

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, and the graph paper's grid lines are visible. The overall color palette is warm, with shades of brown and beige.

School Improvement Plan

Kizirian Elementary School

2018-19



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:	Harry Kizirian Elementary School
School Address:	60 Camden Ave., Providence, RI 02908
School Principal Name:	Daniel Smith
Classification (check one):	<input type="checkbox"/> SIG Cohort 1 School* <input type="checkbox"/> SIG Cohort 2 School* <input type="checkbox"/> ESEA Waiver Focus School* <input checked="" type="checkbox"/> ESEA Waiver Priority School* <input type="checkbox"/> None of the above
ILT/SIT Member Names:	Shannon Barata Amy Keeley Jennifer Turney Judy Ristigian

	Lianna Lombardo Susan Riccio Kim Walsh Maria Williams Daniel Smith James Larson Jocelyn Kaplan Susan Flynn		
Parent and Community Member Representatives:			
Zone Executive Director Signature:	<i>Susan Chin</i>	Date:	November 19, 2018
School Principal Signature:	<i>Daniel Smith</i>	Date:	November 19, 2018

* **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:	Kindergarten - Grade 5				
Student Enrollment:	595				
Student Demographic Breakdown for 2018-19 (data from Skyward as of 11/5/2018):					
% Black:	18%	% Limited English Proficient (LEP)		36%	
% Hispanic:	60%	% Special Education:		7%	
% White:	6%	% Free/Reduced Meals:		85%	
% Other:	16%				
School Climate Data:	2013-2014	2014-2015	2015-2016	2016-2017	2017-18
Student Attendance Rate:	92%	91%	92%	90.8	90.0
% of Students Chronically Absent:	24%	31%	25%	39.7%	43.1

Number of In School Suspensions	0	0	0	1	
Number of Out of School Suspensions	105	99	24	10	7.40% suspended at least once
Total Suspensions:	105	99	24	11	
Teacher Attendance Rate:				NA	

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.								
SY 2016-2017 PARCC ELA data performance level percentages and SY 2018-19 RICAS ELA goals are:								
Grade (Program)	2016-17 Met/Exceeded	2018-19 M/E Goal	2016-17 Approaching	2018-19 App Goal	2016-17 Partially Met	2018-19 PM Goal	2016-17 Did not Meet	2018-19 Goal
3rd Grade (Reg)	14	20	27	37	23	30	25	13
3rd Grade	11	16	21	30	39	40	29	14

(ESL)								
3rd Grade (IEP)	0	25	0	25	11	20	89	30
4th Grade (Reg)	35	50	32	30	26	15	7	5
4th Grade (ESL)	10	35	35	35	35	20	20	10
4th Grade (IEP)	0	25	0	25	50	25	50	25
5th Grade (Reg)	25	30	21	30	29	25	24	15
5th Grade (ESL)	0	25	0	25	21	30	79	20
5th Grade (IEP)	0	25	6	20	28	30	67	25

STAR Early Literacy

Grade	2017-18 Session 3 (Percent At or Above Proficient)	2018-19 Session One (Percent At or Above Proficient)	Goal
K	38	10%	Percent at or above Proficiency level for early literacy will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Reading Foundational Skills within Phonological Awareness such as blending and segmenting phonemes.
K(ESL)	27	0%	Percent at or above Proficiency level for early literacy will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Language Acquisition and Use through academic vocabulary (content words, process/function words, word parts that teach English structure) Tier One, Tier Two, Tier Three words, word study books, word wall, vocabulary cards and games, contextual key vocabulary.
K (IEP)		0%	Percent at or above Proficiency level for early literacy will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Reading Foundational Skills within Phonological Awareness such as blending and segmenting phonemes.
1	65	10%	Percent at or above Proficiency level for early literacy will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Reading Foundational Skills within Phonological Awareness such as blending and segmenting phonemes.
1 (ESL)	16	0%	Percent at or above Proficiency level for early literacy will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Language Acquisition and Use through academic vocabulary (content words, process/function words, word parts that teach English structure) Tier One, Tier Two, Tier Three words, word study books, word wall, vocabulary cards and games, contextual key vocabulary.

1 (IEP)		0%	Percent at or above Proficiency level for early literacy will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Reading Foundational Skills within Phonological Awareness such as blending and segmenting phonemes.
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STAR Reading

Grade	2017-18 Session 3 (Percent At or Above Proficient)	2018-19 Session 1 (Percent At or Above Proficient)	Goal
2	46	28%	Percent at or above Proficiency level for Reading will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Reading Foundational Skills such as Phonics and Word Recognition skills.
2 (ESL)	4	0%	Percent at or above Proficiency level for Reading will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Language Acquisition and Use through academic vocabulary (content words, process/function words, word parts that teach English structure) Tier One, Tier Two, Tier Three words, word study books, word wall, vocabulary cards and games, contextual key vocabulary.
2 (IEP)		50%	Percent at or above Proficiency level for early literacy will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Reading Foundational Skills within Phonological Awareness such as blending and segmenting phonemes.
3	53	18%	Percent at or above Proficiency level for Reading will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Reading Comprehension skills such as integration of key ideas and details with a fiction and nonfiction text.

3 (ESL)	12	4%	Percent at or above Proficiency level for Reading will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Language Acquisition and Use through academic vocabulary (content words, process/function words, word parts that teach English structure) Tier One, Tier Two, Tier Three words, word study books, word wall, vocabulary cards and games, contextual key vocabulary.
3 (IEP)		0%	Percent at or above Proficiency level for Reading will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Reading Foundational Skills such as Phonics and Word Recognition skills.
4	53	32%	Percent at or above Proficiency level for Reading will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Reading Comprehension skills such as integration of key ideas and details with a fiction and nonfiction text.
4 (ESL)	4	0%	Percent at or above Proficiency level for Reading will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Language Acquisition and Use through academic vocabulary (content words, process/function words, word parts that teach English structure) Tier One, Tier Two, Tier Three words, word study books, word wall, vocabulary cards and games, contextual key vocabulary.
4 (IEP)		0%	Percent at or above Proficiency level for Reading will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Reading Foundational Skills such as Phonics and Word Recognition skills, Reading Comprehension skills such as integration of key ideas and details with a fiction and nonfiction text.
5	39	25%	Percent at or above Proficiency level for Reading will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Reading Comprehension skills such as integration of key ideas and details with a fiction and nonfiction text including distinguishing facts from opinions and recognizing that all opinions and inferences can be supported by facts.
5 (ESL)	0	0%	Percent at or above Proficiency level for Reading will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Language Acquisition and Use through academic vocabulary (content words, process/function words, word parts that teach English structure) Tier One, Tier Two, Tier Three words, word study books, word wall, vocabulary cards and games, contextual key vocabulary.

5 (IEP)		0%	Percent at or above Proficiency level for Reading will increase by at least 10% for the 2018-2019 school year. This will occur by targeted instruction with Reading Comprehension skills such as integration of key ideas and details with a fiction and nonfiction text.			
	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 will increase reading proficiency in reading accuracy, fluency and comprehension by participating in differentiated small group reading instruction including Guided reading and web-based interventions	100% of Teachers will implement standards based lessons. 100% of Teachers will create instructional groups based on STAR, F & P, TC data sets. 100% of the teachers will implement targeted small	Instructional Grouping Sheets/ BOY,MOY,EOY/ CPT sessions Walkthrough Look For Tool - Weekly	F&P or TC Data: +2 or more IRL- 33% . +1 IRL- 50% + within IRL- 17% STAR: Grade K:30% Grade K ESL 10%	Data wall STAR, F&P, TC data Reports Lexia Progress Reports MyON Progress	53000 – Site Licenses

	<p>to address learning gaps.</p>	<p>group differentiated lessons for students.</p> <p>100% of the teachers will utilize Lexia for identified students adhering to prescribed minutes.</p> <p>100% of the teachers will implement “Just Right Read” opportunities and strategies.</p> <p>100% Teachers in 2-5 will utilize MyOn with all students.</p>	<p>Lexia Monitoring Reports/Weekly</p> <p>CPT agendas and minutes that reflect the data review with exit tickets. This will occur times a year: BOY, MOY and EOY.</p> <p>MyOn Progress Reports/ Bi-Monthly</p>	<p>Grade K IEP 10%</p> <p>Grade 1- 30%</p> <p>Grade 1- ESL 20%</p> <p>Grade 1 IEP- 20%</p> <p>Grade 2- 20%</p> <p>Grade 2 ESL- 16%</p> <p>Grade 2 IEP- 10%</p> <p>Grade 3- 15%</p> <p>Grade 3- ESL-10%</p> <p>IEP-10%</p> <p>Grade 4-15%</p> <p>Grade 4 ESL-10%</p> <p>IEP- 10%</p> <p>Grade 5-15%</p> <p>Grade 5 ESL-10%</p> <p>IEP-10%</p> <p>Lexia: AT GLM K: Below- 85% At-14%</p>	<p>Reports</p>	
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				<p>Above: 1%</p> <p>1:</p> <p>Below- 85%</p> <p>At-14%</p> <p>Above: 1%</p> <p>2:</p> <p>Below- 65%</p> <p>At-33%</p> <p>Above: 2%</p> <p>3:</p> <p>Below- 84%</p> <p>At-15%</p> <p>Above: 1%</p> <p>4:</p> <p>Below- 64%</p> <p>At-29%</p> <p>Above: 8%</p> <p>5:</p> <p>Below- 98%</p> <p>At-2%</p> <p>Above: 0%</p> <p>myON: expected Lexile growth by MOY K:-----</p>		
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				1: +117.35L 2: +122.05L 3: +110.45 4: +96.85 5: +83.6L		
1.2	Students will increase ability to engage in student discourse by responding to read alouds and sharing thinking about their independent reading books.	100% of teachers will use read alouds aligned to grade level standards. 100% of teachers will use different levels of questioning to promote student discourse. 100% of teachers will model thinking aloud as the read texts. 100% of teachers will build and use anchor charts to support students thinking and discourse.	Walk through tool Classroom anchor charts CPT agendas and exit tickets reflecting the topic student discourse.	100% of students will engage in routines and structures supporting discourse -turn and talk - small groups	Walk through tool Star, F&P, TC Reading data	NA

		100% of teachers will analyze lessons and identify opportunities for student discourse.				
1.3	Students will increase their vocabulary and navigate more complex texts.	<p>100% of teachers will use standards based lessons.</p> <p>100% of teachers will model thinking aloud using text aligned to the standards.</p> <p>100% of teachers will identify tier 2 and tier 3 vocabulary to explicitly teach into during their lessons.</p> <p>100% of teacher will use interactive student based instructional strategies to teach vocabulary.</p>	Walk through tool.	<p>F&P or TC Data: +2 or more IRL- 33% . +1 IRL- 50% + within IRL- 17%</p> <p>STAR: Grade K:30% Grade K ESL 10% Grade K IEP 10%</p> <p>Grade 1- 30% Grade 1- ESL 20% Grade 1 IEP- 20%</p> <p>Grade 2- 20%</p>	<p>Star, F&P, TC data</p> <p>Lexia Reports</p> <p>MyOn Reports</p>	56000-Classroom Materials

				<p>Grade 2 ESL- 16% Grade 2 IEP- 10%</p> <p>Grade 3- 15% Grade 3- ESL-10% IEP-10%</p> <p>Grade 4-15% Grade 4 ESL-10% IEP- 10%</p> <p>Grade 5-15% Grade 5 ESL-10% IEP-10%</p>		
1.4	ESL students will strengthen English language skills using targeted interventions during small group instruction. This will help ESL students more effectively access the core curriculum which may be Eureka, Making	<p>Instructional Assistant support in ESL reading classes</p> <p>ELC Coach support of ELC small reading groups</p>	Strategically placing IAs (schedules) in ELC and ESL classrooms to support ELL students to insure academic success.	At MOY we would expect students to be at least halfway to their EOY projected scale score.	Students will be assess 3 times a year by STAR as well as a Benchmark reading assessment which will show student growth. Teachers will also monitor growth	

	<p>Meaning or Reading Street.</p>	<p>Americorps support of ESL small reading groups</p> <p>Utilization of Imagine learning and Welcome to USA curriculum during small group reading</p> <p>ELC and ESL teachers will be trained and utilize the ELLEVATIONS platform to monitor their ELL students</p>	<p>ELC collaborative teacher collaborating and planning instruction with ELC coach weekly and daily interventions during small group by ELC coach in all ELC classrooms.</p> <p>Monitoring of usage time by ELC coach of Imagine Learning and check ins with ELC classroom teachers and ESL</p>		<p>weekly with small groups by progress monitoring.</p> <p>The ACCESS test will be administered in January to show the students' overall growth in Listening, Speaking, Reading and Writing in the English language.</p>	
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			sheltered classroom teachers			
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SMART Goal #2: Insert your MATH goal below. Include sub group targets that will help close achievement gaps.								
SY 2016-2017 PARCC MATH data performance level percentages and SY 2018-19 RICAS Math goals are:								
Grade (Program)	2016-17 Met/Exceeded	2018-19 M/E Goal	2016-17 Approaching	2018-19 App Goal	2016-17 Partially Met	2018-19 PM Goal	2016-17 Did not Meet	2018-19 Goal

3rd Grade (Reg)	34	39	31	36	12	15	23	10
3rd Grade (ESL)	25	30	32	38	25	22	18	10
3rd Grade (IEP)	0	10	22	30	22	30	56	26
4th Grade (Reg)	35	40	22	30	22	20	20	10
4th Grade (ESL)	10	18	20	25	60	50	10	7
4th Grade (IEP)	0	10	0	20	50	50	50	20
5th Grade (Reg)	8	25	21	35	39	25	36	15
5th Grade (ESL)	0	25	0	25	29	30	71	20
5th Grade (IEP)	0		0		22		78	

Grade	2017-18 PA Session 3 (Percent At or Above Proficient)	2018-19 PA Session 1 (Percent At or Above Proficient)	2018-19 Goal
K	81	4%	Percent at or above Proficiency level for Math will increase by at least 60% for the 2018-2019 school year. This will occur by targeted instruction in Early Numeracy skills such as Counting and Cardinality.
K (ESL)	63	0%	Percent at or above Proficiency level for Math will increase by at least 20% for the 2018-2019 school year. This will occur by targeted instruction in Early Numeracy skills such as Counting and Cardinality.
K (IEP)	65%	0%	Percent at or above Proficiency level for Math will increase by at least 20% for the 2018-2019 school year. This will occur by targeted instruction in Early Numeracy skills such as Counting and Cardinality.

STAR Math:

Grade	2017-18 STAR Session 3 (Percent At or Above Proficient)	2018-19 STAR Session 1 (Percent At or Above Proficient)	2018-19 Goal
1	70	40%	Percent at or above Proficiency level for Math will increase by at least 60% for the 2018-2019 school year. This will occur by targeted instruction in Early Numeracy skills such as Counting and Cardinality.
1 (ESL)	56	8%	Percent at or above Proficiency level for Math will increase by at least 20% for the 2018-2019 school year. This will occur by targeted instruction in Early Numeracy skills such as Counting and Cardinality.
1 (IEP)	60%	50%	Percent at or above Proficiency level for Math will increase by at least 20% for the 2018-2019 school year. This will occur by targeted instruction in Early Numeracy skills such as Counting and Cardinality.

2	60	26%	Percent at or above Proficiency level for Math will increase by at least 40% for the 2018-2019 school year. This will occur by targeted instruction in Numbers and Operations skills such as Number and Operations in Base Ten.
2 (ESL)	35	11%	Percent at or above Proficiency level for Math will increase by at least 30% for the 2018-2019 school year. This will occur by targeted instruction in Numbers and Operations skills such as Number and Operations in Base Ten.
2 (IEP)	65%	50%	Percent at or above Proficiency level for Math will increase by at least 20% for the 2018-2019 school year. This will occur by targeted instruction in Early Numeracy skills such as Counting and Cardinality.
3	61	44%	Percent at or above Proficiency level for Math will increase by at least 30% for the 2018-2019 school year. This will occur by targeted instruction in Numbers and Operations skills such as Number and Operations in Base Ten.
3 (ESL)	40	21%	Percent at or above Proficiency level for Math will increase by at least 20% for the 2018-2019 school year. This will occur by targeted instruction in Numbers and Operations skills such as Number and Operations in Base Ten.
3 (IEP)	30%	0%	Percent at or above Proficiency level for Math will increase by at least 20% for the 2018-2019 school year. This will occur by targeted instruction in Numbers and Operations skills such as Number and Operations in Base Ten.
4	56	47%	Percent at or above Proficiency level for Math will increase by at least 30% for the 2018-2019 school year. This will occur by targeted instruction in Numbers and Operations skills such as Number and Operations in Base Ten Use place value understanding and properties of operations to perform multi-digit arithmetic.
4(ESL)	31	17%	Percent at or above Proficiency level for Math will increase by at least 20% for the 2018-2019 school year. This will occur by targeted instruction in Numbers and Operations skills such as Number and Operations in Base Ten Use place value understanding and properties of operations to perform multi-digit arithmetic.

4 (IEP)	40%	25%	Percent at or above Proficiency level for Math will increase by at least 20% for the 2018-2019 school year. This will occur by targeted instruction in Numbers and Operations skills such as Number and Operations in Base Ten.
5	50	37%	Percent at or above Proficiency level for Math will increase by at least 30% for the 2018-2019 school year. This will occur by targeted instruction in Numbers and Operations skills such as Number and Operations in Base Ten. Understand the place value system and perform operations with multi-digit whole numbers.
5 (ESL)	0	13%	Percent at or above Proficiency level for Math will increase by at least 20% for the 2018-2019 school year. This will occur by targeted instruction in Numbers and Operations skills such as Number and Operations in Base Ten. Understand the place value system and perform operations with multi-digit whole numbers.
5 (IEP)	20%	0%	Percent at or above Proficiency level for Math will increase by at least 20% for the 2018-2019 school year. This will occur by targeted instruction in Numbers and Operations skills such as Number and Operations in Base Ten Use place value understanding and properties of operations to perform multi-digit arithmetic.

	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? % Proficient	With what tool and how frequently will you monitor student outcomes?	If applicable, what is the Title I budget line item supporting the strategy?
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2.1	<p>Students will improve their proficiency in the following skills:</p> <p>Grade K-1: Early Numeracy and Counting and Cardinality</p> <p>Grade 2-3: Numbers and Operations in Base Ten</p> <p>Grade 4-5: Numbers and Operations</p>	<p>100% of the teachers will implement Eureka in the math workshop model.</p> <p>100% of teachers in 1-5 will implement MBSP assessments weekly.</p> <p>100% of teachers will flexibly group student based on data analysis and data chats.</p> <p>100% Teachers will utilize Dreambox or Zearn for creation of targeted intervention groups.</p>	<p>MSP Observation Tool/ Bi Monthly</p> <p>Student Generated Data Tracker/Weekly</p> <p>STAR Reports/Monthly</p> <p>Student Exit Tickets/Daily</p> <p>Teacher Instructional planning reports STAR</p> <p>Dreambox and Zearn Reports (Monthly)</p>	<p>Grade K:30% Grade K ESL 10% Grade K IEP 10%</p> <p>Grade 1- 30% Grade 1- ESL 20% Grade 1 IEP- 20%</p> <p>Grade 2- 20% Grade 2 ESL- 16% Grade 2 IEP- 10%</p> <p>Grade 3- 15% Grade 3- ESL-10% IEP-10%</p> <p>Grade 4-15% Grade 4 ESL-10% IEP- 10%</p> <p>Grade 5-10% Grade 5 ESL-10% IEP-10%</p>	<p>STAR Reports/BOY,MOY,EOY</p> <p>STAR Progress Monitoring Reports/Monthly</p> <p>Dreambox Reports/Monthly</p>	53000 – Site License
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		100% Teachers will assign student skills in Dreambox or Zearn based on STAR Focus Data results		80% of students will reach proficiency within assigned standards in Dreambox.		
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2.2	Implement weekly problem-solving activities to increase student proficiency in critical thinking incorporating the mathematical practices.	100% of the teachers will participate in Problem Solving Friday's	<p>Math Google Classroom developed by Math Coach, providing resources, problems and low floor high ceiling math tasks for grades K-5 teachers. Weekly</p> <p>Grades K-2 MSP Bank Street resources.</p> <p>Websites such as nrich.org, youcubed, K-5 Math Resources etc..</p>	<p>100% of students will be able to use multiple strategies when problem-solving .</p> <p>Grades K-2 students will apply MSP (Bank Street Work) strategies and use tasks such as,low floor high ceiling tasks..</p>	<p>Teachers will also review student work through student share outs.</p> <p>MSP observation tool monthly.</p>	
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2.3	<p>Students will increase ability to engage in discourse that promotes authentic collaboration. Focused in problem solving/tasks.</p>	<p>100% of teachers will participate in Problem Solving Friday's. Weekly</p> <p>100% of teachers will use different levels of questioning to promote student discourse.</p> <p>100% of teachers will model thinking and justifying an answer to a problem or task.</p> <p>100% of teachers will build and use anchor charts to support discourse.</p>	<p>Walk through tool. Monthly. Developed with teachers.</p> <p>Math Google Classroom for resources and videos to support teachers.</p>	<p>100% of students will engage in routines and structures supporting discourse</p> <p>100% of students will use Math Talk prompt cards, dice, questions provided by teacher.</p> <p>80% of students will improve in justifying their answer using a 4 Square Problem Solving Template.</p>	<p>Walk through tool.</p> <p>Teacher self-reflection journal. Weekly.</p>	N/A
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		100% of teachers will use Math Google Classroom for resources and videos on student discourse.				
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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.						
Reduce the percentage of chronically absent students from 27% in 2017-18 to 22% 2018-19. Reduce the percentage of excessively absent students from 15.5% to 10.5%.						
	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	Offer Walking School Bus to chronically absent students who are not eligible for the regular yellow school bus.	Teachers will provide information to any family in their homerooms	Teachers will submit lists of referred families to the principal each month.	These identified students will reduce the number of days absent from the	AP will monitor student attendance reports weekly. Attendance team will meet monthly to discuss	

		who are chronically absent and/or tardy	Teachers will identify, on an on-going basis, any newly registered students who may present with attendance concerns.	previous month by 50%. For example, if students are absent 10 times in October they will be absent no more than 5 times in November.	targeted students and review their information. Attendance team will follow up with letters and phone calls home to parents following each meeting, specifically for students with 5 or more absences or tardies.	
3.2	Monthly perfect attendance recognition.	Teachers and AP will monitor students with perfect attendance each month.	Teachers will submit a list of students with perfect attendance at the end of each month.	40% of the student population will achieve perfect attendance for the given month.	Weekly attendance reports	56000 – supplies and materials (student incentives)
3.4	Attendance team will meet weekly to identify students with attendance concerns and develop plans of support	Parent phone calls, Kinvo text messages, meetings to share	Google document tracking student attendance	Maintain a 95% attendance rate and reduce chronic absences by 5%	Weekly attendance reports	

	<p>to reduce chronic attendance issues.</p> <p>Americorps volunteers and other mentors will monitor assigned students' attendance.</p> <p>Utilize Kinvolved to communicate with parents regarding student attendance</p>	<p>concerns and identify remedies with families.</p> <p>Check in process</p>	<p>Weekly logs and google docs</p>	<p>and excessive absences by 5%</p>		
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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:** 6 - 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:** 6-12
- Component 3:** Instruction by highly qualified teachers. **List Page number(s) where this is located:** 7-8, 11-12
- 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:** 8-9, 11-12
- 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:** 13-14
- 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:** _____
- 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:** 6-12
- 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:** 6-12
- Component 10:** Coordination and integration of Federal, State, and local services and programs **List Page number(s) where this is located:** 6-12

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:** _____