

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 visible. The graph paper has a grid pattern. The overall color palette is warm, with browns and tans from the wood and paper.

School Improvement Plan

VEAZIE STREET 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:	Veazie Street Elementary School
School Address:	211 Veazie Street
School Principal Name:	Colleen L. Caswell, Ed.D.
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. Michele Paris-O'Brien 2. Lori Healey 3. Thomas Nolan 4. Maureen Bracewell 5. Heather Pascale

	6. Michael Fioravanti 7. Kristen Bissitt 8. Stephanie Brown 9. Gwendolyn Daniels 10. Colleen Caswell		
Parent and Community Member Representatives:	Marc Pelagalli		
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:	600	
Student Demographic Breakdown for 2016-2017 (data from Skyward as of 5/21/2018):		

% Black:	26.7%	% Limited English Proficient (LEP)		17.8%		
% Hispanic:	49.2%	% Special Education:		11.8%		
% White:	11.8%	% Free/Reduced Meals:		91.8%		
% Other:	12.3%					
School Climate Data:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student Attendance Rate:	92.8%	92.4%	92.6%	92.4%	92.6%	91.4%
% Students Chronically Absent	33.4%	32.1%	33.2%	29.4%	36.4%	35.2%
#of In School Suspensions	0	0	0	20	29	17
# of Out of School Suspensions	17	25	66	60	86	44
Total Suspensions:	17	25	66	80	115	61
Teacher Attendance Rate:						90%

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 goal is to increase achievement and growth in literacy for all Veazie students. To meet this goal, we will focus on overall achievement and gap closure in student subgroups. Specifically: ■ 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% (21% on RICAS 2018 increasing to to 26% on RICAS 2019) ○ Our general education population will grow from 21% to 26% met or exceeded expectations in ELA ○ Our population of students with IEPs will grow from 2% to 7% met or exceeded expectations in ELA ○ Our population of students without IEPs will grow from 24% to 29% met or exceeded expectations in ELA ○ Our ELL population will grow from 11% to 16% met or exceeded expectations in ELA ○ Our non-ELL population will grow from 23% to 28% met or exceeded expectation 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	Students at all levels will be provided with differentiated, targeted instruction through a Blended Learning Model to include Station Rotation Model. Flexible groups will include opportunities for student engagement and discourse. Teachers in grades K-2 will implement IRLA to focus on improving foundational skills. Teachers in grades 3-5 will implement READY Comprehension to focus on improving comprehension skills. Teachers in grades K-5 will implement the web-based program, i-Ready as part of their Blended Learning Model for BOY, MOY and EOY including progress monitoring.	100% of classroom teachers will create flexible groups based on multiple points of assessment data to implement differentiated instruction.	During weekly CPT, flexible groups will be reviewed. Strategies and adult behaviors will be monitored through Veazie Walkthrough Tool.	80% of students will meet typical growth as evidenced by, i-Ready reports.	IREADY diagnostic for BOY, MOY, and EOY. Grades 2-5 will administer Standards Mastery monthly and as needed to assess standards. Formative assessment to include exit tickets and classwork to aid in informing flexible grouping and instruction. i-Ready data reports will be reviewed every 4-6 weeks.	53000; 57000
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1.2	ELL students will participate in REACH program in grades K-2, In The USA for grades 3-5, Imagine Learning for qualified students and SIOP Model Strategies for grades K-5. Flexible groups will include opportunities for student engagement and discourse.	6 ELL teachers will create flexible groups based on multiple points of assessment data to implement differentiated instruction.	During weekly ELL CPT, flexible groups will be reviewed. Strategies and adult behaviors will be monitored through SIOP Walkthrough Tool.	50% of students will increase at least one level in the WIDA Can Do descriptors.	Monthly review of student progress through WIDA Can Do descriptors and Ellevation's Reports .	53000
1.3	IEP students will participate in the web-based program, i-Ready as part of their Blended Learning Model for BOY, MOY and EOY including progress monitoring and incorporating 95% Group to target gap closure of foundational reading skills. Flexible groups will include opportunities for student engagement and discourse.	4 special educators will create flexible groups based on multiple points of assessment data to implement 95% Group to target gap closure of foundational reading skills.	During weekly CPT, flexible groups will be reviewed. Strategies and adult behaviors will be monitored through Veazie Walkthrough Tool.	50% of students will demonstrate proficiency in 2 or more foundational reading skills on the Phonics Screener Intervention assessment.	Monthly review of student progress through Phonics Screener Intervention assessment.	53000

1.4	Teachers and students will have monthly data discussions to monitor growth and progress.	100% of educators will implement a student friendly data tracking system in their classroom.	Data chat worksheets will be completed BOY, MOY, EOY. Strategies and adult behaviors will be monitored through Veazie Walkthrough Tool .	100% of students will complete a BOY and MOY data chat worksheet.	Data will be reviewed at BOY, MOY and EOY, as well as after each progress monitoring	53000
1.5	Teachers will embed SEL strategies throughout ELA instruction.	100% of classroom educators will implement the Second Step Social Skills Program.	100 % of Educators will complete the BIMAS twice per year and analyze data. Strategies and adult behaviors will be monitored through Veazie Walkthrough Tool .	10% decrease in students in High Risk category for Conduct, Negative Affect and Cognitive Attention as measured by BIMAS	BIMAS data will be collected twice annually.	53000

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 goal is to increase achievement and growth in mathematics for all Veazie students. To meet this goal, we will focus on overall achievement and gap closure in student subgroups. Specifically: ■ We will increase the overall percentage of students of students scoring “<i>Met Expectations</i>” or “<i>Exceeded Expectations</i>” on the 2019 RICAS Assessment by 5% (11% on RICAS 2018 increasing to to 16% on RICAS 2019) ○ Our general education population will grow from 11% to 16% met or exceeded expectations in math ○ Our population of students with IEPs will grow from 4% to 9% met or exceeded expectations in math ○ Our population of students without IEPs will grow from 12% to 17% met or exceeded expectations in math ○ Our ELL population will grow from 10% to 15% met or exceeded expectations in math ○ Our non-ELL population will grow from 11% to 16% met or exceeded expectation in math						
	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	Students at all levels will be provided with differentiated, targeted instruction through a Blended Learning Model to include Station Rotation Model. Flexible groups will include opportunities for student engagement and discourse. All classrooms will implement the web-based program, i-Ready as part of their Blended Learning Model for BOY, MOY and EOY including progress monitoring.	100% of classroom teachers will create flexible groups based on multiple points assessment data to implement differentiated instruction.	During weekly CPT, flexible groups will be reviewed. Strategies and adult behaviors will be monitored through Veazie Walkthrough Tool.	10% increase in student achievement as demonstrated in i-Ready.	IREADY for BOY, MOY, and EOY with at least 1 Progress Monitoring between screeners. Formative assessment to include exit tickets and classwork to aid in informing flexible grouping and instruction. i-Ready data reports every 4-6 weeks	53000; 57000
2.2	IEP students will participate in the web-based program, i-Ready as part of their	4 special educators will create flexible groups based on	During weekly CPT, flexible groups will be reviewed. Strategies and adult	50% of students will demonstrate proficiency in 4 or	Monthly review of student progress through IREADY lesson data.	53000

	Blended Learning Model for BOY, MOY and EOY including progress monitoring. IREADY extra lessons will be used to address gap closure in basic math skills. Flexible groups will include opportunities for student engagement and discourse.	IREADY lessons passed in specific domains.	behaviors will be monitored through Veazie Walkthrough Tool.	more extra lessons in I-Ready.		
2.3	ELL students will participate in the web-based program, i-Ready as part of their Blended Learning Model for BOY, MOY and EOY including progress monitoring. IREADY extra lessons as well as SIOP strategies will be used to address gap closure in basic math skills.	6 ELL teachers will create flexible groups based on multiple points of assessment data to implement differentiated instruction.	During weekly ELL CPT, flexible groups will be reviewed. Strategies and adult behaviors will be monitored through SIOP Walkthrough Tool.	50% of students will demonstrate proficiency in 4 or more extra lessons in I-Ready.	Monthly review of student progress through I-Ready lesson data. .	53000

	Flexible groups will include opportunities for student engagement and discourse.					
2.4	Teachers and students will have monthly data discussions to monitor growth and progress.	100% of educators will implement a student friendly data tracking system in their classroom.	Data chat worksheets will be completed BOY, MOY, EOY. Strategies and adult behaviors will be monitored through Veazie Walkthrough Tool .	100% of students will complete a BOY and MOY data chat worksheet.	Data will be reviewed at BOY, MOY and EOY, as well as after each progress monitoring	53000
2.5	Teachers will embed SEL strategies throughout Math instruction.	100% of educators will implement the Second Step Social Skills Program	Educators will complete the BIMAS twice per year and analyze data. Strategies and adult behaviors will be monitored through Veazie Walkthrough Tool .	10% decrease in students in High Risk category for Conduct, Negative Affect and Cognitive Attention as measured by BIMAS	BIMAS data will be collected twice annually.	53000

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 #3: Insert your CULTURE AND CLIMATE goal below. Include sub group targets that will help close achievement gaps.						
School attendance will increase to at least 94%. Chronic absenteeism (35.2%) will decrease by at least 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 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 weekly to monitor attendance for trends with absences and chronic absenteeism.	Teachers will monitor daily attendance and contact parents (i.e. phone call, email or through Class Dojo) if students are	Weekly Skyward attendance reports	Student attendance will increase to 94% and chronic absenteeism (35.2%) will decrease by 20% as demonstrated on Skyward reports.	Weekly Skyward attendance reports	57000

		absent after 3 days.				
3.2	The Attendance team, with the support of a Family and Community Engagement specialist, will contact parents if student is absent 10% or more of the school year (i.e. phone calls, letters, & home visits) to inform families of the importance of daily attendance and work with families to problem solve ways to increase attendance.	Teachers will monitor daily attendance and contact parents (i.e. phone call, email or through Class Dojo) if students are absent after 3 days.	Weekly Skyward attendance reports	Student attendance will increase to 94% and chronic absenteeism (35.2%) will decrease by 20% as demonstrated on Skyward reports.	Weekly Skyward attendance reports	57000
3.3	The Attendance Team will reward students with perfect attendance with weekly, monthly and quarterly awards. Additionally, students with chronic absenteeism will be placed on a Check	Teachers will monitor daily attendance and contact parents (i.e. phone call, email or through Class	Weekly Skyward attendance reports	Student attendance will increase to 94% and chronic absenteeism (35.2%) will decrease by 20% as demonstrated on Skyward reports.	Weekly Skyward attendance reports; Monthly Check in/Check Out data	57000

	In/Check Out system where daily attendance is monitored and rewarded.	Dojo) if students are absent after 3 days.				
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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**