading.
 - However, the information that I find to more useful is each individual’s growth (or lack of) so that instruction may be focused on the students’ areas of additional instruction.

3. mCLASS

- Marvin has regularly scored behind the district in regards to the percentage of students at or above benchmark on composite scores in all grade levels with the exception of third grade.
 - Third grade is the only grade level that has consistently scored as well as or outscored the district on the mClass composite scores.
- Data trends show student entering Kindergarten are beginning the year scoring lower and lower each subsequent year since 2015.
- Last year Marvin students demonstrated more growth from BOY to EOY than the district did with the exception of third grade.
- MOY data demonstrates the following:
 - As kindergarten students are instructed in the areas tested by mClass – the sounds letters make, the ability to segment sounds their MOY scores to indicate newly learned knowledge.
 - As first grade students continue learning the above skills as well as the ability to read whole words, their scores increase dramatically as well.
 - In second and third grades, where the ability for most students to decode is now replaced by reading accuracy and fluency, composite scores remain constant or decrease due to the focus on this subset of skills in the grade levels.

Where are the largest achievement gaps after looking at all the data in the charts above?

1. SBAC

- As reported we scored dismally on the SBAC.
- Our ELL and SpEd students struggle with the SBAC assessment.
 - Our ELL and Special Education population both continue to struggle on the SBAC in all three grade levels. The SBAC it is not a measure of growth. The assessment is a measure of proficiency.
 - Many of our SpEd students are identified as being learning disabled and are performing at a level at least 2 grades below their so scores will not be proficient on a reading or math assessment.
 - Many of our Hispanic students receive ELL services and the state has determined it no longer matters how long students have been in the country they must take the SBAC assessment.
- In determining gaps – it is difficult to do so when analyzing small subgroups (ie. only 1 out of 7 African American students performing at or above proficient = 14% or 3 out of 4 students “Other” students performing at or above proficient = 75%).

2. NWEA

- It is evident that Marvin school students scored below the district in both reading and math – with the exception of fourth grade Math – (4th graders – 72% - district 4th grade – 65%).
 - The largest gap between Marvin and the district exists in 5th grade reading – Marvin 43%/District 63%).

3. mCLASS

- The percent of Kindergarten students at benchmark during the EOY assessments is not indicative of how they will score on the first grade BOY assessment. Last year during EOY 66% of K students met or exceeded composite benchmark. This year only 36% of the first grade students met or exceeded composite benchmark. This 30 point decrease is alarming, but when comparing the data for the last 3 years between EOY K and BOY 1st I have noticed this is a trend for Marvin as well as the district.
 - Marvin data
 - 2015/2016 EOY K/2016-2017 BOY 1st – 47.8 decrease
 - 2016/2017 EOY K/2017-2018 BOY 1st – 21.6 decrease
 - 2017/2018 EOY K/2018 –2019 BOY 1st – 30 decrease
 - District data
 - 2015/2016 EOY K/2016-2017 BOY 1st – 20.7 decrease
 - 2016/2017 EOY K/2017-2018 BOY 1st – 15.5 decrease
 - 2017/2018 EOY K/2018 –2019 BOY 1st – 14 decrease
- While the district difference is less than Marvin’s, for the past three years our students start at a lower BOY composite in K.
 - In 2016 - 2017 our students started off 17.8 lower than the district.
 - In 2017– 2018 our students started off 19 point lower than the district.
 - In 2018 – 2019 our K students are starting off 11 points lower than the district average.

- The same concern does not hold true for any of the other grades 1st – 2nd or 2nd to 3rd.
 - In fact, in each of the above grade levels student, student EOY scores increase during the next year's BOY assessment.
- Our entering K students are an unknown, while we have PELI scores for some students, we do not receive them early enough to use that data to make educational decisions to create classes.

PERSISTENCE AND BEHAVIOR (ATTENDANCE, SUSPENSIONS, EXPULSIONS)

	Average Daily Student Attendance	Average Daily Teacher Attendance	Percent of Students Chronically Absent
2016-2017			4.7930%
2017-2018			5.2874%
2018-2019			

(Chronically absent is 10% of total number of schools days at the time of data collection)

List 3 Strategies that you will implement to improve attendance for chronically absent students:

There was an increase in our chronically absent students due to the fact that we are no longer able to remove students who leave the country for an extended period of time. Hopefully, this year with the implementation of the letter that must be shared with parents (if we are aware of the upcoming extended absence) some of these absences will be avoided. This year, the school will be tracking the number of students who leave the country for a period of three weeks or more to determine what the percentage of the student body is impacted. Parents generally say they need to leave the country for an extended period because a family member is ill.

Information about excessive excused/unexcused absences and tardies is included in the Marvin School parent handbook. The same information was included in a power point presentation that was presented to parents during Open House.

We also will continue to implement the following strategies:

1. Principal will send letters home to parents of students in October (students with 4 or more absences), December (6 or more absences), February (8 or more absences), and April (10 or more absences). These letters will detail the exact number of student absences and tardies and how both impact student learning. Parents will be told if the current trend continues their children will be considered chronically absent.
2. Social Worker will call homes of those students who are absent frequently and will create a phone communication log.
3. Principal and social worker will meet with parents if absences continue.

How will you measure the effectiveness of the attendance strategies?

- Decrease in the number of absences after letters are sent to parents in the above mentioned months.
- Decrease in the number of absences after Social Worker makes contact.

➤ MOY data:

- Attendance has been an increased area of concern this year.
 - Thus far parents have received three letters indicating the number of absences and tardies (2/14/19).
 - It is important for me to note two things here
 - We were hit by the flu this year especially in 1st and 4th grades. In fact, one day a first grade teacher had a total of 4 students in her class!!
 - Another student has recently been diagnosed with diabetes and this has led to an unprecedented number of tardies and absences as the parent and student are getting used to planning for her day.

SUSPENSIONS & EXPULSIONS

EOY 2015-2016	EOY 2016-2017	EOY 2017-2018	EOY 2018-2019
Number of Suspensions - 1	Number of Suspensions - 1	Number of Suspensions – 4	Number of Suspensions – 1.25
Number of Expulsions - 0	Number of Expulsions - 0	Number of Expulsions – 0	Number of Expulsions -

**ONE PRIORITY SHOULD BE AROUND SCHOOL CLIMATE BASED ON SURVEY RESULTS
OR CHRONIC ABSENTEEISM DATA**

SCHOOL PRIORITY GOALS
School-wide Priority I: ELA DEMONSTRATE AN IMPROVEMENT IN “ALL STUDENT” SBAC SCORES IN ELA.
School-wide Priority II: Math DEMONSTRATE AN IMPROVEMENT IN “ALL STUDENT” SBAC SCORES IN MATHEMATICS.
School-wide Priority III: Parent Goal INCREASE PARENT INVOLVEMENT ON THE CSCI SURVEY.

ESTABLISH A GOAL FOR EACH PRIORITY THAT IS MEASURABLE. EX: REDUCE THE AMOUNT OF STUDENTS IN TIER 2 INTERVENTIONS FOR MATH BY 20% OR (20 STUDENTS) BASED ON DATA. HOW WILL YOU MONITOR THE GOAL TO DETERMINE IF IT IS ON TRACK?

SCHOOL-WIDE PRIORITY 1: DEMONSTRATE AN IMPROVEMENT ALL STUDENT SBAC SCORES IN ELA.

GOAL 1 – Increase the percent of ALL students at levels 3 and 4 from 45.1% to 55%.

Strategies	Team Person Responsible	Timeline	Resources Needed	Evidence of Implementation
Review of data to create a sense of urgency	Administration	2018 - 2019 school year	SBAC data	Agendas
Implement use of one data meeting a month to review Reading data	Administration, All K - 5 grade teachers	2018 - 2019 school year	Reading Data	Data meetings
Use BOY NWEA MAP data to implement the ELA instructional learning continuum for each students RIT band range.	Administration, 3 rd , 4 th , and 5 th grade teachers	After BOY testing	NWEA results	MAP Data
Implement Compass Learning computer program as well as other programs	3 rd , 4 th , and 5 th grade teachers	After BOY testing and throughout the 2018 - 2019 school year	Title One funds	% of students using the program
Implement teaching Author's Purpose and the prerequisite skills – such as inferencing, etc.	All teachers	2018 - 2019 school year	Author's Purpose, inferencing materials	Lesson plans
Begin utilizing a writing framework with all students	All teachers Katie Chase Stefanie Dean Italia Negroni	2018 - 2019 school year	Schoolwide materials and teacher training at the writing workshop in New Britain	Implementation of process writing – finished and unpublished products.
Use MOY NWEA MAP data to implement the ELA instructional learning continuum for each students RIT band range.	Administration, 3 rd , 4 th , and 5 th grade teachers	After MOY testing	NWEA results	MAP Data

School Wide Priority II - DEMONSTRATE AN IMPROVEMENT SBAC SCORES IN MATHEMATICS.

GOAL 2 - Increase the percent of ALL students at levels 3 and 4 from 42% to 52%.

Strategies	Team Person Responsible	Timeline	Resources Needed	Evidence of Implementation
Review of data to create a sense of urgency	Administration	2018 - 2019 school year	SBAC data	Agendas
Implement use of one data meeting a month to review math data	Administration, All K - 5 grade teachers	2018 - 2019 school year	Math Data	Data meetings
Review of Mathematics scope and sequence	Jeff Magnano All K - 5 grade teachers	October 2019	Mathematics scope and sequence	Data Team Meeting
Introduction to Exemplars	Jeff Magnano	October 2019 and throughout the school year	Exemplars	Data Team Meetings
Use BOY NWEA MAP data to implement the mathematical instructional learning continuum for each students RIT band range.	Administration, 3 rd , 4 th , and 5 th grade teachers	After BOY testing	NWEA results	MAP Data
Implement Compass Learning computer program	3 rd , 4 th , and 5 th grade teachers	After BOY testing and throughout the 2018 - 2019 school year	Title One funds	% of students using the program
Implement Khan Academy Program	3 rd , 4 th , and 5 th grade teachers	2018 - 2019 school year	Khan Academy	Khan Academy student/class reports
Review of mathematical practice	Jonathan Lake Administration, 3 rd , 4 th , and 5 th grade teachers	November 2018		Data team meeting
Use 5E model for mathematical instruction	All teachers	2018 - 2019 school year	Understanding of 5E	Lesson Plans
Implement small group Math instruction	3 rd , 4 th , and 5 th grade teachers Jeff Magnano	2018 - 2019 school year	Time	Group rosters
Implement After school math program	3 rd , 4 th , and 5 th grade teachers Jeff Magnano Paras	December 2018 – May 2019	Title One funds	Student roster
Utilize the NWEA Learning Continuum	3 rd , 4 th , and 5 th grade teachers	2018 - 2019 school year	Learning Continuum	Increase in RIT scores
Choose a Problem Solving Acronym to implement with our students	All teachers	November 2018	Research time	Chosen Acronym
Provide problem solving strategies to support multi-step problem solving and higher order thinking skills.	All teachers	2018 - 2019 school year		Class lessons
Use MOY NWEA MAP data to implement the mathematical instructional learning continuum for each students RIT band range.	Administration, 3 rd , 4 th , and 5 th grade teachers	After MOY testing	NWEA results	MAP Data
Chart Conditional Performance Index for all students	3 rd , 4 th , and 5 th grade teachers	After MOY testing	MOY testing data	MOY testing

School Wide Priority III – INCREASE PARENT INVOLVEMENT ON THE CSCI SURVEY.

GOAL 3 - Increase parent participation on the CSCI climate survey during the 2019 administration of the survey.

Strategies	Team Person Responsible	Timeline	Resources Needed	Evidence of Implementation
Know when the survey will be given	Administration	2018 - 2019 School Year	Dates of survey	Email
Make parents aware of the survey starting in December via the parent newsletter and the Marvin School website	Administration SGC	December 2018 until the end of the 2019 survey period	Website Newsletters	Website Monthly Newsletters
Make computers available for parents to use while the survey window is open	Administration	2018- 2019 School Year	Chromebooks	Increase in parent participation
Have computers available during various events – PTA meetings, March conferences, Game Night, and Literacy Events	Administration	2018- 2019 School Year	Chromebooks	Increase in parent participation
Make computers available during After the Bell pick up times	After the Bell staff	2018- 2019 School Year	Chromebooks	Increase in parent participation
Inform parents computers are available throughout the day in the library along with the offer assistance	Library Clerk	2018- 2019 School Year	Chromebooks	Increase in parent participation
Host a Parent Survey night with dessert and SGC members.	Administration SGC	Depends on when survey is due	Chromebook Carts	Increase in parent participation
Make adults available to assist parents read the survey questions in English or Spanish during the above various time periods.	Administration SGC	2018- 2019 School Year	Adult readers	Increase in parent participation
Remind parents of the importance of their participation.	Classroom teachers	2018- 2019 School Year	Newsletters	Increase in parent participation

SIP 3-2-1

3: What are three key messages about the School Improvement Plan you will communicate to teachers?

1. Student scores on SBAC assessment are dismal and there is a sense of urgency to make changes in how we approach teaching.
 - ELA – 11th out of 12 elementary schools.
 - Mathematics – 8th out of 12 elementary schools.
2. We need to analyze the results of the formative assessments administered to determine which students need intensive group support (ECRI, EIR) and which students need strategic individual support.
3. We need to ensure that all data team meetings focus on student data to inform decisions about instruction.

2: What are two ways you will communicate to parents and the greater school community?

1. Communication began with parents during a PowerPoint presentation shown to all parents at Open House.
2. Communication with parents will continue via Monthly Newsletters from the Principal sent home via backpacks. The newsletters are also available on the Marvin School website.

1: What is one way that you will monitor your progress towards achieving the goals of this SIP?

1. MOY data will provide information as to our progress toward our goals.

SCHOOL IMPROVEMENT PLANNING REFLECTION RUBRIC

Indicator	Self-Reflection & Next Steps
<p>1. Data analysis is sufficient. The data analyzed focuses on the most important strengths and areas for improvement.</p>	
<p>2. Focused on gap closure. Data analysis, improvement plan, and action plan focus on gap closure for student groups (e.g. high needs, students with disabilities, ELLs). Root causes analysis goes deep enough to address changes in adult and student behaviors.</p>	
<p>3. Objectives and initiatives focus on improving the instructional core. The strategic objectives and initiatives are targeted at improving learning and teaching in classrooms.</p>	
<p>4. All sections are clear. Data is presented clearly, objectives and initiatives are clearly described, and action plan steps are understandable.</p>	
<p>5. Early evidence of change are measurable and actionable. Action Plan includes reasonable measures of gauging success by the end of November and includes clear implementation strategies and activities to achieve them.</p>	
<p>6. Alignment of resources makes the plan achievable. There is evidence that financial resources, human resources, and professional development have been aligned to support the plan.</p>	
<p>7. All sections of the SIP align to each other demonstrating solid thru-line (i.e. data analysis, theory of action, strategic objectives, strategic initiatives, action plan)</p>	
<p>8. The process was inclusive. There is evidence that BLDT members, SPMT (or equivalent), and other teachers/staff members were meaningfully involved in the development of the plan.</p>	