



Webster Avenue School School Improvement Plan 2018-19

PART 1: GENERAL INFORMATION

Instructions

Review and follow all directions carefully when completing the SIP tracker. **All sections of the School Improvement Progress Monitoring Tracker must be completed by the school administration in collaboration with the Instructional Leadership Team.**

Timeline and Key Dates

ACTION	DEADLINE
1. SIP Progress Monitoring Tracker Due in DropBox	
2. SIP Progress Monitoring Meeting 1 @SLA	
3. SIP Progress Monitoring Tracker Due in DropBox	
4. SIP Progress Monitoring Meeting 2 @SLA	
5. SIP Progress Monitoring Tracker Due in DropBox	
6. SIP Progress Monitoring Meeting 3 @SLA	

Name of School:	Webster Avenue Elementary School		
School Address:	191 Webster Avenue, Providence, RI 02909		
School Principal Name:	Alicia Jones		
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. Alicia Jones 2. Lisa Vincent 3. Linda Carnevale 4. Michael Pucino 5. Agnes Summerly 6. Janet Cambio 7. Lori Hoffman 8. Maria DaCruz 9. Melissa Coffey		
Parent and Community Member Representatives:			
Zone Executive Director Signature:		Date:	

School Principal Signature:	Alicia Jones	Date:	
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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:	365			
Student Demographic Breakdown for 2017-18 (data from Skyward as of 5/30/18)				
% Black:	8.4%	% Limited English Proficient	38.6%	
% Hispanic:	70.8%	% Special Education:	16.2%	
% White:	8.6%	% Free/Reduced Meals:	88.3%	

% Other:	12.2%					
School Climate Data:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018 (as of 5.30.18)
Student Attendance Rate:	94.0	93.7	93.3	93.8	92.5	93.7
% of Students Chronically Absent:	26.0	20.4	26.1	25.3	32.0	19.7
Number of In School Suspensions	0	0	0	0	0	0
Number of Out of School Suspensions	19	33	34	17	15	7
Total Suspensions:	19	33	34	17	15	7
Teacher Attendance Rate:				TBD	TBD	TBD

SMART Goal #1: Insert your LITERACY goal below.
Increase the percentage of students performing in the met/exceeding range on the 2018-19 RICAS Reading by 5% from _____ on 2017-18 RICAS to _____. Decrease the percentage of students performing in the Did Not Meet/Partially Met category on 2018-19 RICAS Reading by _____.

5% from _____ 2017-18 to _____. Increase the percentage of students performing in the above range on RICAS 2018-19 Reading by 5% from _____ to _____. Increase the percentage of ELLs performing in the At/Above range on RICAS 2018-19 Reading by 5% from _____ 2017-18 to _____. Decrease the percentage of ELLs performing in the Did Not Meet/Partially met category on RICAS 2018-19 Reading by 5% from _____ 2017-18 to _____. Increase the percentage of IEP students performing in the At/Above range on RICAS 2018-19 Reading by 5% from _____ 2017-18 to _____. Decrease the percentage of IEP students performing in the Did Not Meet/Partially met category on RICAS 2018-19 Reading by 5% from _____ 2017-18 to _____.

	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	Increase the number of students reading and comprehending grade level texts. Utilize Blended and Personalized instruction for individuals and	100% of K-5 CRTs will progress monitor through use of formative assessments, analyze assessment data, deliver instruction based on data. 100% of K-5 CRT will review and analyze student data that will	Use a recording form/program reports on a monthly basis to collect evidence of data used by teachers to create differentiated standards based lessons. Use small group recording form to collect evidence of	Increase the percentage of students performing on target to meet grade level EOY benchmark by the MOY on Lexia from 26% (88/332) to 31% in MOY 2018-19SY. Decrease the percentage of students at high risk	Progress monitoring Tools -STAR data (every 4-6 weeks) -DRA assessments (quarterly) (K-January) -Word Journeys (quarterly) -Lexia reports (weekly) -Primary will also use Letter ID, Letter Sound and Sight Word assessments (monthly)	5700 Software & Hardware, Computers, IPADS, chromebooks, laptops, LCD Projectors, etc. Technology 5300 Professional and technical services

	groups of students. Teachers will use data to provide differentiated instruction to meet the needs of students whether to intervene or enrich their learning.	include software (Lexia, R180, S44), teacher observation, and student formative assessments. 100% of K-5 CRT will use the data to design targeted lessons to meet the needs of students and small groups in order to read grade level texts. 100% of teachers will monitor student completion of required weekly Lexia minutes for students. 100% of teachers will monitor student progress (units completed) on Lexia including accuracy rate and the number of student attempts in	teachers using data to create student groupings and linked to the delivery of their lessons on a monthly basis. Monitor teacher use of software (Lexia, R180, S44) to ensure that all students have met their required minutes and units on a weekly basis. Monitor teacher use of software (Lexia, R180, S44) to ensure that teachers are frequently monitoring student progress on a weekly basis. Quarterly goal setting forms completed by teachers and students and signed by parents with progress	of meeting grade level EOY benchmark by 5% from 74% (254/338) at EOY 17-18SY to 69% by MOY 18-19SY. Increase the percentage of students performing in the At BM range on Star RDG by 5% from 28.4% in EOY 2017-18 to 33.4 % in EOY 2018-19SY. Decrease the percentage of students performing in the Urgent/Intervention range on Star RDG by 5% from 29.2% in EOY 2017-18 to 24.2% in 2018-19SY. Average 2018-19 EOY SGP on Star RDG will move from the	-Intermediate will also use SRI assessments (quarterly) BOY, MOY and EOY Lexia in program assessments STAR assessments – Screening periods 1, 2 and 3 BOY, MOY, and EOY DRA assessments BOY, MOY, and EOY SRI assessments BOY, MOY and EOY comprehension diagnostic assessments	Software (Lexia, R180, S44) Skill based and comprehension reading software 5100 Professional development for Teachers
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		order to intervene in a timely manner. 100% of teachers will conduct individual data conversations with students and set learning goals with students.	monitoring assessments. Weekly and monthly Lexia reports R180 and S44 reports on weekly and monthly basis	2017-18 EOY of 54.4 to the 55-60 range. Increase the percentage of R180 students who will move from Basic category to Proficient category by 5% from 24% in 17-18SY to 29% in 18-19SY. Increase the percentage of R180 students who will move from Below Basic category to Basic category by 5% from 25% in 17-18SY to 30% in 18-19SY. 100% of students in R180 will increase their lexile levels by 50% of their EOY targeted goal by MOY.		
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1.2	Increase rich student discourse - including students building on the ideas of others, questioning one another, adding on to the ideas of others and summarizing others' ideas through collaborative stations with rigorous activities including but not limited to literature circles, QtA, Reciprocal Teaching, Socratic Circles, Ted Talks	100% of K-5 classrooms will implement collaborative activities and stations where students will engage in rich discourse. 100% of teachers will use self and peer assessment to monitor station/activity. EOY Teacher-Student discourse data revealed 68% (32 of 47 pieces of evidence) of T-S discourse was conventional. The target goal is to decrease T-S conventional discourse by 10% from 68% to 58%.	Monthly learning walks focused on teacher implementation of collaborative stations and rigorous activities and conventional/rich discourse.	EOY student discourse data revealed that 72% (65 of 91 pieces of evidence) of student-student discourse was conventional. The target goal is to decrease S-s conventional discourse by 10% from 72% to 62%. EOY student discourse data revealed that 28% of student-student discourse was rich. The target goal is to increase the S-S rich discourse by 10% from 28% to 38%. Increase the percentage of students performing in the proficient range on 2018-19 common writing assessments	K-5 quarterly common writing assessments by grade level BOY, MOY and EOY Lexia in program assessment STAR assessments – Screening periods 1, 2 and 3 BOY, MOY, and EOY DRA assessments BOY, MOY, and EOY SRI assessments BOY, MOY and EOY comprehension diagnostic assessments	5700 Software & Hardware, Computers, IPADS, chromebooks, laptops, LCD Projectors, etc. Technology 5300 Professional and technical services Software Skill based and comprehension reading software 5100 Professional development for Teachers
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		EOY Teacher-Student discourse data revealed that 32% of T-S discourse was rich discourse. The target goal is to increase T-S rich discourse by 10% from 32% to 42%.		by 5% from 2017-18 EOY of 35% to 45%		
1.3	Use technology to further differentiate small group and individualized instruction through blended and personalized learning.	100% of K-5 teachers will participate in differentiated professional development to then implement individualized and small group instruction through the use of technology. 100% of teachers will develop at least one differentiated playlist to target specific needs	Maintain tracker of professional development and CPT attendance. Collegial sharing of playlists and student choice opportunities through embedded PD and collegial collaboration and visits.	Increase the percentage of students performing on target to meet grade level EOY benchmark by the MOY on Lexia from 26% (88/332) to 31% in MOY 2018-19SY. Decrease the percentage of students at high risk of meeting grade level on Lexia EOY benchmark by 5%	BOY, MOY and EOY Lexia in program assessments STAR assessments – Screening periods 1, 2 and 3 BOY, MOY, and EOY DRA assessments BOY, MOY, and EOY SRI assessments BOY, MOY and EOY comprehension	5700 Software & Hardware, Computers, IPADS, chrome books, laptops, LCD Projectors, etc. Technology 5300 Professional and technical services Software Skill based and comprehension

		of small group or individual student 100% of teachers will offer students choice of activities/assignments		from 74% (254/338) at EOY 17-18SY to 69% by MOY 18-19SY. Increase the percentage of R180 students who will move from Basic category to Proficient category by 5% from 24% in 17-18SY to 29% in 18-19SY. Increase the percentage of R180 students who will move from Below Basic category to Basic category by 5% from 25% in 17-18SY to 30% in 18-19SY. 100% of students in R180 will increase their lexile levels by 50% of their EOY targeted goal by MOY	diagnostic assessments	reading software 5100 Professional development for Teachers
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SMART Goal #2: Insert your MATH goal below.

Increase the percentage of students performing in the met/exceeding range on the 2018-19 RICAS Math by 5% from _____ on 2017-18 RICAS to _____. Decrease the percentage of students performing in the Did Not Meet/Partially Met category on 2018-19 RICAS Math by 5% from _____ 2017-18 to _____. Increase the percentage of students performing in the above range on RICAS 2018-19 Math by 5% from _____ to _____. Increase the percentage of ELLs performing in the At/Above range on RICAS 2018-19 Math by 5% from _____ 2017-18 to _____. Decrease the percentage of ELLs performing in the Did Not Meet/Partially met category by 5% on RICAS 2018-19 Math from _____ 2017-18 to _____. Increase the percentage of IEP students performing in the At/Above range on RICAS 2018-19 Math by 5% from _____ 2017-18 to _____. Decrease the percentage of IEP students performing in the Did Not Meet/Partially met category by 5% on RICAS 2018-19 Math from _____ 2017-18 to _____.

	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	Increase the number of students able to demonstrate	100% of K-5 CRTs will progress monitor through use of formative	Use a recording form/program reports on a monthly basis to collect evidence of	Increase the percentage of students performing in the At BM range on	Progress monitoring Tools -STAR data (every 4-6 weeks)	5700 Software & Hardware, Computers, IPADS,

	proficiency on grade level math standards. Utilize Blended and Personalized instruction for individuals and groups of students. Teachers will use data to provide differentiated instruction to meet the needs of students whether to intervene or enrich their learning.	assessments, analyze assessment data, deliver instruction based on data. 100% of K-5 CRT will review and analyze student data that will include software (ST Math, Zearn), teacher observation, and student formative and summative assessments (Eureka). 100% of K-5 CRT will use the data to design targeted lessons to meet the needs of students and small groups. 100% of teachers will monitor student completion of required weekly ST Math minutes for students.	data used by teachers to create differentiated standards based lessons. Use small group recording form to collect evidence of teachers using data to create student groupings and linked to the delivery of their lessons on a monthly basis. Monitor teacher use of software to ensure that all students have met their required minutes and units on a weekly basis. Monitor teacher use of software to ensure that teachers are frequently monitoring student progress on a weekly basis.	Star Math by 5% from 33% in EOY 2017-18 to 38% in EOY 2018-19 Decrease the percentage of students performing in the Urgent/Intervention range on Star Math by 5% from 40% in EOY 2017-18 to 35% in 2018-19 Average 2018-19 EOY SGP on Star Math will move from the 2017-18 EOY of 47 to 50 in 18-19SY. Increase the percentage of students performing in the grade level proficiency range on MBSP fluency assessment by 5% from 65% at EOY 17-18SY to 70%.	- MBSP (quarterly) -Fact Fluency (Monthly) -Pre-tests administered prior to start of new standards bundle Summative Assessment - Eureka module assessments STAR assessments – Screening periods 1, 2 and 3 BOY, MOY, and EOY MBSP fluency and accuracy assessments Summative Eureka assessments	chromebooks, laptops, LCD Projectors, etc. Technology 5300 Professional and technical services Software Skill based and comprehension reading software
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			Quarterly goal setting forms completed by teachers and students and signed by parents with progress monitoring assessments. Weekly and monthly ST Math reports	Increase the percentage of students performing in the grade level proficiency range on MBSP accuracy assessments by 5% from 68% in EOY 17-18SY to 73% in 18-19SY. Decrease the percentage of students performing in the below grade level range (bottom quartile) on MBSP fluency assessments by 5% from 30.4% at EOY in 17-18SY to 25.4% in 18-19SY. Decrease the percentage of students performing in below grade level range (bottom quartile) on MBSP		
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				accuracy assessments by 5% from 15% in 17-18SY to 10% in 18-19SY.		
2. 2	Fully implement collaborative stations and activities (Collab Lab) on a daily basis to provide opportunities for rich student discourse. Activities may include but not limited to monthly STEM activities, monthly problem solving, performance tasks and projected based learning.	100% of K-5 classrooms will implement collaborative activities and stations where students will engage in rich discourse. 100% of teachers will implement self and peer assessment to monitor station/activity.	Monthly learning walks focused on teacher implementation of collaborative stations and activities and conventional/rich student discourse.	EOY student discourse data revealed that 72% (65 of 91 pieces of evidence) of student-student discourse was conventional discourse. The target goal is to decrease S-S conventional discourse by 10% from 72% to 62%. EOY student discourse data revealed that 28% of student-student discourse was rich discourse. The target goal is to increase the S-S rich discourse by 10% from 28% to 38%.	STAR assessments – Screening periods 1, 2 and 3 BOY, MOY, and EOY MBSP fluency and accuracy assessments Summative Eureka assessments	5700 Software & Hardware, Computers, IPADS, chrome books, laptops, LCD Projectors, etc. Technology 5300 Professional and technical services Software Skill based and comprehension reading software 5100 Professional development for Teachers

				Increase the percentage of students performing in the At BM range on Star Math by 5% from 33% in EOY 2017-18 to 38% in EOY 2018-19 Decrease the percentage of students performing in the Urgent/Intervention range on Star Math by 5% from 40% in EOY 2017-18 to 35% in 2018-19 Average 2018-19 EOY SGP on Star Math will move from the 2017-18 EOY of 47 to 50 in 18-19SY. Increase the percentage of students performing in the grade level proficiency range on MBSP fluency assessment by 5%		
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				from 65% at EOY 17-18SY to 70%. Increase the percentage of students performing in the grade level proficiency range on MBSP accuracy assessments by 5% from 68% in EOY 17-18SY to 73% in 18-19SY. Decrease the percentage of students performing in the below grade level range (bottom quartile) on MBSP fluency assessments by 5% from 30.4% at EOY in 17-18SY to 25.4% in 18-19SY. Decrease the percentage of students performing in below grade level range (bottom quartile) on MBSP accuracy		
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				assessments by 5% from 15% in 17-18SY to 10% in 18-19SY.		
2. 3	Use technology to further differentiate small group and individualized instruction through blended and personalized learning.	100% of K-5 teachers will participate in differentiated professional development and 100% of K-5 teachers will implement individualized and small group instruction through the use of technology. 100% of teachers will develop at least one differentiated playlist to target specific needs of small group or individual student 100% of teachers will offer students choice of activities/assignments	Maintain tracker of professional development and CPT attendance. Collegial sharing of playlists and student choice opportunities through embedded PD and collegial collaboration and visits.	Increase the percentage of students performing in the At BM range on Star Math by 5% from 33% in EOY 2017-18 to 38% in EOY 2018-19 Decrease the percentage of students performing in the Urgent/Intervention range on Star Math by 5% from 40% in EOY 2017-18 to 35% in 2018-19 Average 2018-19 EOY SGP on Star Math will move from the 2017-18 EOY of 47 to 50 in 18-19SY.	STAR assessments – Screening periods 1, 2 and 3 BOY, MOY, and EOY MBSP fluency and accuracy assessments Summative Eureka assessments	5700 Software & Hardware, Computers, IPADS, chromebooks, laptops, LCD Projectors, etc. Technology 5300 Professional and technical services Software Skill based and comprehension reading software 5100 Professional development for Teachers

				Increase the percentage of students performing in the grade level proficiency range on MBSP fluency assessment by 5% from 65% at EOY 17-18SY to 70%. Increase the percentage of students performing in the grade level proficiency range on MBSP accuracy assessments by 5% from 68% in EOY 17-18SY to 73% in 18-19SY. Decrease the percentage of students performing in the below grade level range (bottom quartile) on MBSP fluency assessments by 5% from 30.4% at EOY in 17-18SY to 25.4% in 18-19SY.		
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				Decrease the percentage of students performing in below grade level range (bottom quartile) on MBSP accuracy assessments 2017-18 to 40.2% in 2018-19		
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SMART Goal #3: Insert your Chronic Absenteeism goal below.						
Decrease the percentage of students who are chronically absent from 19.7% to 15%. Decrease Teacher absentee rate from ____ in 2017-18 to ____ 2018-19.						
	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 1 budget line item supporting the strategy?
3.1	School based Attendance	Tracking of Attendance	Attendance Concerns Tracker form	Chronic absenteeism will	Tableau	N/A

	Procedure which includes Attendance Concerns Tracker to be completed by teachers when attendance concerns exist (excess, patterns, etc) and Bi-weekly Attendance Team Meetings to review teacher concerns as well as student chronic/excessive absentee lists	Concerns forms with follow up notes and actions taken by attendance team members Participation in Bi-weekly meetings to problem solve student attendance issues Complete A-8s are needed Contact District's Truancy Officer as needed	Capture actions taken and parent contact made on Google spreadsheet shared by attendance team members Attendance Team Meeting Dates and Minutes A-8 forms Attendance Checklist to follow District attendance procedures	be decreased by 1.7% to 33.5%	Skyward RPA's attendance reports Attendance Concerns Tracker form biweekly	
3.2	Implementation of school supports to assist with student attendance and achievement including PBIS, SEL program, individualized	100% of school faculty and staff will implement Cloud 9 SEL program teaching and rewarding character traits on a 4-6 week cycle	Classroom visits Weekly	100% of students will practice and exhibit two of five character traits taught since EOY	Skyward RPA's attendance reports	5600 Supplemental Materials Cloud 9 Materials

	behavior plans (check in/check out) and Targeted Team interventions	100% of faculty and staff will utilize target team for students who require behavioral and emotional supports 100% of faculty and staff will implement individualized behavior plans for students who need this support	Weekly Targeted Team Meeting Agenda and Meeting Minutes Daily individualized behavior plans data collected and analyzed on weekly basis and at 4 week intervals	Number of behavior referrals will decrease by 10% from BOY to MOY Number of suspensions will decrease from 7 during 2017-18SY to a total of 5. Chronic absenteeism will be decreased by 1.7% to 33.5%	Attendance Concerns Tracker form biweekly Behavior Referrals weekly Suspension Reports Monthly	
3.3	Implementation of school supports to assist with student attendance and achievement including Inner You outside counseling services offered to students during the	Teachers and/or Targeted Team members refer students as needed to outside counseling agency Inner You for additional support during the school day	Faculty and Staff members will increase the number of students receiving counseling through Inner You agency from 4 students (17-18SY) by 50% to 8 students by MOY 18-19SY.	Chronic absenteeism will be decreased by 1.7% to 33.5% Referrals to Inner You will increase from 4 students (17-18SY) by 50%	Skyward RPA's attendance reports Attendance Concerns Tracker form	N/A

	school day as an additional support			to 8 students by MOY 18-19SY.	biweekly Referral Form on Google Weekly	
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