

## II. School-Level Plan- Sierra Vista Primary (SVP) – “THE NEED FOR SPEED”

### A. Assessing the needs of the school systems, structures, policies and students

- i. SVP is currently arranged as the district’s 1<sup>st</sup> and 2<sup>nd</sup> grade school. All the district’s 1<sup>st</sup> and 2<sup>nd</sup> grade students attend SVP. In the summer of 2018, SVP will house all the district’s 3 year old Developmentally Delayed (DD) students, 4 year old DD students, Pre-K and Kindergarten students. Currently there are 305 total students attending SVP, while the 2018-19 enrollment is expected to be near 500 students. Demographic breakdown indicates that 151 or 49.5% of students are Hispanic, 99 or 32.5% are Caucasian, and 52 or 17% are Native. 100% of the students are classified as free/reduced lunch.

Grade level breakdown indicates that 150 students are 1<sup>st</sup> graders, with a demographic breakdown of 49.3% Hispanic, 32% Caucasian, and 18% Native.

Of these 150 students, 119 are returning students (85 students are in English-only classes, while 34 students attend Bilingual classes) who have End of Year (EOY) Kindergarten DIBELS data. School-wide, 88% of these returning English-only students scored at the “benchmark” level on DIBELS. 85% of Hispanic students were at benchmark, while 86% of Caucasian students, and 95% of Native students were. 78% of Hispanic students were at “benchmark” on the IDEL (Spanish version of DIBELS), the Caucasian and Native subgroups do not have a large enough sample size to calculate percentages.

Of the 155 2<sup>nd</sup> grade students, 49.7% are Hispanic, 32.9% are Caucasian, and 16% are Native. Data indicates that 133 of the 155 students are returning students (101 students are in English-only classes, while 32 students attend Bilingual classes)

who have 1<sup>st</sup> grade EOY DIBELS scores. School-wide 71% of the returning English-only students scored “benchmark” on DIBELS. 68% of Hispanic students, 71% of Native students and 73% of Caucasian students scored at benchmark. Only 45% of Hispanic students scored benchmark on the IDEL and both the Caucasian and Native groups had too small sample sizes to calculate percentages. SIG school-level baseline data is included in Appendix E, while the same data, by grade-level is included in Appendix E-1 and E-2 respectively. Additionally, school demographic data and disaggregated student achievement data is included in Appendix E-SVP.

- ii. A systemic review of school data and processes indicates that SVP has a significant decline in reading performance (as measured by DIBELS) among grade levels and this decline also begins the academic achievement gap in reading among ethnicities (see Appendix E-SVP). Kindergarten students entering first grade were 88% proficient/benchmark, with no noticeable achievement gaps between Caucasian-Hispanic, Caucasian-Native, or Hispanic-Native groups. Seventy-one percent of first grade students entering second grade were at the proficient/benchmark level, with a 5 percentage point discrepancy between the Caucasian and Hispanic subgroups. Fifty-six percent of second grade students entering 3<sup>rd</sup> grade were at the proficient/benchmark level, with the Caucasian-Hispanic gap remaining at 5 percentage points, but the Caucasian-Native gap appeared at 21 percentage points and the Hispanic-Native gap appears at 16 percentage points. The cumulative EOY Kindergarten to EOY 2<sup>nd</sup> grade drop is 32 percentage points and even within each ethnic group, there is at least a 20

percentage point drop from Kindergarten EOY to 2<sup>nd</sup> grade EOY. Thus, in reading alone, there is a significant need to stop within group and across group declines (see Appendix E-SVP).

Another find from the systemic school data and process review was a connection between a student's EOY 2<sup>nd</sup> grade DIBELS score and his/her (later) PARCC ELA score. PARCC ELA performance results show that almost no student (actual total is less than 2%) whose EOY 2<sup>nd</sup> grade DIBELS Oral Reading Fluency (ORF) was less than 90 words per minute (wpm) ever scored proficient (Level 4) or advanced (Level 5) on a PARCC ELA test. Approximately 20% of students scoring ORFs of 90 wpm and above achieved Level 4 or 5 on PARCC. However, students with ORFs above 130 wpm, had almost a 70% likelihood of scoring a Level 4 or 5 on PARCC. The evidence is clear: that by the end of 2<sup>nd</sup> grade, students need to be reading at least 90 words per minute, with the ultimate goal being 130 words per minute. These fluency data points provide SVP with measurable/targetable speed goals; thus "the need for speed."

The systemic review also indicated that primary grades' math instruction (and achievement) is not being measured in any appreciable way. Neither the state of New Mexico, nor the district, has a 1<sup>st</sup> or 2<sup>nd</sup> grade assessment of mathematics. The first math achievement indicator for the district is PARCC MAT03 and for the 2015-16 school year, White Mountain Elementary (WME) 3<sup>rd</sup> graders scored only 26% proficient. So, by 3<sup>rd</sup> grade, only 1 in 4 of our students is proficient in math. SVP must make math learning and achievement a high priority goal!

Another finding from our systemic review of school data and processes is that SVP students and their families are facing greater economic and overall life demands. This “life-stress”, for lack of a better-encompassing word/phrase, presents families with incredible burdens and most have an overall lack of knowledge involving the gamut of resources and services available within the community. As stated previously, 100% of SVP’s student population is eligible for free breakfast and lunch at school. In addition to this alarming statistic, significant numbers of students live in single parent homes, while many are being raised by grandparents. Additionally, behavioral issues at school are on the rise, as well as referrals and involvement by the Children, Youth and Families Department (CYFD), Juvenile Court, and other social services.

A final finding from our systemic review came from our parent/stakeholder surveys. Our parent/stakeholder group, who, while strongly supporting SVP’s efforts at significant academic reform and improvement, made clear that a more comprehensive after school program/experience is needed for SVP students. Research is clear (Harvard Family Research Project, Feb. 2008; Educational Leadership, May 2011) that quality afterschool programming that includes appropriate supervision and structure, intentional programming with opportunities for autonomy and choice, and strong family/community partnerships can help increase student achievement scores AND social development.

To summarize, SVP’s four major needs, as identified through a systemic review process are: to increase reading performance/achievement, to increase math performance/achievement, to address social/emotional needs labeled as “life-

stress”, and to complete the academic improvement efforts with a comprehensive after school enrichment program. Existing identified strengths for addressing both achievement needs and providing a comprehensive after school program are to be found in the skill set, resources, and dedication of our professional staff. Our staff has the capacity and the desire to transform SVP into the best primary school in the state. To support the comprehensive after school program, the school/district, because of its 100% free/reduced meals status, is eligible for healthy snacks for an after school program. This is also identified as a positive existing capacity to support the grant application.

- iii. To help each student strive for significant achievement gains in both reading and math, SVP will implement a unique, student-centered data monitoring system. Similar to the federal requirement of each special education student having an Individualized Education Plan (IEP), SVP will develop an Individualized Educational Progress Plan (IEPP) for each student that will help teachers, interventionists, and parents monitor and track student progress in reading and math. Collaborative discussions involving all stakeholders (school/district leadership, school/district union leadership, and parents) also identified that both a bilingual and an English-only interventionist would be extremely beneficial to have on-site to help all our students. Specifically for math, because New Mexico does not have a state-wide math assessment, SVP will fully assess and monitor 1<sup>st</sup> and 2<sup>nd</sup> grade students’ math achievement with a to-be-determined, Common-Core-aligned math assessment for 2017-18. In order to support school leadership in both academic and behavioral needs, the stakeholder group determined that a

hybrid-administrator position, one that combines aspects of an Assistant Principal's duties, Dean of Students' duties and Instructional Coach's duties, would be extremely beneficial in a school that in August of 2018 will house almost 500 students.

In order to address the identified need termed "life-stress" and to address components #9 and #11 under the Leadership Innovation model, we propose creating a school/community resource program to address our students/families socio-emotional and other needs. This program will be modeled along the lines of a School Based Health Center. To combine all of the required services under this type of umbrella program, we are proposing hiring a Licensed Master of Social Work (LMSW). Additional priorities to help realize and implement the totality of the school improvement grant include: developing a comprehensive staff professional development plan, hiring of key staff (including interventionists) and partnering with parents and the community to establish a comprehensive after school experience.

## B. School Model and Rationale

- i. With flexibility and autonomy from the district, SVP chose to select the Leadership Innovation model of school transformation because of the following reasons and conditions:
  - 1) Option of retaining a principal who has demonstrated improvement in performance, especially among subgroups. In his two year tenure, Mr. Jeremy Green has raised subgroup performance (source NM School Report cards). Growth of highest performing students (Q3) has gone from 2014-C, 2015-B,

to 2016-A, while the growth of the lowest performing students (Q1) has gone from 2014-D, 2015-D, 2016-B. District leadership, school leadership and staff as well as parents and stakeholders also support Mr. Green's efforts as principal.

- 2) Continuing participation in PPE.
- 3) Having discovered the reading achievement gaps and other indicators (ORF), the district and school believe that they can implement strategies that lead to systemic and dramatic positive change.
- 4) The ability to reassess/re-evaluate the principal's performance yearly and the district's new model of administrative coaching.
- 5) The district will provide more guidance and support than oversight in allowing the school flexibility and autonomy.
- 6) A strong relationship with the district-designated Systems Instructional Facilitator.
- 7) In-house experts in curriculum-instruction-assessment alignment and data driven decision making and accountability (Dr. Bickert, Ms. Barsana, and Ms. Reeve).
- 8) Clearly identifying what is wrong and very strong indicators of and for dramatic improvement, it is believed that SVP can create a very specific professional development plan/program, focusing on curriculum and instructional delivery that will lead to more effective instructional strategies and ultimately, results.

- 9) The ability to provide appropriate socio-emotional supports to both students and families through community partnerships and resources.
  - 10) Develop our own in-house leaders and possible next principal.
  - 11) The ability to create and develop unique parent and community engagement activities and events.
- ii. Once SVP was notified that it was a candidate for SIG funding, district leadership met with the principal, district union leadership, school-site union leadership and leaders of the Parent Advisory Committee to review the entire RFA document and discuss all the options available. District leadership, from the beginning, allowed the school autonomy in the direction we wanted to pursue in SIG. The biggest decision was that if it was an option to retain the principal, we would and did make that decision first, which ultimately led to analyzing the Leadership Innovation model. Finally, as we reviewed all the components of this model, we realized that we could implement these parameters faithfully and completely.

#### C. Determining Goals and Objectives

- i. Goal: By EOY 2018, 80% of first graders (previous was 70%, so goal is + 10) will achieve proficient/benchmark status. [Total school proficiency goals and school-level baseline data appear in Appendix E, while specific grade-level goals are listed in Appendix E-1 (1<sup>st</sup> grade) and E-2 (2<sup>nd</sup> grade respectively.)  
Corresponding objective: When presented with lists of Frye's sight words in groups of 25, students will read the words in 12-15 seconds. Assessed: Students will be timed on regular intervals on sight word lists, with corresponding data entered into their IEPP.

- ii. Currently, there is no state assessment and/or requirement for 1<sup>st</sup> or 2<sup>nd</sup> grade mathematics. Goal: By EOY 2018, 70% of first graders (no previous measure or goal to compare to) will achieve proficiency on an appropriate Common Core-aligned 1<sup>st</sup> grade math assessment. Corresponding objective: When presented with 20 single-digit addition problems, students will correctly answer all 20 problems in 1 minute or less. Assessed: Students will be timed on regular intervals on timed-single digit addition worksheets, with corresponding data entered into their IEPP.
- iii. The 2<sup>nd</sup> grade will have comparable reading and math goals (see Appendix E-2).
- iv. Appendix E, as well as grade-level baseline data (Appendix E -1 and Appendix E-2) have been completed and are attached.

#### D. School Leadership

- i. As allowed per the application (District level Foundations I.C.i.1), SVP will retain the principal, Mr. Jeremy Green. Trend improvement data discussed previously (see School level plan B.i.1) demonstrates that Mr. Green has been instrumental in making improvements in student achievement at SVP. Mr. Green has successfully completed two years of PPE and continues to receive monthly administrative coaching from his superintendent. He will continue to grow in his role as the instructional leader of SVP.
- ii. SVP is proposing adding a position with these grant funds that would serve several purposes. The position would be a hybrid of assistant principal, dean of students, and instructional coach. As the district and school identifies future leaders (consistent with Leadership Innovation requirement #10), one of these

individuals would start immediately in August 2017 in this hybrid position. SVP would request that this individual be allowed to participate in PPE Cohort 5 and the district would include this individual in all ELT trainings, meetings and administrative coaching sessions with the superintendent. Working directly with the SVP staff on the reading and math goals and objectives would allow this up-and-coming leader invaluable instructional leadership insight and experience.

#### E. Instructional Staff

- i. Instructional staff consist of 14 classroom teachers and 1 special education teacher. Twelve of the current 15 teachers had 2015 Teacher Summative ratings: Ineffective-1, Minimally Effective-0, Effective-6, Highly Effective-5, Exemplary-0. Thirteen of the current 15 teachers have current 2016 Teacher Summative ratings: Ineffective-0, Minimally Effective-4, Effective-4, Highly Effective-5, Exemplary-0.
- ii. SVP has fully autonomy and flexibility to hire, retain, and assign instructional staff as needed. We convene a team of teachers to interview any and all potential applicants when a position is available. (Teacher interview questions have been included and are attached as Appendix U.) Teachers rated as either “ineffective” or “minimally effective” are provided the opportunity to improve by working the principal on a specialized professional development plan.

#### F. Partnerships

- i. SVP will increase the number of external partners and one, or more, who will provide specific and comprehensive professional development services will be screened and identified as part of the implementation timeline (January-June

2017). [District processes related to the reviewing and selecting of external partners is included and attached as Appendix F-1. Currently, SVP's main external partner in terms of leadership and instructional support is the Priority Schools Bureau (PSB). SVP will continue this partnership. As stated previously, Mr. Green's work with PSB through the PPE program has already demonstrated improved school performance.

Another external and no-cost partner is the Backpack for Kids organization, which provides backpacks of food for kids to take home each weekend. As 100% of our students are eligible for free breakfast/lunch, we know that a poverty/hunger problem exists within our school and community. This organization sent home over 10,000 backpacks district-wide during the 2015-16 school year. Another external and no-cost provider is Building Communities that Support Children's Reading (BCSCR). This is a fully-federal funded grant organization, working out of the Three Rivers Educational Cooperative (Farmington, NM). BCSCR provides "Little Free Libraries" throughout the community, provides free books to parents and children at all school-related events (parent nights, literacy nights, etc.), free books that are included at least once a month in the food backpacks, and pays our teachers to provide after school reading tutoring to our students. As part of the budget aspect of this SIG grant and to help grow this partnership and extend our after school services to be both academic (tutoring) and enrichment, we will be requesting funds to be used for transportation. Currently, BCSCR is funded through September 2017 and is in the process of a renewal application cycle. The rationale for partnering with

BCSCR was that it is a no-cost fully funded program that uses (and pays) our own teachers to work with our students. Initial results from spring semester (January-May 2016) showed that students who received the 32 hours of after school tutoring grew 1.5 grade levels in reading as measured by i-ready assessment. Another current external and no-cost partner is the Sierra Blanca Boys & Girls Club. The Club provides after school care and activities for students, as well as a district-wide safe haven for younger students who don't have anyone waiting for them at the bus stop after school. A final external, no-cost partner is Mescalero Systems of Care. This organization supports our Native American students with behavioral and social issues.

- ii. The Evidence of Partner Effectiveness Chart has been completed and is attached as Appendix F, while the district's processes associated with the reviewing, selecting, and renewing of external providers is attached as Appendix F-1.
- iii. Should SVP select and hire any other external partners and pay for those services with School Improvement Grant funds, a comprehensive assessment of services/results rubric will be developed to assure that the products/services are beneficial. This rubric would also provide necessary documentation for subsequent year decision and funding decisions regarding the external partner. The selection process would involve a committee consisting of representatives of those groups (district leadership, school leadership, district union leadership, school union representation, and parents) who have actively participated in the SIG process.

#### G. Organizational Plan

- i. The district leadership organizational chart has been attached as Appendix T and the SVP site-based organizational chart is attached as Appendix T-1.
- ii. On a daily basis, high quality instruction occurs in each classroom (teacher responsible) with appropriate interventions (Response to Intervention model) also being provided by the teacher. As regular curriculum-based measures are given and scored, this data is sent to the Director of Support Services for compiling and analysis. Data is then returned to teachers, who meet as grade-level teams during dedicated PLC time to discuss next steps. Teacher teams have the flexibility and autonomy to develop their next step plans. If/when a need is identified requiring specific professional development, the teachers make a request to the principal, who has budget authority to make it happen. Additionally, this data, as well as other progress monitoring data is used by the SAT team to help monitor the SAT plan for identified students. The Director of Support Services and the SVP Principal meet monthly with the superintendent and rest of the ELT to discuss school performance and issues. Finally, the SVP principal has a monthly one-on-one administrative coaching session with the superintendent.
- iii. SVP is fully compliant in administering all aspects of the NMTEACH performance review. As per the Collective Bargaining Agreement (CBA) all formal observations are scheduled at “mutually-agreeable times.” Presently, the SVP administrator is supported by the Director of Special Education in teaming to complete observations for teachers who are required to have multiple observations. A systemic use of the NMTEACH Summative scores is a detailed analysis of the overall observation score to identify potential classroom and

professional practices that may require additional professional development. One of the goals of adding the hybrid position (discussed previously) is to provide specific instructional coaching to meet individual teacher need. Another objective for the hybrid position is to receive the required administrative training to become a certified Teachscape evaluator.

- iv. The calendar of events for 2017-18 would be developed during the implementation period (January-June 2017) should SVP receive the grant funds requested.

#### H. Educational Plan

- i. In 2013, SVP was required by a PED audit to purchase a “core” textbook curriculum to be used for core instruction in reading and math. It was a requirement that the curriculum selected be “Common Core State Standards” (CCSS) aligned. In evaluating publishers and materials, SVP rated each publisher on the 6 major component shifts that the CCSS were demanding. In Reading/Literacy they were (are):

- 1) Balancing informational and literary text
- 2) Building knowledge in the disciplines
- 3) Demonstrating a “staircase” of complexity
- 4) Requiring text-based answers
- 5) Requiring writing from sources
- 6) Building academic vocabulary

In Mathematics, the 6 shifts were (are):

- 1) Narrow and deepen the focus and scope

- 2) Coherence/ vertical alignment and integration
- 3) Emphasis on fluency of basic operations
- 4) Develop a deep understanding of a concept
- 5) Ability to choose or apply a concept for application without being prompted
- 6) Dual intensity of focusing on practice and understanding

After rating each publisher, the committee determined that for Reading, McGraw-Hill's WONDERS program and for math, INVESTIGATIONS, were the curricular programs most aligned to the CCSS.

- ii. SVP has identified and focused on 7 primary instructional strategies to be used in both grades and across all subjects. These are: academic vocabulary and language, reading and writing across the curriculum, close reading, cooperative learning, supporting/defending answers, analysis of student work, and formative assessment process. Academic vocabulary and language focuses on building students non-conversational language and vocabulary. Reading and writing across the curriculum enables students to learn and comprehend subject matter more deeply. Close reading refers to a deep methodical examination of a text to uncover layers of meaning for deeper comprehension. Cooperative learning describes the practice of students working in groups and taking roles in the sharing of information and tasks. Supporting/defending answers refers to the process of using text explicitly to support comprehension answers and showing/justifying a math answer through explanation. Analysis of student work refers to a group or team of teachers looking at and analyzing student work. SVP has a very detailed

formative assessment process using weekly curriculum-based measures (CBMs) called Wee Warrior Readers and Math Monsters.

- iii. Not applicable as “required and elective courses” beyond reading and math are middle/high school components.
- iv. The base plan to accelerate learning in reading and math has been mentioned previously (goal and objective) and that is to increase students’ speed and fluency in reading basic sight words and in doing/processing basic math operations. The district and SVP have strong data connecting Oral Reading Fluency (ORF) speed with proficient/advanced performance on PARCC ELA tests. SVP will be testing the hypothesis that Basic Math Operational Fluency (BMOF) will be connected/related with future successful math performance on PARCC MAT. It is further hypothesized (and believed) that by increasing the speed of basic skills, greater time and effort can be spent by both the teacher and the students on deeper involvement with text and/or mathematics and that deeper learning will result.
- v. Use of time...the district school calendar for 2017-18 is attached as Appendix W, while an example of an individual teacher’s daily class schedule, including Tier II time is attached as Appendix W-1.
- vi. A logical and meaningful set of instructional strategies has been identified above. SVP is constantly analyzing the daily use of instructional time to limit distractions and unnecessary gaps or losses of time. Daily time analysis will be part of the entire staff’s role during the implementation period (January-June 2017). In short, saving or finding lost time within the day, naturally extends instructional/learning time on a daily basis. Finally, SVP is in discussion with

BCSCR about the possibility of a reading enrichment summer session for June 2017. SVP will continue to participate in and invite every student to attend “Early Start” (local name for K-3 Plus).

- vii. **Data-Driven Instruction and Decision Making:** SVP is on the same I-Station interim assessment window as every other (primary/elementary) school in the state of New Mexico. However, SVP has also purchased i-ready to use as a 3-time per year interim math assessment for 2016-17. These assessment windows/sessions are scheduled at roughly the same time as the reading I-station windows. The Director of Support Services shares individual student, class and teacher data as soon as possible and the grade level teams meet at the next available Wednesday PLC to discuss the data and develop next step plans. The Director of Support Services is personally available to work with the teachers and shares other supports and resources that teachers may be interested in. Additionally, on an every-other-week schedule, SVP uses Wee Warrior Readers and Math Monsters curriculum-based measures to check and track student performance. This data is submitted weekly for summary and results are provided back to teachers very quickly.

#### I. Training, Support and Professional Development

- i. The SVP principal met with the superintendent to analyze NMTEACH Summative evaluations for all SVP teachers. Individual need areas within the four major Domains were identified for targeted professional development for the rest of the 2016-17 school year. Next, the SVP principal met with each individual SVP teacher to review the Summative evaluation report to see what individual

training/professional development needs each teacher might have. Finally, as the SVP team continues to meet and focus on the instructional strategies being used to support reading and math instruction, more professional development needs will be identified for 2016-17 and beyond. The most important component of having and providing job-embedded professional development for the staff of SVP is to use SIG funds to hire a person for the instructional coach/assistant principal hybrid position.

- ii. SVP has not created a full professional development plan for the 2017-18 school year at this time. However, having an instructional coach will allow much more comprehensive instructional coaching connected to data-identified needs.
- iii. From a results standpoint, SVP analyzes data regularly to evaluate and improve the curriculum-instruction-assessment dynamic. When data is positive, we know we are on the right track; however, when results are not as expected, clearly, a responsive action plan is necessary. This usually implies changing our PD/PLC Wednesday time to accommodate the need for new information/training. From a long-term perspective, focusing primarily on school year 2017-18, we would emphasize professional development on the identified/chosen instructional strategies that will be used by all staff.

#### J. Communication and Stakeholder Involvement/Engagement

- i. SVP will host/cohost with White Mountain Elementary School (WME) a monthly Parent Community Supper at which regular progress updates, including indicator data, will be shared with parents and stakeholders. These monthly meetings will consist of a meal (supper), an agenda, and a sign-in sheet for documentation

purposes. These meeting meals will be funded from either SIG and/or Title I Family Engagement Funds. Additionally, the Parent Advisory Committee will have dedicated time on the agenda, as will any other community service group/organization that would like to communicate with parents/stakeholders. We also anticipate that our LMSW will be able to provide/share information regularly with families. Announcements about the date, time, and location of the meetings will be posted on the district's Facebook and webpage and will be sent to local media outlets similar to Board Meeting Notices. Further, a summary of the meeting will be written up and posted to Facebook and the webpage.

#### K. Project Plan Narrative/Timeline

- i. During year-one implementation, the most important strategy for SVP, even prior to starting the school year, will be to identify the key indicators of and for student academic achievement we will be measuring, collecting data on, and monitoring. Current barriers include : 1) having a new K-2 statewide reading assessment (first change since 2006), and 2) no state-adopted formal K-2 math assessment. The oversight associated with this objective will fall upon the Systems Instructional Facilitator (SIF), so identifying this individual is the most important personnel objective. From a reading standpoint, this is relatively simple, because all NM schools are aligned with the I-Station reading program for interim assessments and those assessment windows and subsequent data availability timelines will be a given. However, SVP will need to have identified the 1<sup>st</sup> and 2<sup>nd</sup> grade math assessment(s) which will be given three times a year. Based on these dates and timelines, a detailed informational “report out” calendar can be created, which

would allow SVP to schedule Parent-teacher conferences and Parent Community Suppers [stakeholder involvement] around these dates and information. From an instructional standpoint, in addition to the interim assessments, SVP will prioritize the assessment and collection of baseline speed data in both reading and math (ORF and BMOF). Early principal observations will be focused on assessing classroom usage and implementation of the seven prime instructional strategies (listed previously). With appropriate work completed during the implementation period (January-June 2017) all key personnel (hybrid position and LMSW) will be in place [staffing and job-embedded professional development] prior to August 1, 2017, as will a well-defined comprehensive after school program [partnerships].

- ii. The first and most important “early win” will be PED approval of this application. The district leadership (Board, Superintendent, and Directors), school leadership, union leadership, teachers and staff, and our parents, who have been part of this planning and grant application process have all already “bought-in!” Collectively, we see this SIG plan as the means of becoming the best primary school in the state! The team who worked on this application/plan is excited to start the implementation planning work in January 2017. From a full-implementation perspective, an “early win” will be seeing students ORF and BMOF timed-scores decrease (“the need for speed!”). Students like games and the concept of “getting/going faster” has more of a game appeal than an assignment appeal. We really think that students will make a connection between having fun and learning. One of the long-term capacity builders we see is that

“speed work” can also be used and benefit the kindergarten students, who will be SVP students next year. Another interesting capacity-builder is the extended benefits to families who have students in other buildings in the district. For example, if a parent can be connected to a community resource via our LMSW, then that entire family benefits. During the length of this grant, we seek to build a solid educational and socially-supportive system that continues to thrive after SIG funds are no longer available.

- iii. It has already been mentioned that the leading indicator in reading is I-station results, which are available three times per year. The same will be true for math, when the assessment is determined. Other indicators are students ORF and BMOF scores, which will be assessed a minimum of once per month. Teachers will collect, submit to the Director of Support Services, who will analyze, graph, and share back with teachers. Parents will receive quarterly updates to their child’s IEPP and will receive school-updates monthly at Parent Community Suppers.
- iv. All of the school plan strategies and components will be regularly assessed and monitored by the Systems Instructional facilitator and at least monthly by the superintendent and ELT.