

School Improvement Plan

SPAZIANO SCHOOL | 2018-2019



Providence
Schools

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	May 10, 2017
2. Administrators and ILT develop SIP draft	June 1, 2017
3. School teams submit SIP to Dropbox for ZED review	June 2, 2017
4. ZED provides feedback	June 9, 2017
5. School teams make any necessary revisions	June 22, 2017
6. 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:	Spaziano Elementary		
School Address:	85 Laurel Hill Ave		
School Principal Name:	William Niemeyer		
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. William Niemeyer 2. Rosario Johnson 3. Gerome Muriel 4. Maria Gould 5. Andrea Mancini 6. Gina Melino 7. Joanna Santos 8. Ada Carrasco 9. Crystal Evora 10. Stephanie Izzo 11. Colleen Hanley		
Parent and Community Member Representatives:			
Zone Executive Director Signature:		Date:	

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

***Note:** SIG schools must also ensure their new SIP maintains the original intent from the original SIG SRP.

Section 2: School Demographic Profile

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

Frank Spaziano Elementary School						
Demographic Information - SY17-18						
Enrolled Students 650 (as of May 21)						
% Black:	11.0%	% Limited English Proficient (LEP)	43.1%			
% Hispanic:	78.1%	% Special Education:	11.6%			
% White:	6.2%	% Free/Reduced Meals:	93.2%			
% Other:	4.7%					
School Climate Data:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018 (as of May 1)

Student Attendance Rate:	95.1%	94.2%	93.5%	94.2%	93.4%	93.3%
% of Students Chronically Absent:	17.5%	18.5%	23.8%	20.3%	24.1%	24.7%
Number of In School Suspensions	0	0	0	21	3	1
Number of Out of School Suspensions	9	10	8	18	26	25
Total Suspensions:	9	10	8	39	29	26
Teacher Attendance Rate:				TBD	TBD	92%
NOTE: For SY12-13 - SY14-15 Attendance Rates and Suspensions data are RIDE calculations from InfoWorks! All other data calculated by RPA office.						

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 2017-2018.

SMART Goal #1: Insert your LITERACY goal below. Include sub group targets that will help close achievement gaps.						
Based on past PARCC performance, Spaziano Elementary would like to see a 10% increase in the number of students meeting or exceeding expectations in ELA. Spaziano will move from 16.3 % meeting or exceeding expectations to 26.3% meeting or exceeding expectations. ○ Our general education population will grow from 17% to 27% met or exceeded expectations in ELA ○ Our population of students with IEPs will grow from 0% to 10% met or exceeded expectations in ELA ○ Our ELL population will grow from 6% to 16% met or exceeded expectations in ELA						
	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	Admin, Coaches and Teachers will use PLC time to focus on personalized learning with an emphasis on meeting students' specific needs, including language acquisition, 100% based on data from: STAR Lexia Classroom Assessments RICAS	Staff will engage in PLC work and work collaboratively to identify gaps and plan for tier 1 and tier 2 instruction, and plan for TA/IA instructional groupings Coaches will facilitate IA/TA, specialist training, and time for tier 2 support, providing schedules/ coordination and student tasks for intervention	PLC Planning minutes, Tier 2 tracker data, TA/IA Planning minutes Quarterly Data Talks with principal Evidence of small group/ differentiated instruction will be highlighted in classroom walk data	By MOY we expect that 75% of students receiving personalized learning will either show growth in focus area(s), increased achievement on STAR/	Students will take 3 official screening periods and progress monitoring of STAR, RICAS once a year Data will be reported out monthly form coaches, and in quarterly data talks with teachers/ principal Student growth from TA/IA support groups will be evident in STAR Tracking Form used in PLC	51000
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1.2	Use of Lexia Reading Program in the classroom as a part or regular classroom routine to provide opportunities for skills growth within the program.	Teachers will provide opportunities for students to access Lexia. Teachers will use the data derived from units and skills achieved to support student interventions.	Monthly Lexia usage reports	By MOY we expect that 75% of student in grades 3-5 are meeting Lexia usage and made Grades k-2 are using resource in the classroom weekly	Monthly, usage reports Monthly Skills Reports	53000
1.3	Targeted before school program using Lexia as an intervention for data identified students.	Teachers will refer students to program based on BOY data. Staff members will continue to maintain open communication with parents to ensure all seats are filled in morning program.	Monthly skills reports from AM Program Call logs	By MOY we expect that 75% of students, with regular attendance at morning program, will outpace the school average for skills gained	Monthly reports from AM Program	53000 51000

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 2017-2018.

SMART Goal #2: Insert your MATH goal below. Include sub group targets that will help close achievement gaps.						
Based on past PARCC performance, Spaziano Elementary would like to see a 10% increase in the number of students meeting or exceeding expectations in Math. Spaziano will move from 20.2 % meeting or exceeding expectations to 30.2% meeting or exceeding expectations.						
○ Our general education population will grow from 15% to 25% met or exceeded expectations in ELA ○ Our population of students with IEPs will grow from 1% to 11% met or exceeded expectations in ELA ○ Our ELL population will grow from 8% to 18% met or exceeded expectations in ELA						
	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	Admin, Coaches and Teachers will use PLC time to focus on personalized learning with an emphasis on meeting students' specific needs, based on data from: Dreambox STAR RICAS Classroom Data	Staff will engage in PLC work and work collaboratively to identify gaps and plan for tier 1 and tier 2 instruction, and plan for TA/IA instructional groupings Coaches/ TST will facilitate IA/TA, specialist training, and time for tier 2 support, providing	PLC Planning minutes, Tier 2 tracker data, TA/ IA Planning minutes Quarterly Data Talks with principal Evidence of small group/ differentiated instruction will be highlighted in	By MOY we expect that 75% of students receiving personalized learning will either show growth in focus area(s), increased achievement on STAR/	Students will take 3 official screening periods and progress monitoring of STAR, RICAS once a year, and monthly reports from Dreambox Data will be reported out monthly from coaches, and in	51000

		schedules/ coordination and student tasks for intervention	classroom walk data		quarterly data talks with teachers Student growth from TA/IA support groups will be evident in STAR Tracking Form used in PLC	
2.2	Use of Dreambox in the classroom as a part or regular classroom routine to provide opportunities to meet the standards.	Teachers will provide opportunity for all students to use program in the classroom and when appropriate use lessons to target standards to meet student need	Monthly usage reports, teacher dashboard login data	By Moy we expect that 75% of students in grades 3-5 are meeting Dreambox usage requirements or showing increased numbers of standards attained. Grades k-2 are actively using resource in the classroom	Monthly, usage reports / standards attainment data	53000
2.3	Targeted before school program using Dreambox as an intervention for teacher identified students using SP1 data	Teachers will refer students to program based on BOY data. Staff members will continue to maintain open communication	Monthly reports from AM Program	Students who attend program will show measurable growth/ usage as compared to their peers.	Monthly reports from Dreambox, focusing on students growth compared to the school average	51000 53000

		with parents to ensure all seats are filled in morning program.				
2.4	Schoolwide implementation of routine Number Talks. The 10 minute routine will be extended to grades 3-5 and will support the development of number sense for all students.	Teachers running the routine at least 3 times per week.	Classroom walk looking for students' conversation should provide evidence of implementation.	Students in 70% of the classrooms, will improve constructing viable arguments to explain their reasoning and their quantitative abstract reasoning	Coach collected observation data, weekly observations	na

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 2017-2018.

SMART Goal #3: Insert your CULTURE AND CLIMATE goal below. Include sub group targets that will help close achievement gaps.						
By the end of school year 2018-19, chronic absenteeism, as measured by the district chronic absenteeism report, will decrease by 5% from the 18-19 end of year data. Chronic\Excessive in 17-18 was 21.3%.						
	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	The attendance team will meet bi-weekly as a team and with truancy officer as needed to identify chronic absences and to communicate issues to families by phone, letters and invitations.	100% of team members will participate in data analysis, and follow appropriate protocols for intervention	Meeting minutes Copies of communication attempts Phone logs Monitor Quarterly	Decrease chronic absenteeism by 2% by MOY 100% of the teachers who have a chronic absent student in homeroom will follow protocol for parent contact, as well as implement incentive program in their classroom	Skyward reports bi-weekly / Tableau Reports Quarterly	na
3.2	The attendance team with the help of school Psychologists and social	Using Data, staff will target	Meeting minutes Completed data spreadsheet	Decrease chronic absenteeism by 2% by MOY	Tableau reports Quarterly	56000

	worker will provide focus support for chronic absent students	students in need of support		Outreach effort from faculty and staff will be implemented when students are absent from school		
3.3	Administrators will hold quarterly data conferences with teachers to review instructional and performance data, including attendance, intervention and other data	Admin will meet with all teachers at the end of grading periods to review data	Meeting minutes		Admin team will look to identify correlations between teacher attendance and student academic success	
3.4	Administration and ILT team will create a menu of incentives/ methods of recognition for teachers that have exemplary attendance	Adults who have monthly perfect attendance will be recognized/ rewarded	monthly skyward reports	Students in classes that are split less frequently will achieve more with consistent instruction, as measured by STAR and RICAS data.	STAR/ RICAS Quarterly/ annually	

PART 3: REQUIREMENT CHECKLISTS

Title I Schoolwide Program Checklist

Instructions: Complete the Title I Schoolwide 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: 9-14**
- ↓ **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: 9-14**
- ↓ **Component 3:** Instruction by highly qualified teachers. **List Page number(s) where this is located: 9-14**
- ↓ **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: 9-14**
- ☐ **Component 5:** Strategies to attract highly qualified teachers to high-need schools **List Page number(s) where this is located: _____na_____**
- ↓ **Component 6:** Strategies to increase parental involvement **List Page number(s) where this is located: 14**
- ☐ **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: _____na_____**

- ↓ **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: 9-14**
- ↓ **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: 9-14**
- ↓ **Component 10:** Coordination and integration of Federal, State, and local services and programs **List Page number(s) where this is located: 9-14**

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

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

- ☐ Strategies for teacher and leader effectiveness. **List Page number(s) where this is located: _____**
- ☐ Strategies for comprehensive instructional reform. **List Page number(s) where this is located: _____**
- ☐ Strategies for increased learning time and community oriented schools. **List Page number(s) where this is located: _____**
- ☐ Strategies for operational flexibility and sustained support. **List Page number(s) where this is located: _____**