

The background of the slide features a close-up, slightly blurred image of a wooden ruler and a sheet of graph paper. The ruler is positioned diagonally, with its markings clearly visible. The graph paper has a grid pattern, and some numbers like '15', '16', and '17' are visible on the right side. The overall color palette is warm, with shades of brown and beige.

School Improvement Plan

Vartan Gregorian 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. 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:	Vartan Gregorian Elementary School
School Address:	455 Wickenden St.
School Principal Name:	Susan Stambler
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. Susan Stambler 2. Sharon Arena-Zanghi 3. Deborah Hamel 4. Claudine Scungio 5. Stacey DeMello 6. Christine Mendonca 7. Merissa Couto 8. Caroline Marcello 9. Cyndi Clark

	10. Nichola Gianinni-Grant 11. Carmen Reid 12. Lee Anne Medeiros		
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 (2016-2017) 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:	380 (06/19/2018)				
Student Demographic Breakdown for 2017-2018 (data from Skyward as of 5/21/2018)					
% Black:	15.5%	% Limited English Proficient (LEP)	12.9%		
% Hispanic:	27.9%	% Special Education:	16.0%		

% White:	40.0%	% Free/Reduced Meals:		56.6%		
% Other:	16.6%					
School Climate Data:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student Attendance Rate:	95.3	94.8	93.5	94.3	94.2%	94.3
% of Students Chronically Absent:	13.5	14.5	22.5	19.3	18.8	16.4
Number of In School Suspensions	0	3	0	0	0	5
Number of Out of School Suspensions	10	18	6	3	0	7
Total Suspensions:	10	21	6	3	0	13
Teacher Attendance Rate:				TBD	TBD	88%

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.

Vartan Gregorian will improve ELA achievement and student growth for all students by focusing on personalized learning, and authentic collaboration as measured by i-Ready. Baseline results for first testing window for grades 1-5 demonstrates that 45% or 130 students of 290 students tested are on track (on or above level); and 55% or 160 students of 290 students tested are off-track (Below level).

Academic Performance in ELA for grades 3-5, will be measured using RICAS performance data with an overall increase of 5% from 17-18 baseline scores, to 18-19 administration of RICAS.

RICAS 17-18 ELA School Wide Performance Data

Participants	Not Meeting	Partially Meeting	Meeting	Exceeding
207	31 students (14.89%)	73 students (35.27%)	89 students (43%)	14 students (6.76%)

RICAS 17-18 ELA Performance Data by Grade Level

	Not Meeting Expectations	Partially Meeting Expectations	Meeting expectations	Exceeding Expectations
Grade 3	17%	27%	47%	9%
Grade 4	14%	34%	41%	11%
Grade 5	15%	44%	41%	0%

	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	In order to customize learning experiences for all learners, ALL Students will collaborate while engaging in daily discourse through authentic collaboration	100% of CRT will show evidence of 4 out of 8 criteria as measured by the collaboration and discourse walkthrough Look-Fors .	One classroom walkthrough during first quarter to determine a baseline using the student discourse and collaboration walkthrough Look-Fors. Two walkthroughs per quarter starting second quarter using the student discourse and collaboration walkthrough Look-Fors	Students will demonstrate a 5% increase in proficiency on I-Ready or Lexia EOY Students will demonstrate a 10 % increase in proficiency on I-Ready or Lexia from EOY to BOY	Data from i-Ready Intervention Screener Report will be monitored during each screening period (BOY-MOY-EOY) to determine growth. Data from i-Ready Online Instruction Report will be monitored monthly. Lexia Progress report will be monitored monthly.	53000 iReady

	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?
1.2	All Classroom teachers will use data from online programs, formative, and summative assessments to make instructional decisions	ALL Teachers will utilize student data during monthly CPT to inform instructional groups	- minutes from Data CPT	Students will demonstrate a 5% increase in proficiency on I-Ready or Lexia	Data from i-Ready Intervention Screener Report will be monitored during each screening period (BOY-MOY-EOY) to determine growth. Data from i-Ready Online Instruction Report will be monitored monthly. Lexia Progress report will be monitored monthly.	53000 iReady 53000 Lexia
1.3	Students will engage in data conversations with teachers using their Data Folder to	50% of General Ed Teachers will facilitate	Two walkthroughs per quarter starting second	-Students will show a 5%	Data from i-Ready Intervention Screener Report	53000 iReady 53000 Lexia

	analyze, track and set their own goals	quarterly data conversations with students by end of quarter 2, 75% by end of quarter 3, and 100% by end of quarter 4. Revised Timeline: Data Folder Roll-out quarter 2, quarterly data conversations with students by end of quarter 3, 27% by end of quarter 3, and 75% by end of quarter 4.	quarter using the student discourse and collaboration walkthrough Look-Fors	increase in iReady or Lexia data.	will be monitored during each screening period (BOY-MOY-EOY) to determine growth. Data from i-Ready Online Instruction Report will be monitored monthly. Lexia Progress report will be monitored monthly. -Monthly Data Conversations with students using their individual Student Data File.	
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1.4	ALL teachers will use strategies to support ELs in discourse and collaboration utilizing ELlevation, SIOP , and best practices for ELs.	100% of CRT will show evidence of 4 out of 9 criteria measuring best strategies for ELs as measured by the collaboration and discourse walkthrough Look-Fors	One classroom walkthrough during first quarter to determine a baseline of ELL strategies during student discourse and collaboration using the student discourse and collaboration walkthrough Look-Fors. Two walkthroughs per quarter starting second quarter using the student discourse and collaboration walkthrough Look-Fors	5% increase in i-Ready or Lexia data	Data from i-Ready Intervention Screener Report will be monitored during each screening period (BOY-MOY-EOY) to determine growth. Data from i-Ready Online Instruction Report will be monitored monthly. Lexia Progress report will be monitored monthly.	53000 iReady 53000 Lexia
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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 2017-2018.

SMART Goal #2: Insert your MATH goal below. Include sub group targets that will help close achievement gaps.

Vartan Gregorian will improve Math achievement and student growth for all students by focusing on personalized learning, and authentic collaboration as measured by i-Ready. Baseline iReady data for grades 1-5 indicated the following; 32% or 97 students out of 302 students tested are on track (on or above grade level);and 68% or 205 students out of 302 students tested are off -track (Below level).

Academic Performance in Mathematics for grades 3-5, will be measured using RICAS performance data with an overall increase of 5% from 17-18 baseline scores, to 18-19 administration of RICAS.

RICAS 17-18 Math School Wide Performance Data

Participants	Not Meeting	Partially Meeting	Meeting	Exceeding
209	45 students (21.53%)	91 students (43.54%)	63 students (30.14%)	10 students (4.78%)

RICAS 17-18 Math Performance Data by Grade Level

	Not Meeting Expectations	Partially Meeting Expectations	Meeting expectations	Exceeding Expectations
Grade 3	16%	51%	25%	7%
Grade 4	28%	34%	34%	4%
Grade 5	19%	47%	31%	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?
2.1	In order to customize learning experiences for all learners, ALL Students will collaborate while engaging in daily discourse through authentic collaboration	100% of CRT will show evidence of 4 out of 8 criteria as measured by the collaboration and discourse walkthrough Look-Fors .	One classroom walkthrough during first quarter to determine a baseline using the student discourse and collaboration walkthrough Look-Fors. Two walkthroughs per quarter starting second quarter using the student discourse and collaboration walkthrough Look-Fors	Students will demonstrate a 5% increase in proficiency on I-Ready	Data from i-Ready Intervention Screener Report will be monitored during each screening period (BOY-MOY-EOY) to determine growth. Data from i-Ready Online Instruction Report will be monitored monthly.	53000 for iReady
2.2	All Classroom teachers will use data from online programs, formative, and summative assessments to make instructional decisions	ALL Teachers will utilize student data during monthly CPT to inform instructional groups	- minutes from Data CPT	Students will demonstrate a 5% increase in proficiency on I-Ready	Data from i-Ready Intervention Screener Report will be monitored during each screening period	53000 iReady

					(BOY-MOY-EOY) to determine growth. Data from i-Ready Online Instruction Report will be monitored monthly.	
2.3	Students will engage in data conversations with teachers using their Data Folder to analyze, track and set their own goals	50% of General Ed Teachers will facilitate quarterly data conversations with students by end of quarter 2, 75% by end of quarter 3, and 100% by end of quarter 4. Revised Timeline: Data Folder Roll-out quarter 2, quarterly data conversations with students by end of quarter 3, 27% by end of quarter 3, and 75% by end of quarter 4.	Two walkthroughs per quarter starting second quarter using the student discourse and collaboration walkthrough Look-Fors	-Students will show a 5% increase in iReady data.	Data from i-Ready Intervention Screener Report will be monitored during each screening period (BOY-MOY-EOY) to determine growth. Data from i-Ready Online Instruction Report will be monitored monthly. -Monthly Data Conversations with students using their individual Student Data File.	53000 iReady c

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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 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 the 18-19 school year the percentage of chronically absent students will decrease 2% from 16.4% to 14.4%.						
	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 to identify chronic absences and to communicate issues to families by phone, letters, and invitations to meet.	100% of team members will participate in data analysis	review attendance reports and each attendance meeting	Decrease chronic absenteeism by 1% at mid-year	Twice monthly reports from Skyward	NA
3.2	The attendance team with the support of the MTSS and , family care coordinator will provide focus support for chronic absent students.	100% of the team members will participate in data analysis and create an action plan	completion of action plan template twice monthly starting quarter 2	Decrease chronic absenteeism by 1% at mid-year	Monthly reports via Skyward	NA
3.3	Attendance team will implement school wide recognitions for students to decrease chronic absenteeism.	100% of team members will review the attendance of the pre-identified students for attendance recognition.	plan and execute quarterly attendance recognition beginning in quarter 2 for pre-identified students and perfect attendance. school wide.	Decrease chronic absenteeism by 1% at mid-year	Monthly reports via Skyward	NA

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:** __6/8__
- ☐ **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:** __6/8__
- ☐ **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:** 7/9 _____
- ☐ **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.

- ☐ 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:** _____