School Improvement Plan

Esek Hopkins Middle School |
2018-2019
**PART 1: GENERAL INFORMATION**

**Instructions**

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

**Timeline and Key Dates**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administrators review PowerPoint for SIP overview session with ILT</td>
<td></td>
</tr>
<tr>
<td>2. Administrators and ILT develop SIP draft</td>
<td></td>
</tr>
<tr>
<td>3. School teams submit SIP to Dropbox for ZED review</td>
<td></td>
</tr>
<tr>
<td>4. ZED provides feedback</td>
<td></td>
</tr>
<tr>
<td>5. School teams make any necessary revisions</td>
<td></td>
</tr>
<tr>
<td>6. Schools submit revised SIP aligned to Title I budget to ZED for final approval in the Dropbox.</td>
<td></td>
</tr>
</tbody>
</table>
**PART 2: SCHOOL IMPROVEMENT PLAN TEMPLATE**

**Section 1: Cover Page**

*Instructions:* Please complete this cover page by entering the requested information below.

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>Esek Hopkins Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Address:</td>
<td>480 Charles Street, Providence, RI 02904</td>
</tr>
<tr>
<td>School Principal Name:</td>
<td>Gloria Jackson</td>
</tr>
</tbody>
</table>
| Classification (check one): | [ ] SIG Cohort 1 School*  
[ ] SIG Cohort 2 School*  
[ ] ESEA Waiver Focus School*  
[ ] ESEA Waiver Priority School*  
[ ] None of the above |
| ILT/SIT Member Names: | 1. Christina Antonelli  
2. Ellen Albanese  
3. Joy Cervone  
4. Melissa Cornell  
5. Darlene Dasilva  
6. Andrew Patty  
7. Jan Little  
8. Delores Berard  
9. Sarah Melin  
10. Robyn Peterson  
11. Paul Petit |
<table>
<thead>
<tr>
<th>Parent Member Representatives:</th>
<th>Francisco Vargas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Member Representatives:</td>
<td>Victor Montanez, College Crusade</td>
</tr>
<tr>
<td>Zone Executive Director Signature:</td>
<td>Gina Picard</td>
</tr>
<tr>
<td>School Principal Signature:</td>
<td>Gloria J. Jackson</td>
</tr>
</tbody>
</table>

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

*Note: SIG schools must also ensure their new SIP maintains the original intent from the original SIG SRP.*
**Section 2: School Demographic Profile**

**Instructions:** Complete the table below by providing enrollment and demographic data for the current (2017-2018) school year. In the space indicated, be sure to provide the date on which the data was pulled from Skyward.

<table>
<thead>
<tr>
<th>Grades Served:</th>
<th>6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment:</td>
<td>561</td>
</tr>
</tbody>
</table>

**Student Demographic Breakdown for 2016-2017 (data from Skyward as of 5/21/2018):**

<table>
<thead>
<tr>
<th>% Black</th>
<th>19.8%</th>
<th>% Limited English Proficient (LEP)</th>
<th>20.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Hispanic</td>
<td>61.7%</td>
<td>% Special Education</td>
<td>16.7%</td>
</tr>
<tr>
<td>% White</td>
<td>8.7%</td>
<td>% Free/Reduced Meals</td>
<td>89.2%</td>
</tr>
<tr>
<td>% Other</td>
<td>9.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School Climate Data:**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Attendance Rate</td>
<td>91.9%</td>
<td>91.6%</td>
<td>89%</td>
<td>90.77%</td>
<td>91.7%</td>
<td>91.6%</td>
</tr>
<tr>
<td>% of Students Chronically Absent</td>
<td>35.0%</td>
<td>38.2%</td>
<td>42.7%</td>
<td>38.0%</td>
<td>32.5%</td>
<td>33.7%</td>
</tr>
<tr>
<td>Number of In School Suspensions</td>
<td>89</td>
<td>55</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of Out of School Suspensions</td>
<td>48</td>
<td>186</td>
<td>122</td>
<td>174</td>
<td>174</td>
<td>174</td>
</tr>
<tr>
<td>Total Suspensions</td>
<td>137</td>
<td>241</td>
<td>122</td>
<td>174</td>
<td>174</td>
<td>174</td>
</tr>
<tr>
<td>Teacher Attendance Rate</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>
Section 3: School Improvement Strategies and Implementation Timeline

Instructions: After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. If your school selected flex menu interventions as part of identification under Rhode Island’s ESEA Waiver, each intervention must appear as a supporting strategy for at least one goal. Interventions may serve as strategies for multiple goals (e.g., the same intervention may be a strategy for both your math and literacy goals). Because of RIDE monitoring requirements, note that the intervention will be the strategy you report on during quarterly monitoring meetings in 2018-2019.

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

To increase the number of students who score at the “met or exceeded” expectations on the 2019 Rhode Island State Assessment (RICAS) from the 2018 RICAS Assessment from 8% to 9%.

According to the 2015-2016 PARCC data, our data indicates the following:
- 18.6% of students met or exceeded expectations;
- 29.1% of students approached expectations;
- 28.9% of students partially met expectations;
- 23.5% of students did not meet expectations.

According to the 2016-2017 PARCC data, our data indicates the following:
- 14% of students met or exceeded expectations;
- 28% of students approached expectations;
- 27% of students partially met expectations;
- 31% of students did not meet expectations.
According to the 2017-2018 RICAS data, our data indicates the following:

- 0.57% of students exceeded expectations;
- 7.36% of students met expectations;
- 42.45% of students partially met expectations;
- 49.62% of students did not meet expectations.

To further analyze our PARCC data from 2015-2016 data, we drilled down our data to examine the results of our IEP students and ELL students. We found the following:

**2015-2016 IEP Students:** To increase the number of students who are proficient from 2.2% to 3%.

- 2.2% met expectations;
- 11% approached expectations;
- 34% partially met expectations;
- 52.7 did not meet expectations.

**2015-2016 ELL Students:** To increase the number of students who are proficient from 0% to 1%.

- 0% of students met or exceeded expectations;
- 5.6% approached expectations;
- 29.6 partially met expectations;
- 64.8 did not meet expectations.

To further analyze our PARCC data from 2016-2017 data, we drilled down our data to examine the results of our IEP students and ELL students. We found the following:
2016-2017 IEP Students: 2017-2018 Goal: To increase the number of students who are proficient from 3% to 5%.

- 3% of students met or exceeded expectations;
- 11% approached expectations;
- 30% partially met expectations;
- 56% did not meet expectations.

2016-2017 ELL Students: 2017-2018 Goal: To increase the number of students who are proficient from 0% to 1%.

- 0% of students met or exceeded expectations;
- 5% approached expectations;
- 24% partially met expectations;
- 70% did not meet expectations.

2018-2019 IEP Students: 2018-2019 Goal: To increase the number of students who are proficient from 3% to 4%.

- 3% of students met or exceeded expectations;
- 15% of students approached expectations;
- 82% of students did not meet expectations;

2018-2019 ELL Students: 2017-2018 Goal: To increase the number of students who are proficient from 0% to 1%.

- 0% of students met or exceeded expectations;
- 21% approached expectations;
- 79% did not meet expectations.
Based upon these results and historical data, it is evident that it is crucial that we focus on closing the achievement gap between special populations (IEP and ELL) and regular education students. Growth for both subpopulations is at best flat. ELL student instruction will focus on their individual acquisition needs. 2016-2017 ACCESS data supports our efforts. That data showed our current 7th grade students (last year’s 6th grade students) had an overall proficiency rate of 22% at the Entering Level, while 22% scored at the Development level. It is our intention to increase these rates by at least 10%. Our current 8th grade students (last year’s 7th grade students) had an overall score of 47% for Entering, and need the most assistance with Developing 13% and Expanding 13%. It is our intention to increase the Developing and Expanding rates by at least 10%.

2017-2018 ACCESS data showed a continued need to focus on writing. Proficiency rates are as follows: 34.5% of students scored at PL1; 26.7% of students scored at PL2; 30.2% of students scored at PL3; and 8.6% of students scored at PL4. Zero students scored at PL5 and PL6.

We also reviewed and analyzed our 2016-2017 PSAT data. Out of 124 test takers, 8 met both benchmarks. In ELA, 18 students met the benchmark in Reading, and 17 met the benchmark in Writing and Language. Five students met the benchmark in Words in Context. Based upon this data, we will continue to work on the area of Vocabulary.

2017-2018 PSAT data is reveals we were above the District benchmark in terms of our Participation rate. However, we missed the District benchmark in both Reading and Math. EBRW scored 22.9%, which was a decrease from 28.5% the previous year.

2017-2018 ACCESS data shows that 116 students took the ACCESS test. Of those, 40 students were PL1; 31 were PL2; 35 were PL3, and 10 were PL4. No students were PL5 or PL6. Proficiency rates showed that there is an urgent need to improve ELL student responses to writing.
**Intervention: (L-II.4):** Identify One Leader to routinely monitor the implementation and effectiveness of the core curriculum/instruction and services to traditionally underserved students.

<table>
<thead>
<tr>
<th>1.1</th>
<th>What is your strategy for achieving your SMART goal and closing the achievement gaps?</th>
<th>What are your adult behavior targets?</th>
<th>With what tool and how frequently will you monitor adult behavior?</th>
<th>What are your MOY student outcome targets?</th>
<th>With what tool and how frequently will you monitor student outcomes?</th>
<th>If applicable, what is the Title I budget line item supporting the strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be taught to use research based instructional strategies, such as blended learning, designed to meet them at their individual levels to increase their achievement in literacy.</td>
<td>80% of ELA and Social Studies teachers will utilize research based blended learning/ personalized instructional strategies, which will be monitored on the Classroom Walk-through Tool by the Administrative Team. Teachers from Grades 6 &amp; 7 will be trained by Highlander and implement</td>
<td>Classroom Walk-through Tool data will be used to monitor adult behaviors to ensure teachers are using research based instructional strategies.</td>
<td>100% Students in each Tier and Grade Level will increase their proficiency in at least one criteria of the rubric as evidenced by their MOY end of quarter assessment. 90% of Proficient students will remain at their level or increase in at least one criteria of the rubric to exemplary.</td>
<td>We will monitor students quarterly by using a common rubric. The Classroom Walk-through Tool will be utilized bi-weekly to monitor student engagement. STAR testing will be utilized to monitor progress on reading skills.</td>
<td>51000, 52000, 53000</td>
<td></td>
</tr>
</tbody>
</table>
personalized learning strategies

80% Teachers will engage in Peer to Peer Observations of in-house teachers based upon the availability of substitute teachers for coverages.

Teachers will utilize various blended learning applications, which will incorporate technology to enhance teaching and learning, including but not limited to programs such as Sylvan Paper (formerly Cite Lighter).
<table>
<thead>
<tr>
<th></th>
<th>1.2 Students will engage in small group discussions.</th>
<th>80% of ELA and Social Studies teachers will facilitate and support small group instruction.</th>
<th>Administrative Team Walkthroughs-bi-weekly</th>
<th>80% of students will be able to articulate their learning and their analysis of the task at hand.</th>
<th>Classroom Walk-through Tool will be used bi-weekly.</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.3 All students will increase their academic writing skills and demonstrate growth using embedded support in ELA and Social Studies classes.</td>
<td>100% Teachers will utilize Sylvan Paper (formerly CiteLighter) in an ELA LAB class and one Social Studies class per week.</td>
<td>Sylvan data bi-weekly.</td>
<td>90% of students should see an increase in their interim assessment scores, Sylvan Paper scores, or other teacher created assessments.</td>
<td>Common rubric-bi-weekly</td>
<td>51000,52000, &amp; 53000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% of Teachers will meet to score and analyze the results from</td>
<td></td>
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</tbody>
</table>

Flocabulary, and CommonLit.com.

100% of Teachers will utilize research based strategies in weekly ELA and ELL tutorials.
Sylvan Paper (formerly CiteLighter) to assess student progress and needs.

(ELD) and Special Education (Learning Center) teachers using the assessments selected by the teachers in Sylvan Paper.

**Instructions:** After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. If your school selected flex menu interventions as part of identification under Rhode Island’s ESEA Waiver, each intervention must appear as a supporting strategy for at least one goal. Interventions may serve as strategies for multiple goals (e.g., the same intervention may be a strategy for both your math and literacy goals). Because of RIDE monitoring requirements, note that the intervention will be the strategy you report on during quarterly monitoring meetings in 2018-2019.

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

To increase the number of students who score at the “met or exceeded” expectations on the 2018 Rhode Island State Assessment from the 2017 PARCC Assessment from 3.8% to 5%.

According to the **2015-2016 PARCC** data, our data indicates the following:

- 9.6% of students met or exceeded expectations;
- 20.5% of students approached expectations;
- 33.3% of students partially met expectations;
- 36.5% of students did not meet expectations.

According to the **2016-2017 PARCC** data, our data indicates the following: {Awaiting Data}

- 8% of students met or exceeded expectations;
- 24% of students approached expectations;
• 29% of students partially met expectations;
• 40% of students did not meet expectations.

According to the 2017-2018 RICAS data, our data indicates the following:

• 0% of students exceeded expectations;
• 3.86% of students met expectations;
• 51.10% of students partially met expectations;
• 45.04 of students did not meet expectations.

To further analyze our 2015-2016 data, we drilled down our data to examine the results of our IEP students and ELL students. We found the following:

2015 – 2016 IEP Students: To increase the number of students who are proficient from 0.0% to 1%

• 0.0% met expectations;
• 5.6% approached expectations;
• 25.8% partially met expectations;
• 68.5% did not meet expectations.

2015-2016 ELL Students: To increase the number of students who are proficient from 1.1% to 2%

• 1.1% of students met or exceeded expectations;
• 1.1% approached expectations;
• 29.2 partially met expectations;
• 68.5% did not meet expectations.
To further analyze our PARCC data from 2016-2017 data, we drilled down our data to examine the results of our IEP students and ELL students. We found the following:

**2016-2017 IEP Students:**
- 1% of students met or exceeded expectations;
- 8% approached expectations;
- 27% partially met expectations;
- 64% did not meet expectations.

**2016-2017 ELL Students:**
- 2% of students met or exceeded expectations;
- 6% approached expectations;
- 17% partially met expectations;
- 75% did not meet expectations.

To further analyze our PARCC data from 2017-2018 data, we drilled down our data to examine the results of our IEP students and ELL students. We found the following:

**2017-2018 IEP Students:**
- 0% of students met or exceeded expectations;
- 26.1% partially met expectations;
- 73.9% did not meet expectations.
2017-2018 ELL Students:
- 0.9% of students met or exceeded expectations;
- 23.9% of students partially met expectations;
- 75.2% of students did not meet expectations;

We also reviewed and analyzed our 2016-2017 PSAT data. Out of 124 test takers, 8 met both benchmarks. In Math, 6 students met the benchmark in Heart of Algebra, and 6 met the benchmark in Problem Solving & Data Analysis. Based upon this data, we will focus our teaching and learning on Problem Solving & Data Analysis.

2017-2018 PSAT data reveals we were above the District benchmark in terms of our Participation rate. However, we missed the District benchmark in both Reading and Math. Math Benchmark was 11.1%, which was a decrease from 12.3% the previous year.
<table>
<thead>
<tr>
<th></th>
<th>What is your strategy for achieving your SMART goal and closing the achievement gaps?</th>
<th>What are your adult behavior targets?</th>
<th>With what tool and how frequently will you monitor adult behavior?</th>
<th>What are your MOY student outcome targets?</th>
<th>With what tool and how frequently will you monitor student outcomes?</th>
<th>If applicable, what is the Title I budget line item supporting the strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Students will be taught to use research based instructional strategies such as SMP #1, <em>(make sense of problems and persevere in solving them)</em> to increase their achievement in Math.</td>
<td>80% of Math teachers will show proficiency in implementing the Standards for Mathematical Practice #1 as evidenced by the Classroom Walkthrough Tool.</td>
<td>Classroom Walkthrough Tool will be used bi-weekly by the administrative team.</td>
<td>100% of students in each Tier and Grade Level will increase their proficiency in at least one criteria of the rubric as evidenced by their assessments.</td>
<td>Student outcomes will be monitored quarterly by each Core Math teacher by using the Rubric as it pertains to SMP #1. All students will be scored quarterly using the Rubric, and their pre and post assessment scores will be established and recorded.</td>
<td>51000 &amp; 52000</td>
</tr>
<tr>
<td>2.2</td>
<td>Students will participate in real life learning experiences to demonstrate their progress in Math using SMP #4 <em>(model mathematics)</em>.</td>
<td>80% of Math teachers will show proficiency in implementing the Standards for</td>
<td>Classroom Walkthrough Tool will be used bi-weekly by the administrative team.</td>
<td>100% of students in each Tier and Grade Level will increase their proficiency in at least one criteria of the rubric as evidenced by</td>
<td>Student outcomes will be monitored quarterly by each Core Math teacher by using the Rubric as it pertains to SMP #4.</td>
<td>N/A</td>
</tr>
<tr>
<td>2.3</td>
<td>Students will receive differentiated tasks to address their individual needs.</td>
<td>Tier 3 Math Teachers will implement the ALEKS program.</td>
<td>Tier 3 Classrooms will be monitored using The Classroom Walkthrough Tool aligned to math intervention program.</td>
<td>80% of Tier 3 students will show improvement on ALEKS.</td>
<td>All Tier 3 students will show progress from their baseline in at least two topics in ALEKS.</td>
<td>Progress Indicators, Star, as well as progress</td>
</tr>
</tbody>
</table>
monitoring will be reviewed.

All Tier 3 students will be scored every 4-6 weeks using the math intervention rubric and their baseline score will be established and recorded and triangulated with Star and core data.

**Instructions:** After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. If your school selected flex menu interventions as part of identification under Rhode Island’s ESEA Waiver, each intervention must appear as a supporting strategy for at least one goal. Interventions may serve as strategies for multiple goals (e.g., the same intervention may be a strategy for both your
math and literacy goals). Because of RIDE monitoring requirements, note that the intervention will be the strategy you report on during quarterly monitoring meetings in 2018-2019.

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

The education community promotes an environment that strengthens and recognizes diversity and builds positive citizenship where all members are welcomed, safe, engaged, and supported so that 91% of students are present.

**Intervention: (S.II.2):** Implement a comprehensive ramp-up program for students at-risk of failure or sub-populations with the largest achievement gaps.

<table>
<thead>
<tr>
<th>What is your strategy for achieving your SMART goal and closing the achievement gaps?</th>
<th>What are your adult behavior targets?</th>
<th>With what tool and how frequently will you monitor adult behavior?</th>
<th>What are your MOY student outcome targets?</th>
<th>With what tool and how frequently will you monitor student outcomes?</th>
<th>If applicable, what is the Title I budget line item supporting the strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Students will exhibit positive school behaviors.</td>
<td>Teachers will reward students with Hopkins Bucks to promote positive behaviors.</td>
<td>Agendas and Minutes from The Attendance Team Meetings will be submitted to the Administrative Team bi-weekly.</td>
<td>Student outcomes will be a decrease in Level 1 disciplinary referrals.</td>
<td>N/A</td>
</tr>
<tr>
<td>3.2</td>
<td>Chronically absent students will increase their attendance by 3%.</td>
<td>100% of the Attendance Team will meet with</td>
<td>Attendance Team will submit agendas with dates of meeting and student goals to</td>
<td>Our MOY targets are to increase the level of</td>
<td>Student Goal Tracker will be utilized bi-weekly.</td>
</tr>
</tbody>
</table>

20 | Page
| chronically absent students to set attendance goals and establish rewards. | Administrative Team bi-weekly. | attendance by 3% among our severely chronically absent students. | rewards for students who meet their goals. |
| All Attendance Team Members will send Nudge letters to all families. | Nudge letter tracker-monthly | 85% of Students who receive the nudge letter will increase daily attendance | Skyward will be used to monitor daily attendance. |
| Guidance TL uses KINvolved to communicate with all students who are chronically absent or close to becoming chronically absent. | Kinvolved report-bi-weekly | 85% of students who receive KINVOLVED texts will improve daily attendance | KINVOLVED reports will be done bi-weekly. |
PART 3: REQUIREMENT CHECKLISTS

Title I School-wide Program Checklist

Instructions: Complete the Title I School-wide Program checklist to ensure that the school’s SIP meets the federal Title I requirements. A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I).

☐ Component 1: School-wide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement. List Page number(s) where this is located: 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18,

☐ Component 2: Use of effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program, increase the amount and quality of time (such as providing before and after school and summer programs and opportunities), and include strategies for meeting the educational needs of historically underserved populations. List Page number(s) where this is located: 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18,

☐ Component 3: Instruction by highly qualified teachers. List Page number(s) where this is located: 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

☐ Component 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil service personnel, parents, and other staff to enable all children to meet the State’s academic achievement standards. List Page number(s) where this is located:
Component 5: Strategies to attract highly qualified teachers to high-need schools List Page number(s) where this is located: 6,7,8,9,10,11,12,13,14,15,16,17,18

Component 6: Strategies to increase parental involvement List Page number(s) where this is located: 20,21,22

Component 7: ELEMENTARY ONLY Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs List Page number(s) where this is located: 

Component 8: Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. List Page number(s) where this is located: 10,11,16,17

Component 9: Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance to ensure student difficulties are identified on a timely basis List Page number(s) where this is located: 6,7,8,9,10,11,12,13,14,15,16,17,18

Component 10: Coordination and integration of Federal, State, and local services and programs List Page number(s) where this is located: 6,7,8,9,10,11,12,13,14,15,16,17,18

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

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

☐ Strategies for teacher and leader effectiveness. List Page number(s) where this is located: 

☐ Strategies for comprehensive instructional reform. List Page number(s) where this is located: 

☐ Strategies for increased learning time and community oriented schools. List Page number(s) where this is located: 

☐ Strategies for operational flexibility and sustained support. List Page number(s) where this is located: