School Improvement Plan

Frank D. Spaziano Elementary School

2013-2015

Providence Schools

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PART 1: GENERAL INFORMATION

Overview

Providence Public Schools participate in the Title I Schoolwide Program, which give schools greater latitude in organizing their resources and operations to support school improvement and improved student outcomes. As such, all schools are required to prepare school improvement plans. While PPSD requires schools to prepare school improvement plans every two years, federal regulation requires schools to submit school improvement plans every year. The district simplifies this process by asking schools to prepare two-year plans instead of yearly plans, but schools must revisit and modify the plan at the end of the first year and prior to the start of the second year. In other words, schools will be asked to revise their plans between years 1 and 2.

The planning process is the first phase in a very important cycle of implementation effectiveness and performance monitoring. Providence School Department has modified and streamlined the planning process to ensure that it is coherent, comprehensive, actionable, and results-oriented. The new school improvement plan (SIP) template is designed to provide a step-by-step, strategic approach to promote ongoing improvement district-wide. Through the planning process, school teams will:

1. Articulate the mission, vision and values of the school;
2. Provide a data profile and needs analysis;
3. Identify three to four SMART goals to address the prioritized areas of need;
4. List specific strategies and implementation milestones to achieve each goal.

Instructions

Review and follow all directions carefully when completing the SIP template. School administrators should collaborate with their Instructional Leadership Teams (ILT) to complete all sections of the SIP template and use the checklist located in the Appendix Section to review the completed plan.

Timeline and Key Dates

1. School teams attend SIP planning sessions	
2. DATs provide on-site technical assistance as needed	Ongoing
3. School teams submit SIP sections 1-4 to Executive Directors for review	May 28th
4. Executive Directors provide feedback on sections 1-4	June 3rd
5. School teams incorporate feedback and complete sections 5	June 3rd - June 14th
6. Schools submit a final draft SIP and Title 1 budget to Executive Directors and Tomas for approval	June 14th

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:	Frank D. Spaziano Elementary School
School Address:	Main Building-85 Laurel Hill Avenue, Providence, RI 02909 Annex-250 Laban Street, Providence, RI 02909
School Principal Name:	Mr. Eusebio Lopes
Classification (check one):	❑ SIG Cohort 1 School ❑ SIG Cohort 2 School ❑ ESEA Waiver Warning School X ESEA Waiver Focus School ❑ ESEA Waiver Priority School ❑ None of the above
ILT/SIT Member Names:	1. Eusebio Lopes, Principal 2. Anthony Francisco Sr., Assistant Principal 3. Crystal Evora, Grade 4 Teacher 4. Maria Gould, Reading Coach 5. Colleen Hanley, Grade 5 Teacher 6. Andrea Mancini, Grade 3 Teacher 7. Paula Montaquila, Grade 2 Teacher 8. Alfred Sangermano, Physical Education/Health Teacher 9. Joana Santos, K-1 Bilingual Special Education Teacher
Parent and Community Member Representatives:	Gloria Rodriguez, parent Lisa Isom, PHA Dana Murray, CVS Highlander
Executive Zone Director:	Ms. Dorothy Smith
Executive Zone Director Signature:		Date:	
School Principal Signature:		Date:	

Section 2: Vision, Mission, and Values

Instructions: Using the space provided below, insert the school's vision statement describing the school's aspirations for the future. Insert the mission statement explaining the school's driving purpose. Lastly, define the core values or guiding beliefs that are to be embodied by all staff, students, and members of the school community.

What is the school's **vision statement**?
Our vision is to become a district leader in educating urban youth.

What is the school's **mission statement**?
Our mission is to create a student-centered, inclusive learning community, ensuring that all of our students acquire the knowledge and skills essential in achieving their greatest potential.

What are the school's **core values**?
Educators at our school value the development of culturally competent students, leveraging their multicultural roots to increase language and reading proficiency in languages of both their home and school. Educators are committed to engaging parents in meaningful ways to support their children's education. We also value our multilingual and multicultural community. We believe in working collaboratively to solve complex school issues and challenges. We believe in teamwork and a "do whatever it takes" philosophy to improve our school community. We believe that all students will learn and can achieve academic excellence. We use data to inform our instructional practice and use research to gain insight into effective methodologies and to improve our practice.

Section 3: Data Profile and Needs Assessment

3.1. SCHOOL DATA PROFILE

Instructions: Complete the school data profile below by providing enrollment and demographic data for the current 2012-13 school year and inserting achievement and school climate data for the past several years.

Grades:	K-1 Annex 2-5 MB	# of Administrators:	2
Student Enrollment:	675	# of Teachers:	41
5-yr Enrollment Trend:	640	# of Support Staff:	21
Student Demographic Breakdown (2012-13):			
% Black:	6	% Limited English Proficient (LEP)	44
% Hispanic:	87	% Special Education:	16
% White:	2	% Free/Reduced (F/R) Meals:	97
% Other:	5		

NECAP Achievement (Teaching Year):	2009	2010	2011	2012
Math Overall % Proficient:	30	34	36	32
Math % Below Proficient:	70	66	54	68
Math African American % Proficient:	36	38	50	29
Math Hispanic % Proficient:	28	32	33	31
Math LEP % Proficient:	3	9	9	13
Math IEP % Proficient:	10	5	6	4
Reading Overall % Proficient:	45	40	36	37
Reading % Below Proficient:	55	60	64	63
Reading African American % Proficient:	48	38	57	53
Reading Hispanic % Proficient:	41	38	35	35
Reading LEP % Proficient:	7	11	9	10
Reading IEP % Proficient:	14	6	2	7
Writing Overall % Proficient:	Pilot Year	49	31	29
Science Overall % Proficient:	4	10	13	16

School Climate Data:	2009-2010	2010-2011	2011-2012	2012-2013
Student Attendance Rate:	93.5	93.5	93.76	94.91
% of Students Chronically Absent:	28.1 Annex	21.1	20.3 Annex	22% Annex

	18.9 MB		15.1 MB	10% MB

3.2. NEEDS ANALYSIS

Instructions: Prior to identify goals and strategies, school teams must engage in a thorough needs assessment to evaluate the current state of the school. School administrators and ILTs should carefully analyze school qualitative and quantitative data to identify school strengths and areas for development. Consider strengths and weaknesses in the following areas: academic achievement, teacher and leader effectiveness, curriculum and instruction, family and community engagement, use of time, use of data, culture and climate, and nonacademic supports. Summarize the school's greatest strengths and growth areas and provide specific data points to support the analysis.

Summarize the school's greatest **strengths**.
Our school's greatest strengths begin with our faculty. We are a collaborative staff willing to learn from district offered professional development as well as from our peers. We are dedicated to improving student success through district mandated programs like Reading Street and enVisions. Next year, at every grade level, we will deliver instruction based on Common Core State Standards for all core subject areas. Our faculty has received SIOP Training and will utilize its strategies with fidelity next school year. Lastly, we believe in working together to improve as educators. We mentor one another and build upon each other's strengths.

Summarize the school's most significant **growth areas**.
Our school's most significant growth areas begin with our poor performance in NECAP Reading and NECAP Math. We feel that by increasing parent involvement and chronic absenteeism, which are also areas in need of improvement, we will, in turn, improve student performance. Our ELL population struggle the most in the core subjects taught. We need to address this population and find ways to improve language acquisition and content learning as revealed by a four year analysis of reading and math achievement levels on NECAP. As a school, we would also like to involve the expertise of our specialists and allow opportunities for interdisciplinary collaboration. Our faculty also needs time for vertical planning so teachers at varying grade levels can plan together.

Section 4: School Priority Areas and SMART Goals

Instructions: Successful and sustainable school improvement requires a targeted and focused approach on the school's most pressing needs and challenges. Please reflect upon school data and the needs analysis in Section 3 to identify a manageable set of priorities to guide the school's improvement efforts over the next two years. Based on these identified priorities develop 3 or 4 SMART goals that are specific, measurable, attainable, results-oriented, and time-bound. SMART goals should align to and support the district's vision, mission, and goals.

Step 1: Priority Areas

Priority Areas: Based upon the analysis conducted, what 3 to 4 priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.
- Low student achievement in math and reading based on NECAP results: - Math % overall proficient: 32%   - Reading % overall proficient: 37%   - Chronic absenteeism at the Annex building based on Reg reports   % chronically absent: 10% main building and 22% annex   - Increase family engagement through the number of parent workshops and opportunities for meaningful family engagement at school based on Parent Survey Works and parent engagement reports

Step 2: SMART Goals

Goal #1: Insert the first SMART goal below.	District strategic alignment:
By 2014, 50 % of students in grades three through five will achieve proficiency or higher as measured by the Reading NECAP exam.	❑ Engaged students and families ✓ Highly-effective educators ❑ Student-centered instruction ❑ Systems that work ❑ Collaborative community

Goal #2: Insert the second SMART goal below.	District strategic alignment:
By 2014, 42% of students in grades three through five will achieve proficiency or higher as measured by the Math NECAP exam.	❑ Engaged students and families ✓ Highly-effective educators ❑ Student-centered instruction ❑ Systems that work ❑ Collaborative community

Goal #3: Insert the third SMART goal below.	District strategic alignment:
By 2015, students who are chronically absent will total less that 15% of our student population at the Annex building and 5% at the main building as monitored by the attendance team.	✓ Engaged students and families ❑ Highly-effective educators ❑ Student-centered instruction ❑ Systems that work ❑ Collaborative community

Goal #4: Insert the fourth SMART goal below. (Optional)	District strategic alignment:
By 2015, the number of parents in attendance at monthly PTO meetings will increase to at least 25 parents/ families per month.	✓ Engaged students and families ❑ Highly-effective educators ❑ Student-centered instruction ❑ Systems that work

	❑ Collaborative community

Section 5: School Improvement Strategies and Implementation Timeline

Instructions: Identify a comprehensive and coherent set of strategies that are aligned with the school's SMART goals identified in Section 4. Select strategies that are transformative, actionable, and student-centered. Complete the strategic planning process outlined below for each of the SMART goals. Provide a performance metric to help measure progress and gauge whether or not the strategy is being implemented effectively and with fidelity. Identify when each strategy will occur by year and semester.

Goal #1: Insert your first SMART goal below.
By 2014, 50 % of students in grades three through five will achieve proficiency or higher as measured by the Reading NECAP exam.
Summary: Briefly describe the school's comprehensive approach to produce gains in this goal area.
Our goal of significantly improving the reading achievement of all students can be captured by a single word, interventions. With the careful analysis and consistent use of classroom based and standardized reading assessments, we will develop interventions that meet the needs of our struggling readers. We will monitor student reading growth through careful analysis of reading assessments and create flexible intervention groups to address the reading skills based on data. We will use the SIOP strategies to enhance the ability of our ELLs to access content and learn a new language simultaneously. This will involve ongoing and job embedded professional development for all teachers in our schools. The guiding models that we will establish and monitor the schools' reading progress will be through the Response to Intervention and TST processes. With effective and research based delivery of reading interventions, we expect a dramatic and immediate improvement in reading achievement school wide.

Strategies: Identify a core set of strategies to achieve this goal.	**Funding:** If the strategy requires funding identify source: local or Title I	**ESEA Waiver Intervention:** (If applicable)	**Performance Metric:** Identify an indicator for each strategy.	**2013-14**				**2014-15**			
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1.1. Using formative and summative assessments, to determine Individual student's reading level and skills to determine small group intervention placement.			Reading Street assessments, NECAP, STAR Reading (Grs. 4-5), DIBELS Adult behavior metrics: formal/informal walkthrough data focused on observing differentiated instruction based on		√	√	√	√	√	√	√
				√							

			small group intervention placement.								
1.2. Implement daily CORE reading instruction for all students and integrate SIOP strategies for content and language development.	Title 1	I.II.4	Reading Street assessments, NECAP, DIBELS, STAR Reading Adult behavior metrics: formal/informal walkthrough data observing the integration of SIOP strategies for content and language development	√	√	√	√	√	√	√	√
1.3. Use Instructional Assistants to support delivery of additional Tier 1 instruction in order to allow teachers to offer Tier 3 additional interventions (K-2)			Reading Street assessments, NECAP, DIBELS, STAR Reading Adult behavior metrics: formal/informal walkthrough data that observing instructional behavior focusing on intervention implementation	√	√	√	√	√	√	√	√
1.4. Utilize trained teachers to directly instruct tier 3 students in direct instruction/ corrective reading			Reading Street assessments, NECAP, DIBELS, STAR	√	√	√	√	√	√	√	√

interventions (Grades 3-5)			Reading Adult behavior metrics: formal/informal walkthrough data that observing instructional behavior focusing on intervention implementation								
1.5. Assign regular and bilingual classrooms to integrate with all special classes to promote English language proficiency			Reading Street assessments, NECAP, DIBELS, STAR Reading Adult behavior metrics: formal/informal walkthrough data that observing instructional behavior focusing on ELL intervention implementation	√	√	√	√	√	√	√	√
1.6. Conduct after-school literacy intervention for students requiring additional supports beyond the school day	Title1		Reading Street assessments, NECAP, DIBELS, STAR Reading Adult behavior metrics: informal/formal walkthrough data focused on	√	√	√	√	√	√	√	√

				√	√	√	√	√	√	√	√
			implementation of afterschool program intervention strategy								
1.7. Using the Data Use Professional Development Implementation Model (Cycles of Inquiry) following the RIDE model, teachers will utilize formative data to drive daily instruction working collaboratively.		I.II.4	Adult behavior metrics: informal/formal walkthrough data observing teacher use of strategies outlined during professional development	√	√	√	√	√	√	√	√

Goal #2: Insert your first SMART goal below.
By 2014, 42% of students in grade 3 through 5 will achieve proficiency or higher as measured by the math NECAP

Summary: Briefly describe the school's comprehensive approach to produce gains in this goal area.
Our comprehensive approach to produce gains in this goal area are to consistently implement small group interventions and progress monitoring of students identified through the assessments of our computer math program (Star Math). To use community partners to provide in school math tutoring and an afterschool program that provides interventions to students in need. To create assessments that are aligned with the CCSS and to incorporate math strategies and concepts in interdisciplinary areas of Art, Music, Library, Physical Education and Health. Also to develop a family math toolkit to support parents and reinforce math standards at home.

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Strategies: Identify a core set of strategies to achieve this goal.	Funding: If the strategy requires funding identify source: local or Title I	ESEA Waiver Intervention: (If applicable)	Performance Metric: Identify an indicator for each strategy.	2013-14				2014-15			
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
2.1. Teachers will use Star Math results to develop and implement small group intervention a minimum of 20 minutes a day during the math period.			Star Math		√	√	√	√	√	√	√
			Adult behavior metrics: The implementation of 20 min math small group, additionally, formal/informal walkthrough observation of teacher quality implementation of strategy	√							
2.2. Use community partners (college students, and retired teachers) to provide in school math tutoring. Students will be identified by formative/summative data. The interventions will be driven by data. The student groups will be capped at 4 students per instructional group.			Classroom based assessments and standardized achievement tests. Star Math, STAR Reading, DIBELS, and teacher created assessments aligned to CCSS.	√	√	√	√	√	√	√	√
2.3. Create assessments that are aligned with common core state standards (CCSS) in order to measure student achievement during weekly common planning and monthly vertical planning sessions.			Classroom teachers' assessment documents.	√	√	√	√	√	√	√	√
2.4.Incorporate math curriculum concepts in all interdisciplinary areas (i.e., Physical Education, Music, Library, Art and Health) during weekly			STAR Math, BOY, MOY, and EOY math Envisions assessments	√	√	√	√	√	√	√	√

specialists planning. Staff development will occur during planning focusing on curriculum and particular skills/strategies being taught within each grade level.											
2.5. Develop a family math toolkit to support parents and reinforce math standards at home. School staff will conduct trainings sessions for parents in the Parent Zone.			Parent survey to be administered at the end of each school semester	√	√	√	√	√	√	√	√
2.6. Continue the afterschool intervention program in Math. All students will be screened by using STAR math results and assigned to flexible math intervention groups as determined by math formative and interim assessments.	Title 1		Pre and Post test Assessments. Adult behavior: Development and administering the math assessments; walkthrough data observing afterschool intervention performance	√	√	√	√	√	√	√	√

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Goal #3: Insert your first SMART goal below.

By 2015, students who are chronically absent will total less that 15% of our student population at the Annex building and 5% at the main building as monitored by the attendance team.

Summary: Briefly describe the school's comprehensive approach to produce gains in this goal area.

Through a collaborative effort between faculty, staff, and parents, we would like to create and maintain a support system that identifies chronically absent students and assists families to improve their child's attendance while holding all stakeholders accountable for attendance.

Strategies: Identify a core set of strategies to achieve this goal.	Funding: If the strategy requires funding identify source: local or Title I	ESEA Waiver Intervention: (If applicable)	Performance Metric: Identify an indicator for each strategy.	2013-14				2014-15			
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
3.1 Create an attendance team to monitor weekly and address chronically absent students.			Use data spreadsheet with identified students as a baseline and track improvement of individual students monthly or as needed. Attendance Team agenda and minutes	√	√	√	√	√	√	√	√
3.2 Identify and meet with chronically absent students and families at the			Attendance Team agenda and minutes,	√	√	√	√	√	√	√	√

beginning of the school year. Attendance members will call and meet with parents individually regarding chronic attendance problems. Team will also monitor correspondence between the school and families.			Adult behavior performance metrics: parent communication logs								
3.3. Acknowledge improvement in attendance of identified students on a biweekly basis and create incentive program for improved attendance			Number of biweekly announcements, creation of school wide incentive program	√	√	√	√	√	√	√	√
3.4. Daily phone contact when identified students are absent. Daily attendance bulletin will be used to determine individuals with absenteeism issues. Teachers and attendance team members will contact parents and keep phone logs.			Teacher/parent communication logs	√	√	√	√	√	√	√	√
3.5. Timely referrals to truancy officer			Adult behavior: Report log development from truancy officer; Use of SWIS data to educate intervention decisions and analyze the decrease in referrals to truancy yearly	√	√	√	√	√	√	√	√
3.6. Attendance team will provide peer counseling training to Student Council members			Adult behavior: Provision of peer counseling training to student council from attendance team; log of meetings with	√	√	√	√	√	√	√	√

			students; exit surveys from student council exploring the productivity/success of the training								
3.7.											
3.8.											

OPTIONAL Goal #4: Insert your first SMART goal below.
By 2015, the number of parents in attendance at monthly PTO meetings will increase by 10% from the BOY to EOY as measured by the number of family members per sign-in sheet. Baseline numbers will be taken at the first PTO meeting of each school year.
Summary: Briefly describe the school's comprehensive approach to produce gains in this goal area.
Attendance rates among parents at monthly PTO meetings and workshops have been poor. Parents and families are more likely to attend special academic nights and events. We will establish a schedule and combine meetings with events to improve attendance as well as increase written contact home to parents through notices, newsletters and use of technology.

Strategies: Identify a core set of strategies to achieve this goal.	Funding: If the strategy requires funding identify source: local or Title I	ESEA Waiver Intervention: (If applicable)	Performance Metric: Identify an indicator for each strategy.	2013-14				2014-15			
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
4.1 A fall parent survey will be administered to determine topics of interest to drive PTO meetings.		S-II.3	PTO flyers, agenda and minutes; parent survey data								

4.2 Monthly acknowledgement during PTO meetings for all students receiving attendance, citizenship, and academic awards.			PTO flyers, agenda, minutes, and letters sent to award recepients										
4.3 Issue a schedule of PTO meetings in September as well as monthly notices			PTO flyers, agenda and minutes										
4.4 Establish and operate a Parent Center	Title 1	S-II.3	Parent Zone sign in sheets; parent surveys investigating parent satisfaction of center implemenation										
4.5 Create a collaborated Parent/Teacher Newsletter. This will be developed and distributed by Parent Zone volunteers			Newsletter										
4.6 Schedule Quarterly Academic Nights following PTO meetings. For example, math, literacy, health and wellness.			PTO flyers, agenda and minutes										

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

❑ **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.

❑ **Component 3:** Instruction by highly qualified teachers

❑ **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.

❑ **Component 5:** Strategies to attract highly qualified teachers to high-need schools

❑ **Component 6:** Strategies to increase parental involvement

❑ **Component 7:** Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs

❑ **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

❑ **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

❑ **Component 10:** Coordination and integration of Federal, State, and local services and programs

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
- ❑ Strategies for comprehensive instructional reform
- ❑ Strategies for increased learning time and community oriented schools
- ❑ Strategies for operational flexibility and sustained support