School Improvement Plan

CHARLES N. FORTES ELEMENTARY SCHOOL | 2018-2019

PART 1: GENERAL INFORMATION

Providence Schools

Instructions

REVISED 6/19/2017

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	May 10, 2018
2. Administrators and ILT develop SIP draft	June 1, 2018
3. School teams submit SIP to Dropbox for ZED review	Sept 21st, 2018
4. ZED provides feedback	October 4th, 2018
5. School teams make any necessary revisions	November, 2018
6. Schools submit revised SIP aligned to Title I budget to ZED for final approval in the Dropbox.	November, 2018

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:	Charles N. Fortes Elementary School
School Address:	234 Daboll Street
School Principal Name:	Tonya Costa
Classification (check one):	☐ SIG Cohort 1 School* ☐ SIG Cohort 2 School* ☐ ESEA Waiver Focus School***** ☐ ESEA Waiver Priority School***** X None of the above
ILT/SIT Member Names:	1. Tonya Costa, Principal 2. Rebecca Ciarcia-Haase, Pre-Kindergarten Teacher, Building Delegate 3. Adam Heywood, Reading Coach 4. Cheryl McElroy, Math Coach 5. Diane Nault, Pre-Kindergarten Teacher 6. Tracy Alves, Nurse 7. Natasha White, Librarian

	8. Gipysys Luna, FACE 9. Rojas Aldana, Parent
Parent and Community Member Representatives:	Gipsys Luna, FACE coordinator, Jessica Cifuentes Parent
Zone Executive Director Signature:		Date:	
School Principal Signature:		Date:	

* <u>NOTE</u>: ESEA Waiver schools *must* ensure that their selected interventions are integrated into their improvement plans. See instructions on pages 5 to 7 for details.

*<u>Note</u>: 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 <u>current</u> (2016-2017) school year. In the space indicated, be sure to provide the date on which the data was pulled from Skyward.

Grades Served:	Pre-Kindergarten, Kindergarten, 1st grade			
Student Enrollment:	377			
Student Demographic Breakdown for 2016-2017 (data from Skyward as of <u>5/17/2017</u>):				
% Black:	17.1%	% Limited English Proficient (LEP)	23.9%	
% Hispanic:	66.2%	% Special Education:	23.9%	

% White:	6.3%		% Free/Reduced Meals:		87.1%(Universal Free)	
% Other:	10.4%					
School Climate Data:	**2012-2013**		**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Student Attendance Rate:	91.3	90.8	90.5	92.3	91.5	92.2
% of Students Chronically Absent:	42.1	35.5	39.8	30.3	33.2	33.8
Number of In School Suspensions	0	0	0	0	0	0
Number of Out of School Suspensions	13	7	1	0	0	0
Total Suspensions:	13	7	1	0	0	0
Teacher Attendance Rate:				TBD	89.12%	TBD

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.

Using Star Early Literacy or STAR Reading (for students who test out of STAR Early Literacy by achieving a Scaled Score of 776 and above) to measure Literacy achievement we will improve student achievement in language arts by;

- Ensuring that 70% of students who scored "At/Above" at BOY will maintain at/above status and 30% will demonstrate growth in their scaled score or Percentile rank in STAR Early Literacy or STAR Reading (for students who score above the Scaled Score of 776 in SEL) scores "At/or Above" benchmark and 10% will show improvement in scaled score by EOY.
- Moving 60% of students who scored "On Watch" at BOY will score at/above by EOY and the remaining 40% of students who scored "On Watch" will maintain "On Watch" status but will demonstrate growth in their scaled score or Percentile rank by EOY.
- Moving 60% of students who scored "Intervention/Urgent intervention" at BOY will move up 1 -3 levels by EOY and the remaining 40% of students who scored "Intervention/urgent intervention" will demonstrate growth in their scaled score or Percentile rank EOY.

	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	During a 120 minute block of ELA instruction teachers will implement a workshop model where student engagement is increased through the careful design of *tasks and activities that foster a collaborative learning environment.*	During the ELA block teachers will use text dependent questions to engage students in discourse and deeper thinking during the read alouds that take place daily in K and 1. During the ELA block teachers will use research based, systematic sequential multisensory core phonics program for students to master letter sound relationships and decoding strategies in	Student Engagement & Collaborative learning Environment scale data collected monthly and interpreted quarterly. Engagement & collaborative learning environment scale Teacher look fors portion data collected monthly and interpreted quarterly.	Students will demonstrate growth as measured by STAR Early Literacy and STAR Reading scores as follows: At/Approaching- students will maintain or increase their Scaled score or PR. On Watch- 50% of students will have moved up one or more levels.	Using STAR Literacy & Star reading, 3 Benchmarks per year. School Based data wall reviewed, analyzed, and action plans, 3 benchmarks. Student Engagement & Collaborative learning Environment scale monthly. -Student look fors portion	56000 – American Reading Company Fundations/ Estrellitas

| | | general education kindergarten classrooms.

The ARC and Fortes Kindergarten Literacy Guidance document will provide a consistent structure for teachers to incorporate Oral language development, listening comprehension and language arts components.

Teachers will create text based questions, sentence frames and sentence starters during CPT, so that students are supported in the speaking process. | | Urgent Intervention/Intervention-50% of students will move up one or more levels. | | |
| | | During ILT, SIP team, and CPT, PLC's of teachers will work together to create a system of badging where individuals have the ability to deepen their skill sets and create a school | ILT & CPT agendas collected Quarterly documentation of each of the three main focus skills including; Adopting an icon, creating academic and behavioral criteria | | | |

		wide common language and understanding of the following 21st century skills of focus at Charles Fortes; Collaboration, Critical Thinking, Communication.	for adults and students. Quarterly ILT Create a way to quantify achievement of focus skills as well as a list of modalities for sharing of practice to answer the following questions; "Here's what it is Here's what it looks like. Here's evidence of implementation. " I have achieved 21st century planning in my room by doing 1, 2, 3"			
1.2	During a 120 minute block of ELA instruction CRT will implement strategies to balance linguistic turn taking between the teacher and students, and among students. To increase student responses rather than accepting yes/no	Grade level study of SIOP feature 16. Structure lessons in ways that promote student discussion. Monitor and keep track of a balanced linguistic	Monthly SIOP Look for Tool Quarterly interpretation of data collected Quarterly Student Engagement &	Students will demonstrate growth as measured by STAR Early Literacy and STAR Reading scores as follows:	Student Engagement & Collaborative learning Environment scale monthly. Student look fors portion	56000 – American Reading Company Fundations/ Estrellitas

| and one word answers. | exchange between teachers and students.

Encourage elaborate responses from students when discussing lesson concepts.

CPT study of a variety of techniques that will take students beyond yes, no and simple short answers.

During CPT & PD teachers will plan collaborative tasks and activities that create multiple opportunities for students to engage in dialogue with their peers to develop oral language.

During CPT & PD teachers will plan to implement a collaboration station during the ELA block where peers work collaboratively on | Collaborative learning Environment scale Student portion Quarterly interpretation of data collected.

Monthly Teacher look fors portion quarterly interpretation of data.

Monthly data collected with SIOP Look for tool & quarterly data interpretation. | At/Approaching-students will maintain or increase their Scaled score or PR.

On Watch- 50% of students will have moved up one or more levels.

Urgent Intervention/Intervention-50% of students will move up one or more levels. | | |
|---|---|---|---|---|---|

	specific tasks or projects in which they engage in high level tasks which allows for students to have voice and choice in what they work on and how they display their learning.					
1.3	During CPT, PD and RTI team meetings teachers will create a school wide MTSS milestone document to increase student success by providing a shared vision of collaborative support as they develop effective strategies and interventions for students experiencing academic and SEL challenges in school.	Quarterly revision of the FORTES Milestone document through the study of agreed upon targets for CCSS focus skills that assist teachers in identifying students who run the risk of falling behind their peers academically. By studying the developmental stages of children considering each skill provides a natural building block to to school success. Grade level SMART goals created by teacher teams and monitored during benchmarking periods.	Milestone document revision Ekers tool Quarterly monitoring of Referrals to MTSS & RTI team and and or RTII literacy records.	Students will demonstrate growth as measured by STAR Early Literacy and STAR Reading scores as follows: At/Approaching-students will maintain or increase their Scaled score or PR. On Watch- 50% of students will have moved up one or more levels. Urgent Intervention/Intervention-50% of students will move up one or more levels.	MTSS referrals TT Referrals RTI Referrals Attendance Referrals RTII literacy class lists 3 benchmarks per year 3 Screening periods	56000 – American Reading Company Fundations/ Estrellitas Eureeka CHW PPSD funded grant

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.					
Using Star math to measure first grade mathematics achievement we will improve student achievement by; ● Ensuring that 70% of students who scored "At/Above" at BOY will maintain at/above status and 30% will demonstrate growth in their scaled score or Percentile rank in STAR Math scores "At/or Above" benchmark and 10% will show improvement in scaled score by EOY. ● Moving 60% of students who scored "On Watch" at BOY will score at/above by EOY and the remaining 40% of students who scored "On Watch" will maintain "On Watch" status but will demonstrate growth in their scaled score or Percentile rank by EOY. ● Moving 60% of students who scored "Intervention/Urgent intervention" at BOY will move up 1 -3 levels by EOY and the remaining 40% of students who scored "Intervention/urgent intervention" will demonstrate growth in their scaled score or Percentile rank EOY. Using Star Early Literacy (early numeracy component) data to measure kindergarten mathematics achievement, we will improve student achievement by; ● Ensuring that 70% of students who scored "At/Above" at BOY will remain at/above and the remaining 30% will demonstrate growth in their subset skill score or Percentile rank EOY. ● Moving 60% of students who scored "On Watch" at BOY will score "At/Above" by EOY and the remaining 40% of students who scored "On Watch" will maintain on watch status and will demonstrate growth in their subset skill score or Percentile rank EOY. ● Moving 60% of students who scored "Intervention/Urgent intervention" at BOY will move up 1 -3 levels by EOY and the remaining 40% of students who scored" Intervention/Urgent intervention" intervention/urgent intervention will maintain "Intervention/Urgent intervention" status will demonstrate growth in their subset skill score or Percentile rank EOY.					
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	During a 90 minute block of Mathematics instruction teachers will implement a workshop model where student engagement is increased through the careful design of *tasks and activities that foster a collaborative learning environment.*	*Teachers will engage students in solving and discussing tasks and activities that promote mathematical reasoning and problem solving and allow for multiple entry points and varied solution strategies.* *Teachers will consistently provide students with opportunities and supports to engage in productive struggle as they grapple with math ideas and relationships.* Teachers will engage in embedded PD and CPT to build tools to support teacher and student moves that strengthen student conversations and reasoning. ie. Number Talk bookmarks, Conversation Prompts, Conversation Support Cards, Questioning Cards and Language Development . During ILT, SIP team, and CPT, PLC's of teachers will work together to create a system of badging where individuals have the ability	Monthly Student Engagement & Collaborative learning Environment scale Student Teacher look for portion data interpreted quarterly. ILT & CPT agendas collected Quarterly documentation of each of the three main focus skills including; Adopting	Students will demonstrate growth as measured by STAR Math and STAR Early Numeracy Scaled scores, subset skills as follows: At/Approaching- students will maintain or increase their Scaled score or PR. On Watch- 50% of students will have moved up one or more levels. Urgent Intervention/Intervention-50% of students will move up one or more levels.	Star Math Star Early Literacy Early Numeracy Portion (k only)	56000 - Eureka Math - Zearn

		to deepen their skill sets and create a school wide common language and understanding of the following 21st century skills of focus at Charles Fortes; Collaboration, Critical Thinking, Communication.	an icon, creating academic and behavioral criteria for adults and students. Quarterly ILT Create a way to quantify achievement of focus skills as well as a list of modalities for sharing of practice to answer the following questions; "Here's what it is Here's what it looks like. Here's evidence of implementation. " I have achieved 21st century planning in my room by doing 1, 2, 3."			
2.2	During a 90 minute block of Math workshop instruction CRT will implement strategies to balance linguistic turn	Grade level study of SIOP feature 16. Structure lessons in ways that promote student	Student Engagement & Collaborative learning Environment scale	Students will demonstrate growth as measured by STAR Math and STAR Early Numeracy	Student Engagement & Collaborative learning Environment scale	56000 - Eureka Math - Zearn

taking between the teacher and students, and among students. To increase student responses rather than accepting yes/no and one word answers.	discussion. Monitor and keep track of a balanced linguistic exchange between teachers and students. During CPT & PD teachers will plan to implement a collaboration station during the mathematics block where peers work collaboratively on specific tasks or projects in which they engage in high level tasks which allows for students to have voice and choice in what they work on and how they display their learning. Incorporate SMP 3,6 and 8 to elaborate responses from students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. CPT study of a variety of techniques that will take students beyond yes, no and simple short answers.	Teacher look for portion	Scaled scores, subset skills as follows: At/Approaching- students will maintain or increase their Scaled score or PR. On Watch- 50% of students will have moved up one or more levels. Urgent Intervention/Intervention-50% of students will move up one or more levels.	Student Student look for portion	

		Through embedded coaching cycles teachers will center their work on three mathematical practices: (smp 3) constructing viable arguments and critiquing the reasoning of others, (smp 6) attending to precision and (smp 8) expressing regularity in repeated reasoning.				
2.3	During CPT, PD and RTI team meetings teachers will create a school wide MTSS milestone document to increase student success by providing a shared vision of collaborative support as they develop effective strategies and interventions for students experiencing challenges with academic and SEL challenges in school.	Quarterly revision of the FORTES Milestone document through the study of agreed upon targets for CCSS focus skills that assist teachers in identifying students who run the risk of falling behind their peers academically. By studying the developmental stages of children considering each skill provides a natural building block to to school success. Grade level SMART goals created by teacher teams and monitored during benchmarking periods.	Milestone document revision quarterly. Quarterly monitoring of Referrals to MTSS & RTI team and and or RTII literacy records.	Students will demonstrate growth as measured by STAR Math and STAR Early Numeracy Scaled scores, subset skills as follows: At/Approaching- students will maintain or increase their Scaled score or PR. On Watch- 50% of students will have moved up one or more levels. Urgent Intervention/Intervention-50% of students will move up one or more levels.	MTSS referrals TT Referrals RTI Referrals Attendance Referrals RTII mathematics lists 3 benchmarks per year 3 Screening periods	56000 - Eureka Math - Zearn

Instructions: After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. <u>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.</u>

SMART Goal #3: Insert your CULTURE AND CLIMATE goal below. Include sub group targets that will help close achievement gaps.
Charles Fortes will improve student attendance by tracking and decreasing student absences by quarter, targeting students with Excessive (8+ days per quarter), Chronic (4-7 days per quarter) and Moderate (2-3 days per quarter). Our goal is to decrease the number of absences per student/per category for each subsequent quarter during the 2018-2019 school year.   <mark>2017-2018 School year data</mark>   During quarters 1 and 2 we had 104 students with 5+ days absent.   In Quarter 3 we had 24 students who were absent 5+ days from school. Which brings us to a 76% decrease in the number of students with 5+ absences between quarters 1 and 2 as compared to quarter 3.   <mark>2017-2018-Quarter 2,</mark>Chronic Absenteeism,14 students have 10+ days absent.   <mark>2017-2018-Quarter 3,</mark>Chronic Absenteeism, 28 students have 10+ days absent.

	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	Attendance Team/ Classroom teachers will identify students who display patterns of chronic/excessive absenteeism each quarter.	Attendance team will identify students for outreach. They will submit a list to the principal who will request an A8 be completed by the	The Attendance Team Tracker/ MTSS tools will be used to identify students who display patterns of absenteeism. Monitored quarterly. A-8 in Skyward		The Attendance Team Tracker/ MTSS tools will be used to identify students who display patterns of absenteeism. Monitored quarterly. A-8 in Skyward Monitored Quarterly	CHW grant from PPSD

		CRT within 48 hours.	Monitored Quarterly The attendance team will use a tracker tool for monitoring specific CRT referrals monthly.			
3.2	Attendance Team/ Classroom Teachers will reach out to the families of students who display patterns of absenteeism each quarter.	Once an A8 has been submitted the attendance team will assign the case to the CHW for secondary outreach. This will apply to all students who demonstrate patterns of absenteeism.	The Attendance Team Tracker/ MTSS tools will be used to identify students who display patterns of absenteeism. Monitored Bi-weekly and summatively quarterly. A-8 in Skyward Monitored Quarterly The attendance team will use a tracker tool for monitoring specific CRT referrals.			CHW grant from PPSD
3.3	The attendance team will collaborate with SCSC to create school wide systems of recognition for families and Staff in order to encourage people to strive for perfect and increased attendance.	The attendance team will identify students and staff with quarterly perfect and most improved attendance. A certificate will be awarded the for their efforts.	The Attendance Team will run skyward attendance reports for perfect attendance. The principal will run perfect attendance reports for staff Monthly. The attendance team will use a student tracker tool for monitoring specific students and their improved attendance Monitored bi-weekly and quarterly.		The Attendance Team will run skyward attendance reports for perfect attendance. The principal will run perfect attendance reports for staff. The attendance team will use a student tracker tool for monitoring specific students and their improved attendance.	CHW grant from PPSD

		The attendance team will give the names of perfect/improved attendance to the SCSC to make certificates and host ceremonies monitored monthly.		The attendance team will give the names of perfect/improved attendance to the SCSC to make certificates and host ceremonies.	

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, 7, 11**

☐ **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, 7, 11**

☐ **Component 3:** Instruction by highly qualified teachers. **List Page number(s) where this is located: 6, 7, 8, 9, 11, 12, 13**

☐ **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: 7, 11, 16**

☐ **Component 5:** Strategies to attract highly qualified teachers to high-need schools **List Page number(s) where this is located: 7, 11**

☐ **Component 6:** Strategies to increase parental involvement **List Page number(s) where this is located: 7, 12**

☐ **Component 7:** <mark>ELEMENTARY ONLY</mark>-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: 8, 12**

☐ **Component 8:** Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. **List Page number(s) where this is located: 7, 11**

☐ **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, 7, 11, 14**

☐ **Component 10:** Coordination and integration of Federal, State, and local services and programs **List Page number(s) where this is located: 7, 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:_____**