**Providence Schools**

**Asa Messer**
**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 | |

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|---|---|
| Name of School:<br>VISION: | Asa Messer<br>Asa Messer School constituents envision its school as an active, vibrant, and safe community that strives to instill a lifelong love of learning among its student body through the continuous use of goal setting, reflection and metacognition.  We want to create responsible citizens who can critically think and work either individually or collaboratively to find, evaluate, analyze, use and communicate information.  Graduates of Asa Messer Elementary School will be able to take risks, creatively problem solve, generate new ideas and/or provide evidence as justification for an existing idea or opinion. |
| School Address: | 1655 Westminster Street Providence, RI 02909 |
| School Principal Name: | Denise Missry |

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|---|---|
| Classification (check one): | ☐                                           SIG Cohort 1 School* <br> ☐                                           SIG Cohort 2 School* <br> ☐                                     ESEA Waiver Focus School* <br> ☐                                 ESEA Waiver Priority School* <br> **X**                                      None of the above |
| ILT/SIT Member Names: | 1.    Denise Missry <br> 2.    Lori Barkett-Farhat <br> 3.    Virginia Mazza <br> 4.    Gina Sousa <br> 5.    Deborah Muther <br> 6.    Kerilynn Viccione <br> 7. |
| Parent and Community Member Representatives: | Fran Borchers, Parent |

| | | | |
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| Zone Executive Director Signature: | *Susan Chin* | Date: | November 7, 2018 |

| School Principal Signature: | *Denise Missry* | Date: | November 7, 2018 |
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## 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: | PK-4 |
| Student Enrollment: | 573 |

| Student Demographic Breakdown for 2017-18  (data from Skyward as of 5/21/18) | | | | | |
|---|---|---|---|---|---|
| % Black: | 11.4% | % Limited English Proficient | | 47% | |
| % Hispanic: | 67.9% | % Special Education: | | 14.8% | |
| % White: | 8.6% | % Free/Reduced Meals: | | 87.7% | |
| % Other: | 12.1% | | | | |
| **School Climate Data:** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | **2017-2018 (as of 5.21.18)** |
| Student Attendance Rate: | 93.5 | 93.4 | 92% | 92.29% | 91.8% | 91.7% |
| % of Students Chronically Absent: | 28.5 | 25 | 31% | 30.8% | 31.7% | 35.7% |

| | | | | | |
|---|---|---|---|---|---|
| Number of In School Suspensions | | [SC1] | 0 | 8 | 0 | 2 |
| Number of Out of School Suspensions | 26 | 9 | 16 incidences | 33 | 12 | 14 |
| Total Suspensions: | 26 | 9 | 16 | 41 | 12 | 16 |
| Teacher Attendance Rate: | | | | TBD | TBD | 91% |

**SMART Goal #1: Insert your LITERACY goal below.**

The data listed below is all based on 2016-17 PARCC ELA.

**School Wide:**
21% met/exceeded
28% approached
21% partially met

**Data Excluding LEP:**
26% met/exceeded
26% approached
21% partially met

**Data LEP:**
14% met/exceeded
20% approached
25% partially met

**Data Excluding IEP:**
24% met/exceeded
30% approached
21% partially met

**Data IEP:**
0% met/exceeded
0% approached
20% partially met

29% did not yet meet          26% did not yet meet          40% did not yet meet          25% did not yet meet          80% did not yet meet

Increase the percentage of students performing in the met/exceeding range on the 2018-19 RICAS from 2016-17 Parcc Reading by 5% from 21% on 2016-17 PARCC to 26%.
Decrease the percentage of students performing in the Did Not Meet/Partially Met category on 2018-19 RICAS Reading by 5% from 50% on PARCC 2016-17 Reading to 45%.

Increase the percentage of IEP  students performing in the above range on RICAS 2018-19 Reading by 5%  from 0% on PARCC 2016-17 to 5%..
Increase the percentage of ELLs performing in the At/Above range on RICAS 2018-19 Reading by 5% from 14% 2016-17 PARCC  to 19%.
Decrease the percentage of ELLs performing in the Did Not Meet/Partially met category  on RICAS 2018-19 Reading by 5% from 65% on 2016-17 PARCC to 60%.

This is a rigorous one year goal because our whole school data shows that our reading groupings have remained flat over the past two years.  It also shows that there is a significant Gap between ESL and Regular Ed students.  This goal attempts to address both issues and break the cycle using the strategies listed below.

| | 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 able to demonstrate proficiency on grade level reading standards by personalizing instruction for individuals and groups of students by | 100% of K-4 CRT will review and analyze student data that will include, but is not limited to software, teacher observation, and student formative assessment.<br><br>100% of K-4 CRT will use the data to design targeted lessons to meet the needs of | Use a checklist to monthly record and collect evidence of teacher completed standards based reporting tool/checklist that teachers use to inform their lessons.<br><br>Use a checklist to monthly record and collect evidence of teachers using data to | Increase the percentage of students performing in the on level range (1-4) on the MOY IReady diagnostic from 104/392 or 27% to 32% in MOY 2018-19<br><br>Decrease the percentage of students performing in the urgent intervention level (1-4) on MOY IREADY diagnostic from | BOY, MOY, and EOY iReady diagnostic assessments<br><br>BOY, MOY, EOY STAR assessments | 5700 Software & Hardware, Computers, IPADS, LCD Projectors, etc. Technology[SC1]<br><br>Laptops, Ipads 5300 Professional and technical services Software |

| | | | | | |
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| using data to design lessons that meet the current needs of students while also challenging them. | students and small groups.<br><br>100% of teachers will monitor student completion of required iReady minutes for students in the red (two years below or greater)<br><br>100% of teachers will monitor iReady student pass rate on for students in the red (two years below or greater) | design groupings linked to their lessons.<br><br>Monitor teacher use of checklist to ensure that all intervention students have met their required minutes on intervention software. | 115/392 or 29% to 24% in MOY 2018-19<br><br>Increase the percentage of ELL students (1-4) performing in the On Level range on I-Ready Diagnostic by 5% from 5% in BOY 2018-19 to 10 % in EOY 2018-19<br><br>Decrease the percentage of ELL students performing in the Urgent Intervention level on I-Ready Diagnostic by 5% from 61% in 2018-19 BOY to 56% in 2018-19 EOY.<br><br>Increase the percentage of students performing in the At/Above range on Star EL (K) by 5% from 35% in EOY | | Skill based and comprehension reading software, Intervention Software Embedded PD with Highlander |

| | | | | 2017-18 to 40% in EOY 2018-19 | | |
|---|---|---|---|---|---|---|
| | | | | Decrease the percentage of students performing in the Urgent/Intervention range on Star EL (K) by 5% from 45% in EOY 2017-18 to 40% in EOY 2018-19 | | |
| | | | | Increase the percentage of students performing in the At/Approaching range on Star RDG (1-4) by 5% from 42.2% in EOY 2017-18 to 47.2 % in EOY 2018-19 | | |
| | | | | Decrease the percentage of students performing in | | |

| | | | | the Urgent/Intervention range on Star RDG (1-4)) by 5% from 45.2% in EOY 2017-18 to 40.2% in 2018-19

Average 2018-19 EOY SGP on Star RDG will move from the 2017-18 EOY of 45.7 to the 48 to 50 range | | |
|---|---|---|---|---|---|---|
| 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 | 100% of K-4 CRT will have collaborative activities/ stations in which students are provided the opportunity to engage in rich discourse around a common end goal.

100% of teachers will use self-peer | Conduct bi monthly learning walks focused on teacher implementation of collaborative stations and activities. information will be collected using the school developed learning walk tool detailing: | Increase the percentage of students performing in the proficient range on 2018-19 common writing assessments by 5% from 2017-18 EOY of 35% to 45% | BOY, MOY, and EOY iReady diagnostic assessments

BOY, MOY, EOY STAR assessments

K-4 common writing assessment | see above |

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| | others' ideas **by** Strengthening our collaborative stations to allow for rich student discourse around a common end goal. | assessment to gage/monitor their station/activity | • assignment/end goal<br>• self/peer assessment<br>• examples of discourse | | | |
| 1.3 | Increase the percentage of students proficient in reading by Using technology to develop and | 100% of K-4 teachers will participate in differentiated embedded professional development | maintain a monthly Attendance tracker of professional development | Increase the percentage of students performing in the Above and within range in STAR RL1 (comprehension) by 5% from 67% in 2017-18 EOY to 72% in 2018-19 EOY | BOY, MOY, and EOY iReady diagnostic assessments<br><br>BOY, MOY, EOY STAR assessments | see above |

| | enhance individualized and small group learning. | involving the use of technology to develop and enhance individualized and small group learning.<br><br>100% of teachers will develop at least one playlist to target specific needs of a group or child | Checklist/check-in sheet collected monthly detailing:<br>● The use of technology to inform lesson planning<br>● the development and implementation of Playlist<br>● The development and implementation of play lists that are differentiated | Increase the percentage of students performing in the Above and within range in STAR RI1 (comprehension) by 5% from 64% in 2017-18 EOY to 69% in 2018-19 EOY<br><br>Increase the percentage of ELL students (1-4)) performing in the At/Approaching range on Star Reading by 5% from 17% in BOY 2018-19 to 22% in EOY 2018-19<br><br>Decrease the percentage of ELL students performing in the Urgent/Intervention range on Star Reading (1-4) by 5% from 71% in 2018-19 BOY to 65% in 2018-19 EOY. | | |

**SMART Goal #2: Insert your MATH goal below.**

The data listed below is all based on 2016-17 PARCC MATH.

| School Wide: | Data Excluding LEP: | Data LEP: | Data Excluding IEP: | Data IEP: |
|---|---|---|---|---|
| 27% met/exceeded | 34% met/exceeded | 20% met/exceeded | 30% met/exceeded | 0% met/exceeded |
| 28% approached | 26% approached | 25% approached | 30% approached | 7% approached |
| 21% partially met | 17% partially met | 24% partially met | 21% partially met | 20% partially met |
| 24% did not yet meet | 22% did not yet meet | 32% did not yet meet | 20% did not yet meet | 73% did not yet meet |

Increase the percentage of students performing in the met/exceeding range on the 2018-19 RICAS from 2016-17 Parcc Math by 5% from 27% on 2016-17 PARCC to 32%.
Decrease the percentage of students performing in the Did Not Meet/Partially Met category on 2018-19 RICAS Math by 5% from 45% on PARCC 2016-17 Math to 40%.

Increase the percentage of IEP  students performing in the above range on RICAS 2018-19 Math by 5%  from 0% on PARCC 2016-17 to 5%..
Increase the percentage of ELLs performing in the At/Above range on RICAS 2018-19 Math by 5% from 20% 2016-17 PARCC  to 25%.

Decrease the percentage of ELLs performing in the Did Not Meet/Partially met category on RICAS 2018-19 Math by 5% from 56% on 2016-17 PARCC to 51%.

This is a rigorous one year goal because our whole school data shows that while our Math scores have increased according to Star, this is a one year goal which attempts to capitalize on the success while also addressing our gaps    It also shows that there is a significant Gap between ESL and Regular Ed students.  This goal attempts to address both issues and break the cycle using the strategies listed below.

| | 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 | 100% of K-4 CRT will review and analyze student data that | Use a checklist to monthly record and collect evidence of | Increase the percentage of students performing in the on level range (1-4) on the MOY IReady | BOY, MOY, and EOY iReady diagnostic assessments | 5700 Software & Hardware, Computers, |

| | | | | | |
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| demonstrate proficiency on grade level math standards by personalizing instruction for individuals and groups of students by using data to design lessons that meet the current needs of students while also challenging them. | will include, but is not limited to software, teacher observation, and student formative assessment.

100% of K-4 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 iReady minutes for students | teacher completed standards based reporting tool/checklist that teachers use to inform their lessons.

Use a checklist to monthly collect and record evidence of teachers using data to design groupings linked to their lessons.

Monitor teacher use of checklist to ensure that all intervention students have met their required minutes | diagnostic from 78/389 or 20%  to 25% in MOY 2018-19

Decrease the percentage of students performing in the urgent intervention level (1-4) on MOY IREADY diagnostic from 87/389 or 22% to 17% in MOY 2018-19

Increase the percentage of students performing in the At/Approaching range on Star Math (1-4) by 5% from 64%  in EOY 2017-18 to 69 % in EOY 2018-19 | BOY, MOY, EOY STAR assessments | IPADS, LCD Projectors, etc. Technology[SC1]

Laptops, Ipads 5300 Professional and technical services Software Skill based and comprehension reading software, Intervention Software Embedded PD with Highlander |

| | | in the red (two years below or greater)<br><br>100% of teachers will monitor iReady student pass rate on for students in the red (two years below or greater) | on intervention software. | Decrease the percentage of students performing in the Urgent/Intervention range on Star Math (1-4)) by 5% from 23% in EOY 2017-18 to 18% in 2018-19<br><br>Increase the percentage of ELL students (1-4)) performing in the At/Approaching range on Star Math by 5% from 11/186 students (6%) in BOY 2018-19 to 11% in EOY 2018-19<br><br>Decrease the percentage of ELL students performing in the Urgent/Intervention range on Star Math (1-4) by 5% from 44% in 2018-19 | | |
|---|---|---|---|---|---|---|

| | | | | BOY to 39% in 2018-19 EOY.<br><br>Average 2018-19 EOY SGP on Star Math will move from the 2017-18 EOY of 44 to the 45 to 50 range | | |
|---|---|---|---|---|---|---|
| 2.2 | Increase rich student discourse and student ability to problem solve by having students build on the ideas of others, question one another, add on to the ideas of others and summarize others' ideas **by** Strengthening | 100% of K-4 CRT will have collaborative activities/ stations in which students are provided the opportunity to engage in rich discourse around a common end goal.<br><br>100% of teachers will use self-peer assessment to | Conduct bi monthly learning walks focused on teacher implementation of collaborative stations and activities. information will be collected using the school developed learning walk tool detailing:<br>● assignment/end goal | Increase the percentage of students who are able to solve grade level standard multi step word problems with foci on: contextualizing, selecting efficient strategy, being precise and checking. (grade 1 -1 step, grade 2 -2 steps, grade 3 -2 steps, grade 4: 2 and 3 steps) by 5% from BOY | BOY, MOY, and EOY iReady diagnostic assessments<br><br>BOY, MOY, EOY STAR assessments | see above |

| | | | | | | |
|---|---|---|---|---|---|---|
| | collaborative activities/stations to allow for rich student discourse around a common end goal. | gage/monitor their station/activity | ● self/peer assessment<br>● examples of discourse | 2018-19 4/392 or 1% to EOY 2018-19 6% | | |
| 2.3 | Increase student achievement in skills through the use technology to develop and enhance individualized and | 100% of K-4 teachers will participate in differentiated embedded professional development involving the use of technology | Maintain a monthly Attendance tracker of professional development | Increase the percentage of students performing in the on level range (1-4) on the MOY IReady diagnostic from 78/389 or 20% to 25% in MOY 2018-19 | BOY, MOY, and EOY iReady diagnostic assessments<br><br>BOY, MOY, EOY STAR assessments | see above |

| | small group learning. | to develop and enhance individualized and small group learning.<br><br>100% of teachers will develop at least one playlist to target specific needs of a group or child | Checklist/check-in sheet collected monthly detailing:<br>● The use of technology to inform lesson planning<br>● the development and implementation of Playlist<br>● The development and implementation of play lists that are differentiated | Decrease the percentage of students performing in the urgent intervention level (1-4) on MOY IREADY diagnostic from 87/389 or 22% to 17% in MOY 2018-19<br><br>Increase the percentage of students performing in the At/Approaching range on Star Math (1-4) by 5% from 64% in EOY 2017-18 to 69 % in EOY 2018-19<br><br>Decrease the percentage of students performing in the Urgent/Intervention | | |

| | | | | | |
|---|---|---|---|---|---|
| | | | range on Star Math (1-4)) by 5% from 23% in EOY 2017-18 to 18% in 2018-19<br><br>Increase the percentage of ELL students (1-4)) performing in the At/Approaching range on Star Math by 5% from 6%  in BOY 2017-18 to 11 % in EOY 2018-19<br><br>Decrease the percentage of ELL students performing in the Urgent/Intervention range on Star Math (1-4) by 5% from 44% in 2018-19 BOY to 39% in 2018-19 EOY. | | |

| | | | Average 2018-19 EOY SGP on Star Math will move from the 2017-18 EOY of 44 to the 45 to 50 range | | |
|---|---|---|---|---|---|
| | | | | | |

| SMART Goal #3: Insert your Chronic Absenteeism goal below. |
|---|
| Decrease the percentage of students who are chronically absent from 35.7% to 30.7%. <br> 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 | Attendance Team will meet bi-weekly to review each classroom's student chronic absentee list | 8 teachers and Assistant Principal | Attendance checklist bi weekly | Chronic absenteeism will be decreased by 2.5% to 33.5% | Tableau<br><br>Ride Map<br><br>biweekly | NA |
| 3.2 | Teachers will follow attendance policies and procedures; they will identify patterns of attendance and students who are | 100% of classrooms will track attendance by submitting A-8 forms to the attendance team after making the | checklist documenting the referrals to the team<br><br>Monitoring attendance information at attendance team | Chronic absenteeism will be decreased by 2.5% to 33.5% | Tableau<br><br>Ride Map<br><br>biweekly | NA |

| | | | | | |
|---|---|---|---|---|---|
| | frequently absent. They will call the families twice, and send a letter home. If they do not get a response, they will forward all the information to the attendance team who will follow up and when needed involve the truancy officer | appropriate phone calls and contact with parents | meetings to track information on all classrooms to ensure that they are recording all the required information | | | |

| 3.3 | All referrals to Truancy Officer will be tracked and subsequent results will be tabulated and reported to team | Truancy Officer will report monthly/as needed to attendance team to report on cases and progress as well as results of those efforts | Monthly recording of cases along with actions taken and the result of those actions will be kept on chronic absenteeism. | Chronic absenteeism will be decreased by 2.5% to 33.5% | Tableau<br><br>Ride Map<br><br>biweekly | NA |
|---|---|---|---|---|---|---|

## 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:  6-22**

☐ **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: 6-22**

☐ **Component 3:** Instruction by highly qualified teachers. **List Page number(s) where this is located: 6-22**

☐ **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: 6-22**

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

☐ **Component 6:** Strategies to increase parental involvement **List Page number(s) where this is located: 24-25**

☐ **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: we transition pre-k as part of our regular programming. They visit the teachers before they enter Kindergarten and start partnerships and visits to kindergarten classrooms beginning in January. Our Pre-K is in house.**

☐ **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: 6-22**

☐ **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: 6-19**

☐ **Component 10:** Coordination and integration of Federal, State, and local services and programs **List Page number(s) where this is located: 6-19**

## 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:_____**