



# **School Improvement Plan**

**ASF @ Broad Street | 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

ACTION	DEADLINE
1. Administrators review PowerPoint for SIP overview session with ILT	
2. Administrators and ILT develop SIP draft	
3. School teams submit SIP to Dropbox for ZED review	
4. ZED provides feedback	

5. School teams make any necessary revisions	
6. Schools submit revised SIP aligned to Title I budget to ZED for final approval in the Dropbox.	

## 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:	ASF @ Broad Street
School Address:	1450 Broad Street
School Principal Name:	Michael Templeton, Ed.D (ABD)

Classification (check one):	<input type="checkbox"/> SIG Cohort 1 School* <input type="checkbox"/> SIG Cohort 2 School* <input type="checkbox"/> ESEA Waiver Focus School* <input type="checkbox"/> ESEA Waiver Priority School* <input checked="" type="checkbox"/> None of the above		
ILT/SIT Member Names:	<b>K -</b> <b>Grade 1 -</b> <b>Grade 2-</b> <b>Grade 3 -</b> <b>Grade 4 -</b> <b>Grade 5 -</b> <b>Specialists -</b> <b>Special Ed -</b> <b>TAs -</b>		
Parent and Community Member Representatives:			
Zone Executive Director Signature:		Date:	
School Principal Signature:		Date:	

\* **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 (2017-18) school year. In the space indicated, be sure to provide the date on which the data was pulled from Skyward.

Grades Served:	K-5			
Student Enrollment:	487			
<b>Student Demographic Breakdown for 2016-2017 (data from Skyward as of 5/21/2018):</b>				
% Black:	12.5	% Limited English Proficient (LEP)	53	
% Hispanic:	70.4	% Special Education:	7	
% White:	8.6	% Free/Reduced Meals:	91	

% Other:	8.5					
<b>School Climate Data:</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Student Attendance Rate:	93.6	93.2	92.5	93.7	92.5	92.4
% Students Chronically Absent	28	23.8	29	22.6	29.9	31.2
#of In School Suspensions	0	15	6	7	9	4
# of Out of School Suspensions	83	97	51	47	54	12
Total Suspensions:	83	112	57	54	63	16
Teacher Attendance Rate:				TBD	TBD	TBD

**Mission:**

Alan Shawn Feinstein Elementary School @ Broad Street fiercely commits to providing access to the highest quality learning environment that focuses on honoring students' culture and preparing students for college, career, and to contribute positively to our world-- whatever it takes. Our students are at school on time, all day & every day, and consistently demonstrate the core values of respect, responsibility and kindness.

**Vision:**

Alan Shawn Feinstein Elementary School @ Broad Street will be widely commended as a model of culturally-responsive, trauma-sensitive, equitable classrooms where all students achieve at high levels and reach their individual potential: academically, socially and personally.

**Theory of Action:**

Acknowledging that they are tools and resources to help reach our goals, if we adopt core instructional materials that are (1) high-quality and developmentally appropriate, (2) targeted to student need and meet students where they are, (3) rigorous and can be differentiated, (4) grounded in principles of social-emotional learning...

and

Acknowledging that our teachers have invaluable expertise, if we center our professional learning around: (1) honoring students' cultural and linguistic diversity as an asset, (2) incorporating brain research-based techniques and principles of social-emotional learning, (3) opening our classroom doors to colleagues and sharing successful practices, (4) studying the impact of trauma and what we can do to mitigate its effects, (5) engaging families in the teaching & learning process...

and

Acknowledging that all educators are learning leaders, if we approach our instructional leadership by honing in on the power of: (1) building a positive and productive classroom learning environment, (2) SIOP Model © strategies & WIDA © Can Do Descriptors, (3) consistent, targeted small-group instruction, (4) student discourse, and (5) data-based decision-making...

then

Students will...

- Know where they are and where they need to be, academically
- Achieve at high levels-- decreasing gaps among various cohorts
- Feel physically and emotionally safe every day, and assured that their culture is valued as an asset
- Grow socially and personally

and

Educators will...

- Model lifelong learning
- Commit to students' holistic growth starting from areas of strength while addressing areas of need
- Value student voice & choice and view their culture as an asset
- Provide physically and emotionally safe learning spaces
- Feel valued as experienced professionals with a wealth of expertise

and

School leaders will...

- Commit available resources-- time, space, money, staff-- to support educators in doing their very best work
- Provide structures for a physically and emotionally safe building viewing student culture as an asset
- Engage community partners in realizing our school vision
- Champion our school achievements with business, non-profit and government leaders
- Value educators as a community of experienced professionals with a wealth of expertise and a capacity to lead

### 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.**

Our overall goal is to both increase student achievement and student growth in ELA. To realize this, we expect \_\_\_\_% of our 3rd through 5th grade student population will score “Met Expectations” on the 2019 RICAS Assessment. To address achievement gaps between subgroups, we expect:

- our special education population to grow from \_\_\_\_ to \_\_\_\_ % proficient
- our general education population to grow from \_\_\_\_ to \_\_\_\_ % proficient
- our ELL population to grow from \_\_\_\_ to \_\_\_\_ % proficient
- our non-ELL population to grow from \_\_\_\_ to \_\_\_\_ % proficient



- our Black students to grow from \_\_\_\_ to \_\_\_\_ % proficient
- our Hispanic students to grow from \_\_\_\_ to \_\_\_\_ % proficient
- our White students to grow from \_\_\_\_ to \_\_\_\_ % proficient
- our "other" students to grow from \_\_\_\_ to \_\_\_\_ % proficient
- our male students to grow from \_\_\_\_ to \_\_\_\_ % proficient
- our female students to grow from \_\_\_\_ to \_\_\_\_ % proficient

\* WAITING FOR RICAS DATA... will enter STAR baseline data at the beginning of October.

	<b>What is your strategy for achieving your SMART goal and closing the achievement gaps?</b>	<b>What are your adult behavior targets?</b>	<b>With what tool and how frequently will you monitor adult behavior?</b>	<b>What are your MOY student outcome targets?</b>	<b>With what tool and how frequently will you monitor student outcomes?</b>	<b>If applicable, what is the Title I budget line item supporting the strategy?</b>

1.1	<p>We will utilize the teacher-created <a href="#">ASF Student Discourse</a> rubric during leadership team walkthroughs, teacher to teacher walkthroughs, non-judgmental scripting, videotaping and one-on-one cognitive coaching cycles to measure student discourse within classrooms. We believe that when a classroom is culturally responsive founded in authentic relationships, there will be a level of safety to engage student-to-student and student-to-teacher. Cultural Responsiveness “is one of the most powerful tools for helping students find their way out of the gap.” (Hammond, 2015) Numerous studies have demonstrated that culturally responsive education can strengthen student connectedness with school and enhance learning.”</p>	<p>Teachers will incorporate the 12 components of the teacher-created ASF Student Discourse Rubric—Leadership Team walks, teacher-to-teacher discourse visits, one-on-one cognitive coaching</p> <p>70% of teachers will demonstrate elements of the</p>	<p>We will utilize the teacher-created <a href="#">ASF Student Discourse</a> rubric.</p> <p>Trends will be tracked by an <a href="#">individual teacher spreadsheet</a> and an aggregate spreadsheet to look <a href="#">across classrooms and grade levels</a>.</p> <p>This will occur monthly.</p>	<p>Students will experience a shift in classroom culture toward a student-driven learning community.</p> <p>The schoolwide average of student responses will be 75% favorable (a score of 3)</p>	<p>A <a href="#">perception survey</a> will be administered via a Google form during fall, winter and spring assessment windows.</p>	<p>51000</p> <p>52000</p> <p>56000</p>
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	(Kalyanpur, 2012; Tatum, 2009)]	rubric over three visits.				
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1.2	<p>We will promote and monitor consistent usage of Lexia by encouraging all students to meet their suggested usage requirements as recommended by the Lexia platform. The increased use of Lexia will build confidence/efficacy which in turn boosts competence in ELA in general. “ This focus on efficacy has established a more rigorous standard for proving what's working in classrooms and helps schools, districts, and states to shape the future of teaching and learning. Lexia, with a 30-year history of efficacy research, has multiple studies demonstrating the strongest level of evidence</p>	<p>Teachers will ensure consistent student use of Lexia.</p> <p>By EOY, there will be decrease of 25% in students who fall in the ‘below category’, an increase of 15% in students who fall in the ‘on’ category, an increase 15% in students who fall in the ‘above’ category.</p>	<p>Lexia usage reports will be discussed during CPT monthly.</p> <p>Teachers will develop individualized approaches to student progress tracking and goal setting.</p>	<p>Students will meet usage requirements on Lexia and track their own progress.</p> <p>65% of students will meet recommended usage requirement.</p>	<p>Teachers will discuss student usage monthly.</p>	<p>51000</p> <p>52000</p> <p>53000</p>
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	according to ESSA legislation.” (Nasdaq, 2018)					
1.3	We will promote the 4 domains of English Language Learning by requiring all teachers to post and refer daily <a href="#">language objectives</a> . “Implementing language objectives can be a powerful first step in ensuring that English learners have equal access to the curriculum even though they may not be fully proficient in the language. This is because the second language acquisition process requires opportunities for the language learner to be exposed to, practice with, and then be assessed on their language	Teachers will consistently post and refer to language objectives for two core subjects (ELA & Math) as well as Art, Music, Health, PE and Library.  75% of teachers will have language objectives posted and referred to over three visits.	This will be measured by using the <a href="#">ASF Student Discourse Rubric</a> during discourse walks.  Trends will be tracked by an <a href="#">individual teacher spreadsheet</a> and an aggregate spreadsheet to look <a href="#">across classrooms and grade levels</a> .	Students will demonstrate the language objective being addressed during a particular lesson.  75% of classrooms will have students utilizing posted language objectives over three visits.	This will be measured by using the <a href="#">ASF Student Discourse Rubric</a> during discourse walks.  This will be tracked monthly.	51000 52000 56000

	skills” (Echevarria, Short, & Vogt, 2008)		This will occur monthly.			
1.4	We will engage in a whole-faculty study group with the text, <u>Culturally Responsive Teaching &amp; The Brain</u> by Zaretta Hammond. This supports a significant paradigm shift from a deficit-focused approach to an asset-based model. “For too long, the conversation has been dominated by the idea of the “culture of poverty” as an organizing social and intellectual frame for teaching	Teachers will read, discuss and develop implementation strategies based on whole-faculty study group.	A <a href="#">perception survey</a> will be administered via a Google form during fall, winter and spring assessment windows to gauge application of learnings.	Students will experience a shift in classroom culture toward a culturally-responsive learning community.	A <a href="#">perception survey</a> will be administered via a Google form during fall, winter and spring assessment windows.	51000 52000

	<p>marginalized culturally and linguistically diverse students.” (Hammond, 2015) “Too often, implicit bias leads teachers to not see the cultural and linguistic assets and skills diverse students use to navigate the content. This is implicit bias in action. The remedy is to help teachers expand their ability to recognize different ways of making meaning and engaging socially.” (Hammond, 2015)</p>		<p>100% of teachers in attendance at monthly Faculty Meetings will make a commitment to incorporating one tool/strategy/concept into their classroom.</p>			
1.5	<p>We will analyze data, and set and monitor goals to increase student achievement of the “cusp” students.</p>	<p>STAR will be administered during district assessment windows (fall,</p>	<p>Grade-level teams will meet with coaches monthly during CPT to analyze, and set</p>	<p>80% of the “cusp” Students will perform in the approaching/at level during the</p>	<p>STAR data reviewed following SP1, SP2, and SP3</p>	<p>51000 52000</p>

		winter, spring) and a <a href="#">Master Bump Up Tracker (MBUT)</a> will be populated.	and monitor goals based on STAR and Lexia ( <a href="#">Bump Up TID Action Planning Form</a> ).	EOY STAR Benchmark or gain 30% SGP according to STAR EOY. The other 20% will make 10% SGP.		
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**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.**

Our overall goal is to both increase student achievement and student growth in Math. To realize this, we expect \_\_\_\_% of our 3rd through 5th grade student population will score "Met Expectations" on the 2019 RICAS Assessment. To address achievement gaps between subgroups, we expect:

- our special education population to grow from \_\_\_\_ to \_\_\_\_ % proficient
- our general education population to grow from \_\_\_\_ to \_\_\_\_ % proficient
- our ELL population to grow from \_\_\_\_ to \_\_\_\_ % proficient
- our non-ELL population to grow from \_\_\_\_ to \_\_\_\_ % proficient
- our Black students to grow from \_\_\_\_ to \_\_\_\_ % proficient
- our Hispanic students to grow from \_\_\_\_ to \_\_\_\_ % proficient
- our White students to grow from \_\_\_\_ to \_\_\_\_ % proficient
- our "other" students to grow from \_\_\_\_ to \_\_\_\_ % proficient
- our male students to grow from \_\_\_\_ to \_\_\_\_ % proficient

● our female students to grow from \_\_\_\_ to \_\_\_\_ % proficient

\* WAITING FOR RICAS DATA... will enter STAR baseline data at the beginning of October.

	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool and how frequently will you monitor adult behavior?	What are your MOY student outcome targets?	With what tool and how frequently will you monitor student outcomes?	If applicable, what is the Title I budget line item supporting the strategy?
2.1	We will utilize the teacher-created <a href="#">ASF Student Discourse</a> rubric during leadership team walkthroughs, teacher to teacher walkthroughs, non-judgmental scripting, videotaping and one-on-one cognitive coaching cycles to measure	Teachers will incorporate the 12 components of the teacher-created ASF Student Discourse Rubric—Leadership Team walks, teacher-to-teacher discourse visits, one-on-one	We will utilize the teacher-created <a href="#">ASF Student Discourse</a> rubric.  Trends will be tracked by an <a href="#">individual teacher spreadsheet</a> and an aggregate spreadsheet to look <a href="#">across classrooms</a>	Students will experience a shift in classroom culture toward a student-driven learning community.  The schoolwide average of student responses will be	A <a href="#">perception survey</a> will be administered via a Google form during fall, winter and spring assessment windows.	52000  56000

	<p>student discourse within classrooms. We believe that when a classroom is culturally responsive founded in authentic relationships, there will be a level of safety to engage student-to-student and student-to-teacher.</p> <p>[Cultural Responsiveness “is one of the most powerful tools for helping students find their way out of the gap.” (Hammond, 2015) Numerous studies have demonstrated that culturally</p>	<p>cognitive coaching</p> <p>Trends will be tracked by an <a href="#">individual teacher spreadsheet</a> and an aggregate spreadsheet to look <a href="#">across classrooms and grade levels</a>.</p>	<p><a href="#">and grade levels</a>.</p> <p>This will occur monthly.</p>	<p>75% favorable (a score of 3)</p>		
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	responsive education can strengthen student connectedness with school and enhance learning.” (Kalyanpur, 2012; Tatum, 2009)]					
2.2	We will promote and monitor consistent usage of IXL by encouraging all students to meet their suggested usage requirements as recommended by the IXL platform. The increased use of IXL will build confidence/efficacy which in turn boosts	Teachers will ensure consistent student use of IXL.  70% of students will meet the goal of 75 minutes per week usage.	IXL usage reports will be discussed during CPT monthly.  Teachers will develop individualized approaches to student progress tracking and goal setting.	Students will meet usage requirements on IXL and track their own progress.	Teachers will discuss student usage monthly.	52000 53000

	competence in general.		By EOY, the average student skill proficiency schoolwide will be 15 skills.			
2.3	We will promote the 4 domains of English Language Learning by requiring all teachers to post and refer daily <a href="#">language objectives</a> . “Implementing language objectives can be a powerful first step in ensuring that English learners have equal	Teachers will consistently post and refer to language objectives for two core subjects (ELA & Math) as well as Art, Music, Health, PE and Library.	This will be measured by using the <a href="#">ASF Student Discourse Rubric</a> during discourse walks.  Trends will be tracked by an <a href="#">individual teacher spreadsheet</a> and an	Students will demonstrate the language objective being addressed during a particular lesson.	This will be measured by using the <a href="#">ASF Student Discourse Rubric</a> during discourse walks.  This will be tracked monthly.	52000  56000

	<p>access to the curriculum even though they may not be fully proficient in the language. This is because the second language acquisition process requires opportunities for the language learner to be exposed to, practice with, and then be assessed on their language skills” (Echevarria, Short, &amp; Vogt, 2008)</p>	<p>75% of teachers will have language objectives posted over three visits.</p>	<p>aggregate spreadsheet to look <a href="#">across classrooms and grade levels</a>.</p> <p>This will occur monthly.</p>			
2.4	<p>We will engage in a whole-faculty study group with the text, <a href="#">Culturally Responsive Teaching &amp; The Brain</a> by</p>	<p>Teachers will read, discuss and develop implementation strategies based on</p>	<p>A <a href="#">perception survey</a> will be administered via a Google form during fall, winter</p>	<p>Students will experience a shift in classroom culture toward a</p>	<p>A <a href="#">perception survey</a> will be administered via a Google form during fall, winter and</p>	<p>51000 52000</p>

	<p>Zaretta Hammond. This supports a significant paradigm shift from a deficit-focused approach to an asset-based model. “For too long, the conversation has been dominated by the idea of the “culture of poverty” as an organizing social and intellectual frame for teaching marginalized culturally and linguistically diverse students.” (Hammond, 2015) “Too often, implicit bias leads teachers to not see the cultural and linguistic assets and skills diverse students use to navigate</p>	<p>whole-faculty study group.</p>	<p>and spring assessment windows to gauge application of learnings.</p>	<p>culturally-responsive learning community.</p>	<p>spring assessment windows.</p>	
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	the content. This is implicit bias in action. The remedy is to help teachers expand their ability to recognize different ways of making meaning and engaging socially.” (Hammond, 2015)					
2.5	We will analyze data, and set and monitor goals to increase student achievement of the “cusp” students.	STAR will be administered during district assessment windows (fall, winter, spring) and a <a href="#">Master Bump Up Tracker (MBUT)</a> will be populated.	Grade-level teams will meet with coaches monthly during CPT to analyze, and set and monitor goals based on STAR and Lexia ( <a href="#">Bump Up TID Action Planning Form</a> ).	80% of the “cusp” Students will perform in the approaching/at level during the EOY STAR Benchmark or gain 30% SGP according to STAR EOY. The		51000 52000



				other 20% will make 10% SGP.		
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**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.

<b>SMART Goal #3: Insert your CULTURE AND CLIMATE goal below. Include sub group targets that will help close achievement gaps.</b>						
To improve attendance by decreasing the percentage of students who are chronically absent to 25%, a 6.2% decrease as measured by Skyward; and increasing daily attendance rate to 95%, a 2.6% increase as measured by Skyward.						
	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool and how frequently will you monitor adult behavior?	What are your MOY student outcome targets?	With what tool and how frequently will you monitor student outcomes?	If applicable, what is the Title I budget line item supporting the strategy?

3.1	We will consistently monitor daily attendance, beginning at the classroom level and following through to the school level using Skyward data (tardies, early dismissals, excused absences and suspensions).	Attendance team will monitor student attendance, consider next steps and gather appropriate resources	Attendance team will meet bi-weekly.  Skyward and Tableau will serve as data sources for this goal area	Students will come to school every day, on time and be present all day.	Skyward and Tableau will serve as data sources for this goal area.	
3.2	We will proactively and positively communicate with parents about their child's attendance through personal phone calls, letters, ParentLink and Kinvo, connecting families	Teachers will contact parents to address attendance concerns as soon as they arise.  <a href="#">A Parent Communication</a>				53000

	with support as appropriate and available	<p><a href="#">Log</a> will be kept by each teacher.</p> <p>Attendance Team will contact parents through Kinvo to address attendance concerns.</p> <p>The Attendance Team will keep a <a href="#">log of parent communications</a>.</p>				
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3.3	We will celebrate students and classrooms who have stellar or most improved attendance with Buzz Award assemblies and VIP activities.	Attendance and PBIS Teams will organize celebrations throughout the school year	A calendar and team notes will be kept to document these celebrations.			
3.4	As a school, we will incorporate research-based SEL programs into our daily schedule (K-2: Responsive Classroom; 3-5: Positive Action) in order to build and sustain classroom community.	Teachers will spend 30 minutes daily utilizing lessons and activities from SEL programs which will help build community.	BIMAS and Surveyworks will be used to measure progress	Students will feel deeper sense of belonging, connectedness and emotional safety in their classrooms and throughout the school.	A perception survey <a href="#">perception survey</a> will be administered via a Google form during fall, winter and spring assessment windows.	56000 51000 52000
3.5	Principal will monitor staff attendance and develop incentives for stellar and	Staff will be present at school every day, on time and all day.				

	most improved attendance.	Average daily absence rate will decrease by 10% from the 2017-18 school year  Incentives and celebrations will be developed				
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## 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: **8-12**
- 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: **8-12**
- Component 3:** Instruction by highly qualified teachers. List Page number(s) where this is located: **8-12**

- 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: **8-12**
- Component 5:** Strategies to attract highly qualified teachers to high-need schools List Page number(s) where this is located: **8-12**
- Component 6:** Strategies to increase parental involvement List Page number(s) where this is located: **12-13**
- 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: **8-12**
- 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: **6-10**
- Component 10:** Coordination and integration of Federal, State, and local services and programs List Page number(s) where this is located: **6-13**