

The background of the slide is a blurred image of a graph or chart. It features a grid with horizontal and vertical lines. A dark line is plotted across the grid, starting from the bottom left and moving towards the top right. There are some numbers visible on the right side of the grid, including 15, 16, and 17. The overall color scheme is warm, with shades of beige and brown.

School Improvement Plan

PLEASANT VIEW 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

ACTION	DEADLINE
1. Principals attend SIP overview sessions with Zone Executive Directors	August 2018
2. DATs provide on-site technical assistance as needed	August 2018- October 2018
3. School teams submit SIP to ZEDs for review	October 21, 2018
4. ZED provides feedback	October 28, 2018
5. School teams make any necessary revisions	November 1 - 14, 2018
6. Schools submit revised SIP and Title I budget to the Zone Executive Director and the Executive Director of Federal Programs for final approval	November 14, 2018

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:	Pleasant View School
School Address:	50 Obediah Brown Road , Providence, RI
School Principal Name:	Kristin Bagley
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. Stacy Andreozzi 2. Kim Cabana 3. Allison Chin 4. Melissa Goding 5. Kim Raftery 6. Gloria Simoneau 7. Tobie Bass 8. Kelley Stanton

	9. Nancy Zaitchik 10. Sandra Swope 11. Seth Bower		
Parent and Community Member Representatives:	Crystal Parent (Parent), TBD- (YMCA Site Director) Evan Conolley (CityYear Impact Manager)		
Zone Executive Director:	Dottie Smith		
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.

Section 2: School Demographic Profile

Instructions: Complete the table below by providing enrollment and demographic data for the current (2014-2015) school year. In the space indicated, be sure to provide the date on which the data was pulled from Skyward.

Grades Served:		Pre-K - 5
Student Enrollment:		489

Student Demographic Breakdown for 2017 (data from Skyward as of _6_/_05_/_2018__):					
% Black:	16%		% Limited English Proficient (LEP)		12.6%
% Hispanic:	61%		% Special Education:		36.1%
% White:	11%		% Free/Reduced Meals:		81.5%
% Other:	13%				
School Climate Data:	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student Attendance Rate:	91.5%	92%	92.9%	91.5%	91.7%
Teacher Attendance Rate:					
% of Students Chronically Absent:	32.4%	30.6%	24.5%	29.4%	30.5%
Total Suspensions:	7	1	6	7	15
Graduation Rate (4 Year):					
Dropout Rate (4 Year):					
Graduation Rate (5 Year):					
Dropout Rate (5 Year):					

Section 3: School Improvement Strategies and Implementation Timeline

SMART Goal #1: Insert your LITERACY goal below.						
Improve student achievement in ELA by increasing the percentage of students scoring in Levels 4 (met or exceeded expectations) on the 2018-2019 RICAS assessment by 5%. We will also decrease the percentage of students scoring in Level 1 (did not yet meet expectations) on the 2018-2019 RICAS assessment by 5%. ■ We will increase the overall percentage of students scoring “Met Expectations” or “Exceeded Expectations” on the 2019 RICAS Assessment by 5% (23% on RICAS 2018 increasing to 28% on RICAS 2019) ○ Our general education population will grow from 23% to 28% met or exceeded expectations in ELA ○ Our population of students with IEPs will grow from 0% to 5% met or exceeded expectations in ELA ○ Our population of students without IEPs will grow from 28% to 32% met or exceeded expectations in ELA ○ Our ELL population will grow from 14% to 19% met or exceeded expectations in ELA ○ Our non-ELL population will grow from 24% to 29% met or exceeded expectation in ELA						
Gap Closure: Are there currently achievement gaps between student groups in literacy? Use the box below to set targets that will close these gaps.						
Currently based on 2016-2017 PARCC data, students meeting/exceeding the standards at the state level is 41% . At PleasantView, the percentage of students meeting/exceeding is 21%. We are looking to close this achievement gap so that we are no more than 15 percentage points below the state. PARCC absolute proficiency: Based on PARCC 2017 ELA data, 30.3% are Level 1, 19.7% are level 2, 28.9% are level 3, 21.1% are level 4 and 0% are level 5. We are looking to decrease the percentage of level 1 students to 20%. The percentage of students in level 2 will be less than or equal to 21%. The percentage of students in level 3 will be greater than or equal to 28%. The percentage of levels 4 and 5 students will increase to 31%.						
	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 student MOY 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?

1.1	Pleasant View will personalize learning and instruction to deliver content based on student needs during small group instruction with the use of routine performance analysis.	Teachers will use the District standards CCSS bundles in collaborative planning with colleagues and instructional coaches to create and implement aligned reading lessons using a variety of strategies.	Tool: Mini Instructional Rounds Walkthrough Tool Frequency: Quarterly	STAR Reading Targets based on Student Growth Percentile (SGP). Students will achieve and maintain a 50 SGP or above or a 10 percentage point gain on BOY scaled score.	Tool: STAR Reading and Early Literacy assessment data Frequency: Sept., Dec., March, May. Tool: Lexia On-track Report. Frequency: Weekly.	Lexia 53000 ; Reading A-Z 53000 ; Highlander Institute, 53000 ; Chromebooks; 57000 Wit & Wisdom Modules 5300
		Peer observations with reflection via mini instructional rounds.	Tool: Mini Instructional Rounds Walkthrough Tool Frequency: Quarterly			
		Teachers will analyze STAR data, Lexia data and Interim Assessment data to drive effective lesson planning.	Tool: Atlas Protocol, Frequency: Every 6-8 weeks.			
		Teacher-led goal setting conferences with students about proficiency and growth.	Tool: Teacher notes (K-4), Summit On Track Report (G5), Frequency: Pre and post STAR assessments, G5 Quarterly (Summit)			
		Teachers will provide opportunities for their students to utilize Lexia for ELA enrichment or intervention.	Tool : Usage Reports on Lexia through admin. dashboards. Frequency: Bi-Weekly.			
		Grades 2 & 3 Teachers will pilot Wit & Wisdom Modules, working collaboratively with	Tool : Routine meetings between classroom			

		the reading coach to plan, implement and assess. Two classrooms will receive Personalized Coaching Support from Highlander Institute.	teachers and the reading coach to evaluate the effectiveness of the modules. Frequency: Monthly. Tool: Highlander Reports. Frequency: End of 6-8 week cycle.			
1.2	Through the implementation of the Schoolwide Enrichment Model, all students will have the opportunity to participate in enrichment academies that focus on higher level thinking strategies. In addition, a Makerspace will be utilized to enrich students' learning opportunities in STEAM, fostering intrinsic and extrinsic motivation in students. *Pre-K will focus on foundational behavioral skills and oral development.	Teachers will facilitate two eight week rounds of enrichment academies such as coding, crime scene investigation, STEAM, Career exploration, reading and discussion around rich literature and advanced nonfiction that promote higher level thinking. Reading Coach will set cycle goals focused on the 3 highest levels of Bloom's Taxonomy to provide teachers with strategies for their on/above level benchmark students. Teachers will bring their students to the makerspace at least bi-weekly.	Tool: Criteria Rating for High Level Academy. Frequency: November and March. Tools: Master Schedule, Leadership team observational walkthrough look-for tool. Frequency: Monthly.	STAR Reading Targets based on Student Growth Percentile (SGP). Students will achieve and maintain a 50 SGP or above or a 10 percentage point gain on BOY scaled score.	Tool: STAR Reading and Early Literacy assessment data Frequency: Sept., Dec., March, May.	

1.3	In Grades K-5, classroom teachers will use English Language Development Strategies to build EL students' language acquisition.	Teachers will use ELD strategies disseminated and covered during CPT and PDs in their classrooms. ELD CPT October 2018 ELlevation CPT December 2018	Tools: Leadership team observational walkthrough look-for tool. Frequency: Monthly.	STAR Reading Targets based on Student Growth Percentile (SGP). Students will achieve and maintain a 50 SGP or above or a 10 percentage point gain on BOY scaled score. WIDA Access for ELs	Tool: STAR Reading and Early Literacy assessment data Frequency: Sept., Dec., March , May. Tool: Access, Frequency: January/Feb.	
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Instructions: Complete the guidance document. As a result of that work, 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 2017-2018.

SMART Goal #2: Insert your MATH goal below.
Increase student achievement in Math by increasing the percentage of students scoring in level 4 (met or exceeded expectations) on the 2018-2019 RICAS assessment by 5%. We will also decrease the percent of students scoring in Level 1 (did not yet meet expectations) on the 2018-2019 RICAS assessment by 5%. ■ We will increase the overall percentage of students scoring “<i>Met Expectations</i>” or “<i>Exceeded Expectations</i>” on the 2019 RICAS Assessment by 5% (14% on RICAS 2018 increasing to to 19% on RICAS 2019) ○ Our general education population will grow from 18% to 23% met or exceeded expectations in Math ○ Our population of students with IEPs will grow from 0% to 5% met or exceeded expectations in Math ○ Our population of students without IEPs will grow from 18% to 23% met or exceeded expectations in Math ○ Our ELL population will grow from 7% to 12% met or exceeded expectations in Math ○ Our non-ELL population will grow from 15% to 20% met or exceeded expectation in Math

Gap Closure: Are there currently achievement gaps between student groups in math? Use the box below to set targets that will close these gaps.						
Currently based on 2016-2017 PARCC data, students meeting/exceeding the standards at the district level is 20.4% . At PleasantView, the percentage of students meeting/exceeding is 10.6%. We are looking to close this achievement gap so that we are no more than 5 percentage points below the district. PARCC absolute proficiency: Based on PARCC 2017 Math data, 28.9% are Level 1, 33.8% are level 2, 26.8% are level 3, 9.9% are level 4 and .7% are level 5. We are looking to decrease the percentage of level 1 students to 25%. The percentage of students in level 2 will be less than or equal to 34%. The percentage of students in level 3 will be greater than or equal to 21%. The percentage of levels 4 and 5 students will increase to 20%.						
	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 student MOY 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	Pleasant View will personalize learning and instruction to deliver content based on student needs during small group instruction with the use of routine performance and analysis.	Teachers will use the District standards CCSS bundles in collaborative planning with colleagues and instructional coaches to create and implement aligned math lessons using a variety of strategies. Peer observations with reflection via mini instructional rounds.	Tool: Mini Instructional Rounds Walkthrough Tool Frequency: Quarterly Tool: Mini Instructional Rounds Walkthrough Tool Frequency: Quarterly	STAR Math Targets based on Student Growth Percentile (SGP). Students will achieve and maintain a 50 SGP or above or a 10 percentage point gain on BOY scaled score.	Tool: STAR Math assessment data Frequency: Sept., Dec., March, May. Tool: Interim Assessment Data. Frequency: 3x/year Tool: DreamBox and Zearn Student Usage Report. Frequency: Bi-weekly.	Lexia 53000 ; Reading A-Z 53000 ; Highlander Institute, 53000 ; Chromebooks; 57000

		Teachers will analyze STAR data and Interim Assessment data to drive effective lesson planning. Teacher-led goal setting conferences with students about proficiency and growth. Teachers will provide opportunities for their students to utilize Zearn and DreamBox for math enrichment or intervention. Teachers will use Eureka Math Materials as an additional resource to support specific student needs.	Tool: Atlas Protocol, Frequency: Every 6-8 weeks. Tool: Teacher notes (K-4), Summit On Track Report (G5), Frequency: Pre and post STAR assessments, G5 Quarterly (Summit) Tool: Usage Reports on Zearn and DreamBox through administrative dashboards. Frequency: Bi-Weekly. Leadership team observational walkthrough look-for tool. Frequency: Monthly.	All students on the Summit Platform will have engaged in 1:1 Mentoring. K-4 Students will have conferences with their students pre and post STAR.	Tool: Summit Platform Admin Reports. K-4 Teacher Notes. Frequency: Pre and Post Assessment. Tool: DreamBox and Zearn Student Usage Report. Frequency: Bi-weekly.	
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		Two classrooms will receive Personalized Coaching Support from Highlander Institute.	Tool: Highlander Reports. Frequency: End of 6-8 week cycle.			
2.2	Maintain on/above grade level students to meet academic outcomes and continue to make expected growth. *Pre-K will focus on foundational behavioral skills and oral development.	Teachers will use rigorous math tasks to challenge at/above grade level students with higher level questioning and tasks from Bloom's taxonomy. Math Coach will set cycle goals focused on the 3 highest levels of Bloom's Taxonomy and S:S discourse to provide teachers with strategies for their on/above level students.	Tool: Leadership team observational walkthrough look-for tool. Frequency: Monthly. Tool: Coach Cycle Reports, Frequency: Quarterly	At MOY, 90% of students will remain at or above benchmark as measured by STAR Math. At MOY, 90% of students will remain at or above benchmark as measured by STAR Math.	Tool: STAR Benchmarks Frequency: Sept., Dec., March, May. Tool: STAR Benchmarks Frequency: Sept., Dec., March, May.	
2.3	Implement strategies to increase students' intrinsic and extrinsic motivation to perform to individual's greatest ability. *Pre-K will focus on foundational behavioral skills and oral development.	Instructional Coaches will incorporate motivational strategies into monthly CPT meetings for teachers to take back to their students.	Tool: Instructional Walkthrough Tool, Frequency: Monthly	STAR Math Targets based on Student Growth Percentile (SGP). Students will achieve and maintain a 50 SGP or above or a 10 percentage point	Tool: STAR Benchmarks Frequency: Sept., Dec., March, May. Tool: Interim Assessment Data. Frequency: 3x/year	

				gain on BOY scaled score.		
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Instructions: Complete the guidance document. As a result of that work, 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 2017-2018.

SMART Goal #3: Insert your Attendance goal below.

By June 2019, Pleasant View students in grades K-5 will have an average daily attendance rate of at least 93%, with a chronic absenteeism rate of no more than 25%.

By June of 2019, the Teacher Attendance rate at Pleasant View will increase from 83% to 88%.

Gap Closure: Are there currently gaps between student groups on culture and climate indicators? Use the box below to set targets that will close these gaps.

Those students who are chronically absent are performing significantly below their grade level peers.
We will improve the chronically absent rate of students in grades K-5 who are not identified as medically fragile by having a chronically absenteeism rate of no more the 25%. Out of our K-5 non-medically fragile chronically absent students,10% will move out of that category.

	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 student MOY 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	Routinely monitor attendance data in order to identify at risk students and barriers to attendance.	Attendance Team will meet bi-weekly to monitor and report out on attendance data,	Tool: Google Document that tracks attendance issues will be updated at each	Average Daily Attendance Rate at 93% or higher.	Tools: Tableau, Kinvoled, Skyward. Frequency: Weekly.	

		interventions and outreach. PPSD Truancy Officer will join once per month.	meeting. Frequency: Weekly. Tool: Kininvolved outreach data. Frequency: Weekly.			
3.2	Establish a school culture that encourages good attendance by faculty, staff and students.	Quarterly Attendance Assemblies run by the school attendance team and City Year. Conferences with staff members that have excessive unexcused absences. Sunshine Club to support positive school culture and attendance. Shoutouts to clusters who have perfect faculty and staff attendance.	Tool: Attendance Assembly attendance. Frequency: Quarterly. Tool: Aesop Reports. Frequency: Weekly.	Average Daily Attendance Rate at 93% or higher. Teacher attendance rate will be increased to 88%.	Tools: Tableau, Kininvolved, Skyward. Frequency: Weekly. Tool: Tableau and Aesop. Frequency: Weekly.	

3.3	Utilize City Year to focus on chronically absent students, as identified both during SY 17-18 and those on track for chronic absenteeism in SY 18-19.	City Year, with support of classroom teachers and the attendance team, will conduct regular check-ins with families and students regarding attendance via phone calls, letters/email, in person conversations and via the Kinvolved program. City Year Members to conduct check-ins to positively reinforce attendance of those flagged as at risk.	Tool: Kinvolved outreach data, letters and call log. Frequency: Weekly.	Average Daily Attendance Rate at 93% or higher. Chronic absentee rate will fall below 25%.	Tool: Tableau, Kinvolved and Skyward Attendance Reports. Frequency: Weekly.	
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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. Pages 11-16
- ✓ **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. Pages 11-16
- ✓ **Component 3:** Instruction by highly qualified teachers. Pages 11-16
- ✓ **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. Pages 13 and 18
- ✓ **Component 5:** Strategies to attract highly qualified teachers to high-need schools. Pages 11 - 16
- ✓ **Component 6:** Strategies to increase parental involvement. Page 25
- ✓ **Component 7:** Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. Page 15
- ✓ **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. Pages 12 and 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. Pages 11, 12, 16, 18

✓ **Component 10:** Coordination and integration of Federal, State, and local services and programs. Pages 20 and 21

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