



Revised 6/30/16

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## **PART 1: GENERAL INFORMATION**

### **Overview**

Goff Middle School has completed a needs assessment in conjunction with our participation with MTSS. We polled the faculty, staff, and students and have taken those results and developed a short-raged and long-ranged plan for improvements in our school both academically and culturally.

1. Articulate the mission, vision and values of the school;
2. Provide a data profile and needs analysis;
3. Identify three to four SMART goals to address the prioritized areas of need;
4. List specific strategies and implementation milestones to achieve each goal.

### **Instructions**

Review and follow all directions carefully when completing the SIP template. School administrators should collaborate with their Instructional Leadership Teams (ILT) to complete all sections of the SIP template and use the checklist located in the Appendix Section to review the completed plan.

### **Timeline and Key Dates**

1. School teams attend SIP planning sessions	Ongoing
2. School Teams/ Data teams do needs assessment	May, 2016
3. School teams submit SIP sections 1-4 to Central Office for review	June, 2016
4. Feedback is given to school teams if needed.	July, 2016
4. School teams incorporate feedback and complete sections 5	July, 2016
5. Schools submit a final draft SIP for approval	August, 2016

## **PART 2: SCHOOL IMPROVEMENT PLAN TEMPLATE**

## Section 1: Cover Page

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

Name of School:	Goff Middle School		
School Address:	974 Newport Avenue		
School Principal Name:	Lisa Benedetti-Ramzi		
Classification (check one):	<input type="checkbox"/> SIG School <input type="checkbox"/> ESEA Waiver Warning School <input type="checkbox"/> ESEA Waiver Focus School <input type="checkbox"/> ESEA Waiver Priority School <input type="checkbox"/> <b>None of the above</b>		
ILT/SIT Member Names:	<ol style="list-style-type: none"> <li>1. Joseph Palazzo, Co-Chair</li> <li>2. Bridget Boucher, Co-Chair</li> <li>3. Jennifer Bromly, member</li> <li>4. Kendra Pires, member</li> <li>5. Melanie Moe, member</li> <li>6. Sarah Rockwell, member</li> <li>7. Nate Rebello, member</li> <li>8. Lisa Palombo, member</li> <li>9. Chris Colson, parent</li> </ol>		
Parent and Community Member Representatives:	Chris Colson		
Superintendent :	Superintendent Patti DiCenso		
Superintendent 's Signature:		Date:	
School Principal Signature:		Date:	

## Section 2: Vision, Mission, and Values

**Instructions:** Using the space provided below, insert the school’s vision statement describing the school’s aspirations for the future. Insert the mission statement explaining the school’s driving purpose. Lastly, define the core values or guiding beliefs that are to be embodied by all staff, students, and members of the school community.

What is the school’s **vision statement**?

The highly qualified faculty and staff at Goff Middle School want to provide a safe and nurturing environment for all their students. They commit to being available to all their students and insist on student achieving at a high level of achievement. Faculty will do whatever it takes before, during, or after school to ensure student success. Students are held accountable for rigorous work and various supports along the way are built in to help students meet those expectations.

What is the school’s **mission statement**?

The mission of Goff Middle School, in partnership with home and community, is to establish an environment that values diversity and fosters respect for all individuals, an enthusiasm for learning, and a quest for success. Together, we will create a safe and nurturing school which produces well prepared learners who are familiar with current technology and prepared for life’s challenges.

We create a home-school compact for all stakeholders

We run monthly meetings for PTO

We have regular family outreach events to showcase our students and our school

We work with Hasbro and other community neighbors to bring supports and activities to our school

We are an MTSS school

We foster an acknowledgement systems for students and staff

SWAG recognizes students with academic greatness

Honor roll assemblies and awards

Participation awards

1:1 technology

Chromebook labs throughout the building

Goff provides all incoming students and their families with several transition events (Rising Student Parent Open House, student visitations, Summer Jump Start)

Goff provides all rising freshmen with opportunities to learn about Tolman and all their offerings, we help with freshmen scheduling. During the 2016-2017 school year, we hope to work with Tolman transition team to have a student visit day beyond the evening open house run by Tolman.

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**What are the school's core values?**

We believe...

- all students truly want to be successful and that they seek guidance and direction to help them meet their goals
- believe students are successful in an environment with routines and organization; they meet with success when they know the expectations and the consequences
- students success results in a collaborative efforts through an ongoing relationship between home and school
- all stakeholder have a part in helping students meet with success both academically and behaviorally

**Section 3: Data Profile and Needs Assessment**

**3.1. SCHOOL DATA PROFILE**

**Instructions:** Complete the school data profile below by providing enrollment and demographic data for the current school year and inserting achievement and school climate data for the past several years.

<b>Grades:</b>					6, 7, 8		<b># of Administrators:</b>		2 plus 1		
<b>Student Enrollment:</b>					721		<b># of Teachers:</b>		51.5		
<b>5-yr Enrollment Trend:</b>					709/721/756		<b># of Support Staff:</b>		7		
<b>Student Demographic Breakdown (2014-2015):</b>											
<b>% Black:</b>					14%		<b>% Limited English Proficient (LEP)</b>			2%	
<b>% Hispanic:</b>					28%		<b>% Special Education:</b>			12%	
<b>% White:</b>					50%		<b>% Free/Reduced (F/R) Meals:</b>			63%	
<b>% Other:</b>					8%						
<b>NECAP Achievement (Teaching Year):</b>					<b>2012</b>		<b>2013</b>		<b>2014</b>		<b>PARCC 2015</b>
<b>Math Overall % Proficient:</b>					52%		47%		47%		20%
<b>Math % Below Proficient:</b>					48%		53%		53%		80%
<b>Math African American % Proficient:</b>					28%		28%		28%		
<b>Math Hispanic % Proficient:</b>					35%		35%		35%		
<b>Math LEP % Proficient:</b>					15%		12%		12%		

Math IEP % Proficient:	12%	10%	10%	
Reading Overall % Proficient:	59%	69%	69%	22%
Reading % Below Proficient:	42%	31%	31%	78%
Reading African American % Proficient:	47%	34%	34%	
Reading Hispanic % Proficient:	56%	56%	56%	
Reading LEP % Proficient:	13%	13%	13%	
Reading IEP % Proficient:	16%	12%	12%	
Writing Overall % Proficient:	52%	44%	44%	
Science Overall % Proficient:	7%	6%	3%	
<b>School Climate Data:</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Student Attendance Rate:	96%	94%	94%	94%
% of Students Chronically Absent:	14%	20%	20%	17%
Graduation Rate (HS only):	**	**	**	**
Dropout Rate (HS only):	**	**	**	**

### 3.2. NEEDS ANALYSIS

**Instructions:** Prior to identify goals and strategies, school teams must engage in a thorough needs assessment to evaluate the current state of the school. School administrators and teams should carefully analyze school qualitative and quantitative data to identify school strengths and areas for development. Consider strengths and weaknesses in the following areas: academic achievement, teacher and leader effectiveness, curriculum and instruction, family and community engagement, use of time, use of data, culture and climate, and nonacademic supports. Summarize the school's greatest strengths and growth areas and provide specific data points to support the analysis.

Summarize the school's greatest **strengths**.

Through an MTSS staff and student assessment regarding academics and offered supports, we concluded the following

- ...evidence based behavior supports are utilized prior to diagnosing behavior problems
- ...we help students along the way who are struggling and provide supports (RTI interventions, remedial classes in ELA and/or math, Special Ed Planning Center)
- ...procedures are in place to address emergency and dangerous situations
- ...a clearly defined set of rules that are well articulated to students
- ...we are closing the success gap between standard-based assessments and in class grades
- ...we are implementing formative assessment strategies in more classrooms
- ...reading – interventions and monitoring resulting in improved scores
- ...involved school administration
- ...improved ESL interventions resulting in better test scores and more student exiting (last year we had 18 students receiving ELL services, this year we have 5)

We have RTI/MTSS teams that meet regularly to assess intervention strategies and success.

Summarize the school's most significant **growth areas**.

- ...staff involvement in MTSS
- ...development of a clear and universal language
- ...reading growth at all levels
- ...included grade 6 at the school
- ...more at risk students coming to school regularly (Truancy Court)
- ...our reading scores continue to improve
- ...our 8<sup>th</sup> grade Algebra I students outscored the state and achieved at 44% met/exceeded on PARCC

## Section 4: School Priority Areas and SMART Goals

**Instructions:** Successful and sustainable school improvement requires a targeted and focused approach on the school's most pressing needs and challenges. Please reflect upon school data and the needs analysis in Section 3 to identify a manageable set of priorities to guide the school's improvement efforts over the next two years. Based on these identified priorities develop 3 or 4 SMART goals that are specific, measurable, attainable, results-oriented, and time-bound. SMART goals should align to and support the district's vision, mission, and goals.

### Step 1: Priority Areas



**Priority Areas:** Based upon the analysis conducted, what 3 to 4 priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

Math improvement needed at all levels (NECAP/PARCC)  
 Writing improvements needed for all levels (District Writing Task and NECAP/PARCC)  
 Clear Expectations surrounding Behavior and RTI (MTSS self assessment)  
 Attendance (Truancy Court Referrals and InfoWorks)

**Step 2: SMART Goals**

<b>Goal #1:</b> Insert the first SMART goal below.	District strategic alignment:
By the end of 2018, and assessed quarterly for growth starting in September 2016, all students in grades 6, 7, and 8 will increase their math knowledge on the district assessments (STAR) from benchmark to final by 10% each year.	<input type="checkbox"/> Engaged students and families <input type="checkbox"/> Highly-effective educators <input type="checkbox"/> <b>Student-centered instruction</b> <input type="checkbox"/> Systems that work <input type="checkbox"/> Collaborative community
<b>Goal #2:</b> Insert the second SMART goal below.	District strategic alignment:
By the end of 2018, and assessed three times per year for growth and progress starting in September 2016, all students in grades 6, 7, and 8 will increase their writing skills on the district writing assessment from benchmark to end of year assessment by one rubric element score each time (1 to 2; 2 to 3; 3 to 4). Students with documented learning disabilities and writing goals will increase by two elements on a four point rubric each year. Students earning an overall four on the benchmark grade-level rubric will at minimum stay the same or will increase by three elements on the next grade-level's writing rubric.	<input type="checkbox"/> Engaged students and families <input type="checkbox"/> Highly-effective educators <input type="checkbox"/> <b>Student-centered instruction</b> <input type="checkbox"/> Systems that work <input type="checkbox"/> Collaborative community
<b>Goal #3:</b> Insert the third SMART goal below.	District strategic alignment:
By the end of 2018, and assessed monthly for attainment and growth, the students and staff will display and active and working knowledge of the Goff PRIDE Behavior Matrix. Data will be analyzed monthly by the BLT/SIT and the school, as a whole, will realize at 15% reduction in minor discipline referrals to the office and a 5% reduction of major offenses referrals to the office.	<input type="checkbox"/> Engaged students and families <input type="checkbox"/> Highly-effective educators <input type="checkbox"/> Student-centered instruction <input type="checkbox"/> <b>Systems that work</b> <input type="checkbox"/> <b>Collaborative community</b>
<b>Goal #4:</b> Insert the fourth SMART goal below. (Optional)	District strategic alignment:
By the end of 2018, our attendance rate will increase from 94% (2016) to 98% (2018).	<input type="checkbox"/> <b>Engaged students and families</b> <input type="checkbox"/> Highly-effective educators <input type="checkbox"/> Student-centered instruction <input type="checkbox"/> Systems that work

## Section 5: School Improvement Strategies and Implementation Timeline

**Instructions:** Identify a comprehensive and coherent set of strategies that are aligned with the school’s SMART goals identified in Section 4. Select strategies that are transformative, actionable, and student-centered. Complete the strategic planning process outlined below for each of the SMART goals. Provide a performance metric to help measure progress and gauge whether or not the strategy is being implemented effectively and with fidelity. Identify when each strategy will occur by year and semester.

**Goal #1:** Insert your first SMART goal below.

By the end of 2018, and assessed quarterly for growth starting in September 2016, all students in grades 6, 7, and 8 will increase their knowledge on the district assessments (STAR) from benchmark to final by 10% each year.

**Summary:** Briefly describe the school’s comprehensive approach to produce gains in this goal area.

Students at Goff Middle School have realized a three year trend of flat growth in the area of mathematics as evidenced on NECAP/PARCC tests for grade 8 (NECAP - 37/38/47 PARCC 20%) and a steady increase in grade 7 (NECAP - 45/55/69 PARCC 20%). We would like to continue the trend that exists in grade 7 and ensure our students get access and opportunity to a rigorous curriculum, supports and interventions. As a result, we will analyze the data for the students and specific cohort trends. We will identify areas of need and make sure they have a ramp-up math in their schedule. Additionally, we will loop the students with their math teachers to ensure consistency of instruction and a comprehensive understanding of the students and their learning styles. We will also use more rigorous math on NECAP and PARCC to challenge our students to have more exposure to rigorous math problems.

Strategies: Identify a core set of strategies to achieve this goal.	Funding: If the strategy requires funding identify source: local or Title I	ESEA Waiver Intervention : (If applicable)	Performance Metric: Identify an indicator for each strategy.	2016-2017			
				Q1	Q2	Q3	Q4
1.1. Sustain a remedial math class	Title I		A schedule of at least 20 students per class offering (6 times per semester)	Y	Y	Y	
1.2. Implement and administer the district mathematics benchmark assessment and assess growth and attainment 3 times per year –each year (beginning, middle, and end)	No additional funding		Administer the assessment as indicated and record scores accordingly assessing growth	Y	**	**	
1.3. Maintain a schedule that will allow all math teachers to meet and collaborate on a regular and on going basis to ensure consistency and fidelity to the program	No additional funding		Create a schedule which will allow for math teachers to collaborate and	Y	Y	Y	

			work together regularly			
1.4. Continue to use STAR math to assess growth and instructional supports	Local – continue to support STAR products		Assess students a minimum of 3x per year to determine growth	Y	**	**
1.5. Begin work on STEAM lessons with two teams in specific	Local – summer workshop		Students will work on interdisciplinary units and incorporate the arts into their learning	Y	**	**
1.6 employee teacher leader in the area of math to be the curriculum liaison to the teachers	Local – employment of teacher leaders		The teacher leaders will work as liaisons of curriculum	Y	Y	Y

**Goal #2:** Insert your second SMART goal below.

By the end of 2018, and assessed three times per year for growth and progress starting in September 2016, all students will increase their writing skills on the district writing assessment from benchmark to end of year assessment by one overall year (1 to 2; 2 to 3; 3 to 4). Students with documented learning disabilities and writing goals will increase by two elements on the rubric each year. Students earning an overall four on the benchmark grade-level rubric will at minimum stay the same or increase by three elements on the next grade-level's writing rubric.

**Summary:** Briefly describe the school's comprehensive approach to produce gains in this goal area.

Students at Goff Middle School have realized a three year trend of flat growth in the area of writing as evidenced on the annual grade 8 (47/52/44 PARCC 44%) and a marked decrease in the past year (2016). We have, however, have steady and consistent growth in the area of reading at all levels would like to have writing mirror reading as the two go hand in hand. Additionally we want to ensure all students get access and opportunity to a rigorous, consistent and streamlined curriculum with all needed supports and interventions. As a result, we will analyze the data for the students and specific cohort trends. We will identify specific students and make sure they are in their schedule. Additionally, we will loop the students with their ELA teacher so as to have consistency of instruction and a better understanding of the students and their learning styles. We will also use released items from NECAP and PARCC to challenge students and have more exposure to rigorous writing prompts. We will regularly use the district writing tasks to assess our growth.

Strategies: Identify a core set of strategies to achieve this goal.	Funding: If the strategy requires funding identify source: local or Title I	ESEA Waiver Intervention : (If applicable)	Performance Metric: Identify an indicator for each strategy.	2016-2017		
				Q1	Q2	Q3
2.1 Sustain a literacy class for red and yellow STAR scores	Local – allocation of an FTE		A schedule of at least 20 students	Y	Y	Y

			per class offering (6 times per semester)			
2.2 Implement and administer the district writing assessment and assess growth and attainment 3 times per year –each year (beginning, middle, and end)	No additional funding		Administer the assessment as indicated and record scores accordingly assessing growth	Y	**	**
2.3 Maintain a schedule that will allow all ELA/literacy teachers to meet and collaborate on a regular and on going basis to ensure consistency and fidelity to the program	No additional funding		Create a schedule which will allow for ELA and literacy teachers to collaborate and work together regularly	Y	Y	Y
2.4 All member of the school community will engage in collaboratively looking at student work by using scientifically researched protocols.	Local – continued support of CPT		Have teachers fully understand the ELA writing rubrics and understand the nuances so that they can hold students accountable for the same rigor and expectations in all academic areas	Y	**	**
2.5. Increase the use of the library by students for both fiction and non fiction reading opportunities	Local – funding of the library materials		Students need access to viable curriculum supporting materials to enhance their reading and subsequent writing as the two go hand-in-hand	Y	Y	Y
2.6 Begin work on STEAM lessons with two teams in specific	Local – summer workshop		Students will work on interdisciplinary units and incorporate the arts into their learning	Y	Y	Y
2.7 Have students do a summer reading and writing project	Local – no additional cost		Students will read a book of their choosing (from suggested list) and produce a project based on a rubric which ties in reading	Y	**	**

			and writing and technology			
1.6 employee teacher leader in the area of ELA to be the curriculum liaison to the teachers	Local – employment of teacher leaders		The teacher leaders will work as liaisons of curriculum	Y	Y	Y

**Goal #3:** Insert your first SMART goal below.

By the end of 2018, and assessed monthly for attainment and growth, the students and staff will display and active and w the Behavior Matrix. Data will be analyzed monthly by the BLT/SIT and the school, as a whole, will realize at 15% reduction referrals to the office and a 5% reduction of major offenses referrals to the office.

**Summary:** Briefly describe the school’s comprehensive approach to produce gains in this goal area.

As a school, we embraced the approach of MTSS and have built a team of educators to analyze the data (discipline/academic) to combat the early warning signs of academic failure and struggles. The team has established, based on a faculty driven comprehensive behavior matrix to implement a common language and expectations as well as an extensive acknowledgment for students and staff alike. They will continue to meet to review success and change things along the way. Discipline referrals are a result of all staff expecting the same things from their students in each class.

Strategies: Identify a core set of strategies to achieve this goal.	Funding: If the strategy requires funding identify source: local or Title I	ESEA Waiver Intervention : (If applicable)	Performance Metric: Identify an indicator for each strategy.	2016-2017			
				Q1	Q2	Q3	Q4
3.1. Continue to convene the BLT/SIT and combine efforts with SIT	Title One		Culture, climate and clear expectations	Y	Y	Y	
3.2 Continue to employ the Dean	Local - Continued allocation of funds for an FTE		Focused leadership and liaison to the Sherlock Center	Y	Y	Y	
3.3. Provide ongoing incentives and acknowledgments for adherence to the Matrix	Local – (staff fundraising)		This money will be used to promote and acknowledge MTSS goals and expectations	Y	Y	Y	
3.4. Provide release time for the BLT/SIT (Building Leadership Team) to	Local – no		Attendance at MTSS BLT meetings both in house (at the	Y	Y	Y	

work together to analyze the growth of the targets			school) or at the Sherlock Center with grant writers and coaches			

**OPTIONAL Goal #4:** Insert your first SMART goal below.

By the end of 2018, our attendance rate will increase from 94% (2016) to 98% (2018).

**Summary:** Briefly describe the school’s comprehensive approach to produce gains in this goal area.

We will notify students’ families as they approach 10 days of absenteeism that they are in danger and are exhibiting the early signs of academic failure. On the 11<sup>th</sup> day, students and their families will receive a letter indicating an in-person meeting is needed with a member of the administration. A plan will be put in to place to combat truancy. On the 15<sup>th</sup> day of absenteeism, a referral will be made to Truancy Court. This process will be streamlined and strictly adhered to by all.

Strategies: Identify a core set of strategies to achieve this goal.	Funding: If the strategy requires funding identify source: local or Title I	ESEA Waiver Intervention : (If applicable)	Performance Metric: Identify an indicator for each strategy.	2016-2017			
				Q1	Q2	Q3	Q4
4.1 notify families as the student becomes in the danger zone for Truancy	No additional funding		Potential increase of attendance	Y	Y	Y	
4.2 monitor tardy as a pre-cursor of truancy tendencies and consequence for each	No additional funding		Hold students accountable immediately for deviations from the attendance expectations	Y	Y	Y	
4.3 conduct an in-person meeting for students approaching the 5 day mark - this will be handled in a progressive way between, guidance, dean and assistant principal	No additional funding		To formally inform parents and students that they have been truant and establish a plan for more regular attendance	Y	Y	Y	
4.4 refer all students at day 16 to Truancy Court (as appropriate and without a documented plan)	No additional funding		Hold parents accountable for their children’s	Y	Y	Y	

			attendance and keep them informed of options and supports			
4.5 use the Truant officer for support and home visits	Local – continued employment of the Truant Officer		Be the liaison to the Court for truancy matters. Also to conduct home visits and get students to school	Y	Y	Y

## 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
- 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.
- Component 3:** Instruction by highly qualified teachers
- 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.
- Component 5:** Strategies to attract highly qualified teachers to high-need schools
- Component 6:** Strategies to increase parental involvement
- Component 7:** Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs
- 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
- 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
- Component 10:** Coordination and integration of Federal, State, and local services and programs

## **SIG Transformation Element Requirement Checklist**

**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
- Strategies for comprehensive instructional reform
- Strategies for increased learning time and community oriented schools
- Strategies for operational flexibility and sustained support