

School Improvement Plan

**____Lillian Feinstein at Sackett SCHOOL |
2017-2018**

**Providence
Schools**

RT 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	May 10, 2017
1. Administrators and ILT develop SIP draft	June 1, 2017
1. School teams submit SIP to Dropbox for ZED review	June 2, 2017
1. ZED provides feedback	June 9, 2017
1. School teams make any necessary revisions	June 22, 2017
1. Schools submit revised SIP aligned to Title I budget to ZED for final approval in the Dropbox.	June 23, 2017

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:	Lillian Feinstein School at Sackett Street
School Address:	159 Sackett Street
School Principal Name:	Carolyn Johnston
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. Gina Miller 2. Jen Cicerone 3. Lisa Carter 4. Alex Rodriguez 5. Lisa Pucino 6. Donna Marcaccio

	7. Nicole Arena 8. 9.		
Parent and Community Member Representatives:			
Zone Executive Director Signature:	Dorothy Smith	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 (2016-2017) school year. In the space indicated, be sure to provide the date on which the data was pulled from Skyward.

Grades Served:	Kindergarten-Grade 5				
Student Enrollment:					
Student Demographic Breakdown for 2016-2017 (data from Skyward as of __/__/__):					
% Black:	13.9%	% Limited English Proficient (LEP)		43.2%	
% Hispanic:	67.9%	% Special Education:		10.9%	
% White:	5.3%	% Free/Reduced Meals:		88.5%	
% Other:	12.9%				
School Climate Data:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Student Attendance Rate:	94.3%	93.5%	93%	93.94%	93.89
% of Students Chronically Absent:	22.8%	24.9%	27.8	19.8	22%
Number of In School Suspensions					
Number of Out of School Suspensions			31	27	12
Total Suspensions:			31	27	12
Teacher Attendance Rate:					

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 2016-2017.

SMART Goal #1: Insert your LITERACY goal below. Include sub group targets that will help close achievement gaps.						
In 2016-2017 Lillian Feinstein School at Sackett had 18% of their students in grades 3-5 meet proficiency in English Language Arts on the state standardized testing. (PARCC) In 2017-2108 the percent of students meeting or exceeding proficiency in English Language Arts on state standardized testing (RICAS) will increase by 5%, from 18% to 24%.						
	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?
1.1	STUDY of CCSS K-5 Teachers will participate in a deep study of Anchor Standards and pedagogical practices PD and grade level collaboration. The study will include but not be	All teachers will show growth over time from Baseline to Final walkthrough as measured by CCSS look for tool.	Look For Rubric for ELA CCSS 12 Week timeline measuring adult targets every 4-6 weeks. Baseline data	Students will meet the recommended growth in SGP, Scaled Score and/or percentile as measured by STAR.	STAR ELA BOY-MOY-EOY STAR PM Urgent-biweekly Intervention/Watch-Monthly	Professional Development Title 1-5100

	limited to the quarterly focus standards, include observation and feedback process, peer observations and reflection.	Teachers will: *Focus lessons on high quality text *Employ questions and tasks that are text dependent and text specific *Provide opportunities to engage in work *Explicitly and Systematic provide opportunities to master foundational skills	Progress Monitor Final walk-through		Diagnostic Assessments ELA common assessments	
1.2	Implement computer based programming <i>Lexia</i> will be implemented in order to have blended learning approach during the literacy block which will differentiate to the skill specific needs of students as	Teachers will: - Create a system to implement Lexia during ELA block with fidelity. - Use Lexia	Lexia usage report Teacher survey on utilizing lexia reports to plan facetime lessons with students	Students will have the recommended growth in SGP, Scaled Score and/or percentile as measured by STAR.	STAR ELA Benchmark assessment BOY-MOY-EOY STAR PM Urgent-biweekly Intervention/Watch-	Title 1-5300

	determined by Lexia diagnostic reports.	reports to plan small group instruction	Classroom Walk data	Students will be showing growth in Lexia reports	Monthly Lexia reports	
1.3	Implement Data Meetings Meetings every 8 weeks to analyze class and student level data. (google docs) management system in order to determine need in teaching and learning across grade levels. Individual ELA goals will be set for each student	Teachers will: Engage in data discussion Increase data literacy Use data to inform instruction	Exit Tickets/Teacher Survey	Increase in SGP, Scaled Score and/or percentile rank	STAR ELA assessment BOY-MOY-EOY Diagnostic Assessments STAR PM Urgent-biweekly Intervention/Watch-Monthly ELA common assessments	
	To enhance our MTSS implementation A “What I Need” (WIN) block will be scheduled 4x a week in order to support students at all levels. Students will be placed in fluid groups that allow them to get	Teachers will: Group students based on data Teach a skills-based intervention	“Look For Data” Teacher survey and feedback	Increase in SGP, Scaled Score and/or percentile rank	STAR ELA Benchmark assessment BOY-MOY-EOY Diagnostic Assessments	

	intervention or enrichment support	group or an enrichment group			STAR PM Urgent-biweekly Intervention/Watch-Monthly Skill based PM	
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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 2016-2017.

SMART Goal #2: Insert your MATH goal below. Include sub group targets that will help close achievement gaps.						
In 2016-2017 Lillian Feinstein School at Sackett had 22% of their students in grades 3-5 meet or exceed proficiency in Math on the state standardized testing. (PARCC) In 2017-2108 the percent of students meeting or exceeding proficiency in Math on the state standardized testing (RICAS) will increase by 5%, from 22% to 27%.						
	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	STUDY of CCSS K-5 Teachers will study the CCSS in GLM, plan lessons and implement the teaching strategies during math core instruction utilizing components of our Math Program n	Teachers will *plan lessons that focus on CCSS * implement instructional practices that maximize opportunities for all students to master the content *Adults will provide	Look For Tool consisting of a Rubric: 12 Week timeline measuring adult targets every 3-4 weeks. § Baseline data § Progress Monitor	Students will have the recommended growth in SGP, Scaled Score and/or percentile as measured by STAR.	STAR Math Benchmark assessment BOY-MOY-EOY PM Urgent-biweekly Intervention/Watch-Monthly In program assessments.	

		all students with opportunities to engage in the work of the lesson and exhibit mathematical practices where applicable	§ Final walk-through			
2.2	Implement computer based programs for station rotation in order to move towards personalized learning Zearn is aligned to Eureka (our core program) provides digital lessons that will allow for personalized learning	Teachers will: Create a rotation system to implement web based program during Math block with fidelity. Use data reports from Zearn to plan for instruction	Program usage report Teacher Survey on students usage with Implementation Classroom Walk data	Students will have the recommended growth in SGP, Scaled Score and/or percentile as measured by STAR.	STAR Math Benchmark assessment BOY-MOY-EOY STAR PM Urgent-biweekly Intervention/Watch-Monthly	Title 1-5300
2.3	Implement Data Meetings Meetings every 8	100% of Teachers will Engage in data discussion	Exit Tickets/Teacher Survey	Students will have the recommended growth in SGP,	STAR Math Benchmark assessment BOY-MOY-EOY	

	weeks to analyze class and student level data. Use google docs as management system in order to determine need in teaching and learning across grade levels. Individual Math SMART Goals will then be set by teacher or grade level team.	Increase data literacy set smart goals using data Use data to inform instruction		Scaled Score and/or percentile as measured by STAR.	STAR PM Urgent-biweekly Intervention/Watch-Monthly	
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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 2016-2017.

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

The percentage of chronic absenteeism will decrease by 5% from 23% TO 18% EOY 2017 to EOY 2018

	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	Attendance team will meet bi-weekly to analyze attendance data to identify chronic absenteeism students as identified by Tableau reports	meet biweekly to analyze data Identify students who are improving and who are still struggling Problem solve with team for next steps based on data	Teacher documentation of parent contact and student conferences on A8-in skyward	Decrease chronic absenteeism 3-5% Increase daily attendance rates from previous year	Chronic absenteeism and daily attendance using Tableau and Skyward reports	
3.2	Each committee member is assigned to students to work with student and family to provide individual support that meets their needs ❖ check in with students ❖ phone calls home ❖ send positive	Meet biweekly to analyze data Identify students who are improving and who are still struggling Problem solve with team for next steps	Teacher survey/quarterly team member logs	Decrease chronic absenteeism 3-5% Increase daily attendance rate	Chronic absenteeism and daily attendance percents using Tableau	

	notes home					
3.3	Monthly assembly recognizing and celebrating classrooms with highest attendance rate in K-2 and grades 3-5.	Classroom teachers have system of reward within their classroom classroom teachers contact attendance team with issue Attendance team identifies the classrooms with the highest attendance rate Team member presents awards at monthly assemblies	Teacher survey/quarterly team member logs	Decrease chronic absenteeism 3-5% Increase daily attendance rate as compared to the previous year.	Chronic absenteeism and daily attendance percent using Tableau and Skyward	

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:** _____
- ☐ **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:** _____
- ☐ **Component 3:** Instruction by highly qualified teachers. **List Page number(s) where this is located:** _____
- ☐ **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:**_____
- ☐ **Component 6:** Strategies to increase parental involvement **List Page number(s) where this is located:** _____
- ☐ **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:**_____
- ☐ **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:**_____
- ☐ **Component 10:** Coordination and integration of Federal, State, and local services and programs **List Page number(s) where this is located:**_____

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.

X Strategies for teacher and leader effectiveness. **List Page number(s) where this is located:**__ 8, 9, 10_____

X Strategies for comprehensive instructional reform. **List Page number(s) where this is located:**____ 8, 9, 10_____

X Strategies for increased learning time and community oriented schools. **List Page number(s) where this is located:**____8, 9 10____

X Strategies for operational flexibility and sustained support. **List Page number(s) where this is located:**____8, 9, 10____