

# **School Improvement Plan**

**FOGARTY ELEMENTARY SCHOOL |**

Providence  
Schools

## 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:	Mary E. Fogarty Elementary School		
School Address:	199 Oxford Street, Providence RI 02905		
School Principal Name:	Courtney Monterey		
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:	<ol style="list-style-type: none"> <li>1. Courtney Monterey, Principal</li> <li>2. Matthew Russo, Assistant Principal</li> <li>3. Ken Anderson, Union Delegate/ILT Co-Chair</li> <li>4. Tara Nastari/Christopher Slater Instructional Coaches</li> <li>5. Elizabeth Palumbo, ELC Coach Teacher</li> <li>6. Lisa Ward, Kindergarten Teacher</li> <li>7. Michelle Johnson, 3<sup>rd</sup> Grade ESL Teacher</li> <li>8. Dylan Tyrrell, 4<sup>th</sup> Grade Teacher</li> <li>9. Anne Andrade, 1<sup>st</sup> Grade ESL Teacher</li> <li>10. Kristen Shanley, Resource Teacher</li> </ol>		
Parent and Community Member Representatives:			
Zone Executive Director Signature:		Date:	
School Principal Signature:		Date:	

**\* 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 through 5 <sup>th</sup> Grade						
Student Enrollment:	Capacity: 544 students						
<b>Student Demographic Breakdown for 2017-2018 (data from Skyward as of 10/07/2016):</b>							
% Black:	18.9%	% Limited English Proficient (LEP)		46.9%			
% Hispanic:	61.9%	% Special Education:		9.7%			
% White:	5.5%	% Free/Reduced Meals:		89.1%			
% Other:	13.6%						
<b>School Climate Data:</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Student Attendance Rate:	94.1%	92.8%	92.6%	92.94%	91.87%		
% of Students Chronically Absent:	27.0%	31.9%	31.7%	21.4%	33.6%		
Number of In School Suspensions	N/A	N/A	5	3			
Number of Out of School Suspensions	N/A	N/A	66	13	31		
Total Suspensions:			71	16			
Teacher Attendance Rate:							

## 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.						
<p>Improve student achievement in ELA by increasing the percentage of students scoring in Levels 3 &amp; 4 (met or exceeded expectations) on the 2018-2019 RICAS assessment by 5%. We will also decrease the percentage of students scoring in Level 1 (did not yet meet expectations) on the 2018-2019 RICAS assessment by 5%.</p> <ul style="list-style-type: none"> <li>■ We will increase the overall percentage of students scoring “Met Expectations” or “Exceeded Expectations” on the 2019 RICAS Assessment by <b>3% (9.76% on RICAS 2018 increasing to to 14.76% on RICAS 2019)</b></li> <li>○ Our general education population will grow from <b>xx%</b> to <b>xx%</b> met or exceeded expectations in ELA</li> <li>○ Our population of students with IEPs will grow from <b>xx%</b> to <b>xx%</b> met or exceeded expectations in ELA</li> <li>○ Our population of students without IEPs will grow from <b>xx%</b> to <b>xx%</b> met or exceeded expectations in ELA</li> <li>○ Our ELL population will grow from <b>xx%</b> to <b>xx%</b> met or exceeded expectations in ELA</li> <li>○ Our non-ELL population will grow from <b>xx%</b> to <b>xx%</b> met or exceeded expectation in ELA</li> </ul>						
	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	Mary E. Fogarty will	100% of teachers will	<u>Tool</u> : Quarterly	100% of students	<u>Tool</u> : STAR	Lexia Licences for all

	<p>provide students at all grade levels, K-5, with targeted lessons and interventions on the early literacy skills of phonemic awareness &amp; phonics</p>	<p>use benchmark and formative assessment data to set goals for student progress and inform instruction and flexible grouping.</p> <p>100% of teachers will use research based programs and strategies to teach Phonics and Phonemic Awareness, with materials to support independent student practice</p> <ul style="list-style-type: none"> <li>● West Virginia Explicit Phonics Lessons</li> <li>● SIPPS</li> <li>● Lexia lessons</li> <li>● K2 BPS Curriculum</li> <li>● Reading Street PA lessons</li> <li>● Decodable Texts</li> </ul> <p>100% of teachers will utilize Lexia to provide</p>	<p>walkthrough observations with instructional leadership team using (LINK TO WALKTHROUGH TOOLS- both school's and partners')</p> <p><u>Tool:</u> Monthly Lexia Learning Teacher Usage Reports and Lexia Skills Reports.</p> <p><u>Tool:</u> Digital or hard copy of Data Tracker/Keeper</p>	<p>will demonstrate adequate growth (SGP <math>\geq</math> 50, OR meet their individual scaled score growth goal) in goals set by teacher based on benchmark assessment data.</p> <p>100% of students will be at the midpoint between their level at autoplacement and the last level in grade level on Lexia.</p> <p>RtII students will meet goal 1 and be working towards mastery of goal 2. 100% of at/above level students will be working on mastering Phonics skills based on</p>	<p>Reading and Early Literacy assessment data (benchmark) <u>Frequency:</u> 3x/year (BOY, MOY, EOY)</p> <p><u>Tool:</u> STAR Reading and Early Literacy assessment data (progress monitoring) <u>Frequency:</u> Monthly</p> <p><u>Tool:</u> Lexia On-track Report. <u>Frequency:</u> Weekly.</p> <p><u>Tool:</u> PSI, PASI, STAR Early Literacy progress monitoring <u>Frequency:</u> bi-weekly</p> <p><u>Tool:</u> RtII Literacy Records <u>Frequency:</u> 3x per year.</p>	<p>students K-5 (budget line: 53000)</p> <p>Headphones to maximize a personal learning environment (budget line: 56000)</p> <p>SIG Empowerment after-school PD to support school initiatives and SIP Goals (budget lines: 51000 &amp; 52000)</p> <p>SIPPS Kits for resource groups &amp; reading intervention groups (budget line: 56000 )</p> <p>Wilson Reading Kit materials for resource groups &amp; reading intervention groups (budget line: 56000 )</p> <p>American Reading company materials for resource groups &amp; reading intervention groups (budget line: 56000 )</p>
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		<p>differentiated, personalized instruction to target students' phonics or Phonemic Awareness needs during small group.</p> <p>100% of teachers will keep data (PSI, STAR Early Literacy, RtII Literacy Records) on students and bring current data to monthly data analysis CPTs.</p> <p>100% of classroom teachers will participate in in-house peer observations with an instructional focus on phonemic awareness/phonics</p> <p>Special Educators and Reading Coach will be trained in and will begin to utilize Wilson programming (Foundations)</p> <p>Inspiring Minds tutors</p>		<p>grade level or above grade level quarterly bundles.</p>	<p><u>Tool</u>: Data CPTs with Grade level teachers, Reading coach, ELC Coach, and grade-level Resource Teachers for the purpose of analyzing/reflecting on data</p> <p><u>Frequency</u>: 6x/year</p> <p><u>Tool</u>: Instructional rounds feedback "patterns of practice"</p> <p><u>Frequency</u>: Annually</p>	
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		will be strategically assigned to support below level readers and work collaboratively as a push-in support in phonics and/or phonemic awareness.				
1.2	Mary E. Fogarty students will improve their oral and written communication skills through the productive language foundational skills of speaking and writing	<p>100% of teachers will plan lessons with a focus on increased opportunities for student discourse during instruction.</p> <p>100% of teachers will engage in PD sessions on Student Discourse and Depth of Knowledge in order to increase quality of oral communication in the classroom and increase the rigor in their questioning of students.</p> <p>100% of teachers will utilize and post anchor charts for student</p>	<p><u>Tool</u>: Leadership Team learning walk observations using (<u>DOK and Discourse Walkthrough</u>)</p> <p><u>Tool</u>- both school's and partners')</p> <p><u>Frequency</u>: Quarterly</p> <p><u>Tool</u>: Data CPTs with Grade level teachers, Reading coach, ELC Coach, and grade-level Resource Teachers for the purpose of analyzing/reflecting on data</p>	<p>10% increase in the number of students scoring proficient on the rubric from Interim Assessment 1 to Interim Assessment 2.</p> <p>25% of classrooms will fall in the "Students Need Support" column on the DOK and Discourse Walkthrough Tool</p>	<p><u>Tool</u>: Leadership Team learning walk observations using (<u>DOK and Discourse Walkthrough</u>)</p> <p><u>Tool</u>- both school's and partners')</p> <p><u>Frequency</u>: Quarterly</p> <p><u>Tool</u>: Instructional rounds feedback ("patterns of practice" from SY2018 as well as SY2019, in relation to a problem of practice which</p>	SIG(g) Empowerment grant money to fund after-school PD to support school initiatives and SIP Goals (budget lines: 51000 & 52000)



		<p>discourse, active listening, and question stems to help support students engage in oral communication with their peers.</p> <p>100% of classroom teachers will participate in in-house peer observations with an instructional focus on oral and written communication skills.</p> <p>100% of teachers will participate in CPT to analyze students' written work on constructed responses.</p> <p>100% of teachers will teach the structure for writing a constructed response with graphic organizers.</p>	<p><u>Frequency:</u> Quarterly</p>		<p>relates to increased student discourse) <u>Frequency:</u> Annually</p> <p><u>Tool:</u> District Interim Assessments <u>Frequency:</u> Quarterly</p>	
1.3	Mary E. Fogarty students will improve their ability to comprehend, via the	100% of teachers will engage in Interim Assessment data	<u>Tool:</u> Monthly Lexia Learning Teacher Usage	Students will increase to or maintain medium	<u>Tool:</u> Lexia reports, STAR Reports	Lexia Learning in all grade levels (budget line: 53000)

	<p>receptive language foundational skills of listening and reading (i.e., will improve their ability to comprehend complex texts.)</p>	<p>protocols at CPT to analyze strengths and areas of concern on CCSS and create a plan for reteaching in order to support mastery.</p> <p>100% of teachers will participate in Reading PD sessions, facilitated by educational partners, district personnel, and school-based personnel.</p> <p>100% of classroom teachers will participate in in-house peer observations with an instructional focus on comprehension.</p> <p>100% of teachers will utilize Close Reading strategies and use graphic organizers to aid in comprehension.</p> <p>100% of teachers will use whole group time</p>	<p>Reports and Lexia Skills Reports.</p> <p><u>Tool</u>: CPT Exit Tickets and PD Follow-Up Surveys</p> <p><u>Tool</u>: Online RtII forms (Skyward)</p> <p><u>Frequency</u>: 3x/year</p> <p><u>Tool</u>: Student Referrals. (RtI team will track student referrals and their progress through RtI and document on digital spreadsheets which will be uploaded to the school website for all teachers to continuously access)</p> <p><u>Tool</u>: Student Tutor Record</p>	<p>or high accuracy in Comprehension on their levels in Lexia. Lexia figures this out based on how students are doing. Based on students' progress, they are marked as low, medium, or high for accuracy in each skill.</p> <p>100% Students will increase their score on Interim Assessments from Quarter 1 to Quarter 2 by 10%</p>	<p><u>Frequency</u>: Weekly/As updated</p> <p><u>Tool</u>: Classroom Formative Assessment (including Exit Tickets)</p> <p><u>Frequency</u>: Daily</p> <p><u>Tool</u>: SchoolCity Class Test Results Report</p>	
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		<p>to introduce comprehension strategies and small group time to differentiate the core to support students in comprehending complex texts.</p> <p>100% of teachers will engage in Interim Assessment data protocols at CPT to analyze strengths and areas of concern on CCSS and create a plan for reteaching in order to support mastery.</p> <p>100% of teachers will stay current with RtII online documents, tracking student interventions for all students not reading at grade level</p> <p>100% of teachers will utilize online interventions and supports such as Lexia</p>	<p>(Inspiring Minds tutors)</p> <p><u>Tool</u>: Leadership Team learning walk observations using (LINK TO WALKTHROUGH TOOLS- both school's and partners')</p> <p><u>Frequency</u>: Quarterly</p> <p>Quarterly Reteaching Plans will be submitted and used to compare growth on Interim Assessments.</p>			
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		<p>and Newsela, to supplement core instruction and personalize interventions</p> <p>100% of teachers will Utilize Teacher Support Team(TST) for support with the RTI process for students performing below grade level</p> <p>Resource teacher assignments to include servicing Tier 3 student interventions</p> <p>Maximize Instructional Assistants' impact by strategically scheduling them to follow students with largest achievement gaps. IAs will then become part of the Station Rotation model during ELA block, maximizing the amount of direct instruction our "Urgent Intervention" students receive.</p>				
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		Inspiring Minds tutors will be strategically assigned to support below level readers and work collaboratively as a push-in support.				
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**SMART Goal #2: Insert your MATH goal below. Include sub group targets that will help close achievement gaps.**

**Improve student achievement in Math by increasing the percentage of students scoring in Levels 3 & 4 (met or exceeded expectations) on the 2018-2019 RICAS assessment by 5%. We will also decrease the percentage of students scoring in Level 1 (did not yet meet expectations) on the 2018-2019 RICAS assessment by 5%.**

- We will increase the overall percentage of students scoring “Met Expectations” or “Exceeded Expectations” on the 2019 RICAS Assessment by **5% (2.86% on RICAS 2018 increasing to 7.86% on RICAS 2019)**.
- Our general education population will grow from **xx%** to **xx%** met or exceeded expectations in Math.
- Our population of students with IEPs will grow from **xx%** to **xx%** met or exceeded expectations in Math.
- Our population of students without IEPs will grow from **xx%** to **xx%** met or exceeded expectations in Math.
- Our ELL population will grow from **xx%** to **xx%** met or exceeded expectations in Math.
- Our non-ELL population will grow from **xx%** to **xx%** met or exceeded expectation in Math.

	<b>What is your strategy for achieving your SMART goal and closing the achievement gaps?</b>	<b>What are your adult behavior targets?</b>	<b>With what tool and how frequently will you monitor adult behavior?</b>	<b>What are your MOY student outcome targets?</b>	<b>With what tool and how frequently will you monitor student outcomes?</b>	<b>If applicable, what is the Title I budget line item supporting the strategy?</b>
2.1	Students will improve grade level proficiency in math content through effective instruction using research-based CCSS aligned curriculum (Eureka and Zearn), following the district's Standards Bundles.	<p>100% of teachers will implement research-based CCSS-aligned curriculum (Eureka Math and/or Zearn) and instruction with fidelity.</p> <p>100% of teachers will use formative assessment data to tailor differentiated, scaffolded instruction to meet learner needs.</p> <p>100% of classroom teachers will participate in in-house peer observations with an instructional focus on standards-based instruction.</p>	<p>Quarterly walkthrough observations using walkthrough tool with instructional leadership team.</p> <p>Weekly observation of Zearn teacher logins.</p> <p>Teachers will keep data on students (exit tickets, assessment performance scores, observational notes) and bring them to data analysis CPTs.</p>	<p>100% of students will demonstrate adequate growth (SGP <math>\geq</math> 50, OR meet their individual scaled score growth goal) in goals set by teacher based on benchmark assessment data.</p> <p>70% of K students will demonstrate proficiency on the K math assessment between BOY and EOY 2018-2019.</p>	<p>Data reports reflecting STAR testing (and kindergarten screening) at three benchmark screening periods, weekly</p> <p>Zearn progress and pace reports, and Eureka Math mid-and end-of-module assessments.</p> <p>During CPT, teachers and math coach will analyze and reflect on data to modify and improve instruction.</p>	<p>Eureka Math (budget line: 56000)</p> <p>Zearn Licenses (budget line: 53000)</p>

		100% of teachers will incorporate and teach CC standards of mathematical practices, and will engage their students in weekly problem-solving lessons and activities.				
2.2	Students will engage regularly in mental math tasks and activities. Students will learn routines and strategies, and have opportunities to practice those strategies, in order to improve their number sense and fact fluency, develop their mathematical practices, and to improve prerequisite grade skills and concepts.	<p>100% of teachers will schedule and lead mental math tasks at least biweekly, in whole group or during station rotation.</p> <p>100% of teachers will teach routines around mental math activities and give regular opportunities for students to practice those routines.</p> <p>100% of teachers will use formative data to determine the subject matter for mental math</p>	<p>Instructional Walkthroughs with Building Leadership team.</p> <p>Teacher self-reporting and reflection.</p> <p>Scheduled observations with math coach.</p>	<p>Decrease the percentage of students performing in the Urgent Intervention range on STAR Math by 5% from 30% in EOY 2017-2018 to 25% in EOY 2018-2019.</p> <p>Increase the percentage of students performing in the At/Approaching Benchmark range on STAR Math by 5% from 37.3% in EOY 2017-2018 to 42.3% in EOY 2018-2019.</p>	<p>Data reports reflecting STAR testing (and kindergarten screening) at three benchmark screening periods.</p> <p>PPSD District Math Interim Assessments (3x/year)</p>	

		<p>activities. They will include material such as review from previous grades, review of grade-level concepts or skills, preview material for upcoming lessons, fundamentals practice, spatial and visual patterns, and more.</p> <p>100% of classroom teachers will participate in in-house peer observations with an instructional focus on mental math routines and tasks.</p> <p>100% of teachers will introduce and allow students to use strategies to support thinking and problem-solving.</p> <p>100% of teachers will model and guide effective</p>				
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		student-to-student discourse, giving students time to share and discuss mathematical ideas and problems and learn from one another.				
2.3	Student will increase proficiency in core mathematics skills and conceptual reasoning by participating in technology-based personalized learning.	<p>100% of teachers will implement a “Station Rotation” model in their classrooms to give students time to complete 3 to 4 lessons on Zearn (or ST Math) per week.</p> <p>100% of teachers will implement and maintain Zearn use with fidelity, including checking Zearn reports at least twice a week in order to address misconceptions, teach into confusion, and set appropriate lessons on Zearn.</p> <p>100% of classroom</p>	<p>Instructional Walkthroughs with building leadership.</p> <p>Analysis of weekly Zearn (or ST Math) reports.</p> <p>Teacher self-reporting and reflection monthly during CPT.</p>	100% of students will increase proficiency on exit tickets, module assessments, and interim assessments.	<p>Module Assessment Data and Interim Assessment Data.</p> <p>Weekly Zearn reports (or reports in ST Math)</p>	<p>Zearn Licenses (budget line: 53000)</p> <p>IXL Math Intervention Program (budget line: 53000)</p> <p>Highlander-</p>

		teachers will participate in in-house peer observations with an instructional focus on personalization.				
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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 2018-2019.

<b>SMART Goal #3: Insert your CULTURE AND CLIMATE goal below. Include sub group targets that will help close achievement gaps.</b>						
Decrease the percentage of students who are chronically absent from ____% to ____%.						
Increase Teacher attendance rate from 85% in 2017-18 to 90% in 2018-19.						
	<b>What is your strategy for achieving your SMART goal and closing the achievement gaps?</b>	<b>What are your adult behavior targets?</b>	<b>With what tool and how frequently will you monitor adult behavior?</b>	<b>What are your MOY student outcome targets?</b>	<b>With what tool and how frequently will you monitor student outcomes?</b>	<b>If applicable, what is the Title I budget line item supporting the strategy?</b>
3.1	Mary E. Fogarty student and teacher attendance data will be collected, analyzed and organized to tier chronically absent students and staff.	Attendance Team will meet 2x/month to dig into Skyward and Tableau Attendance Data  Human resources will collaborate with building	Attendance Team agendas, sign-in, and minutes (used 2x/month)  Regular monitoring of Attendance Team google doc “Communication Log” (daily/weekly)	Whole-school 5% increase in our Attendance rate (reported on quarterly)  Student attendance to include a 5% decrease in our “chronically	Tool: Skyward reports Frequency: 2x/month (Attendance Team)  Tool: Daily Attendance Trackers (outside each classroom) Frequency: Daily	

		<p>administration to stay current with staff absenteeism trends, and communicate concerns directly with staff.</p> <p>Attendance Team to include AmeriCorps members, in partnership with FamilyService RI, to support our chronic absentee students with the "AIM" program (Attendance Improvement Matters)</p> <p>Attendance Team to create an Intervention Group of students with lowest attendance rates; creating individual Attendance Improvement Plans for each</p>	<p>Attendance Team members will update a google doc "communication log", tracking interventions, attempts to reach out to families, and outcomes</p> <p><u>Tool</u>: Aesop <u>Frequency</u>: Weekly</p> <p>PPSD email tracking (all emails between classroom teachers &amp; Attendance Team liaisons to 'cc' building Admin)</p>	absent" category		
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		<p>student. Team will set personalized goals with each student.</p> <p>Students and teachers at each grade level will be assigned a member of the Attendance Team as a liaison, as a support in family and student outreach</p>				
3.2	<p>Mary E. Fogarty school culture &amp; climate will be strengthened by providing SEL education and supports, for students and staff.</p>	<p>Walking School Bus to support walking students who live less than 1.0 miles from school each day</p> <p>100% of classroom teachers, in collaboration with support staff, to implement daily Positive Action</p>	<p><u>Tool:</u> Positive Action Surveys (both student and staff) facilitated by Providence CYC <u>Frequency:</u> 2x/year</p> <p><u>Tool:</u> Solution Team log <u>Frequency:</u> 2x/month</p>	<p>MOY goal: decrease in Bullying incident report forms, decrease in Office Behavior Referrals, decrease in # of students in “Chronically Absent” category</p>	<p><u>Tool:</u> Tableau <u>Tool:</u> Skyward <u>Tool:</u> Administrative Collection of Office Behavior Referrals <u>Tool:</u> Parent Call Log <u>Frequency:</u> Daily</p>	

		<p>lessons.          Providence CYC works in collaboration with our school to support this.</p> <p>Solution Team of teachers to support <i>No Bully</i> initiative when students report feeling unhappy/targeted/bullied by peers</p> <p>All Grade 4 &amp; 5 teachers will start the day with a Restorative (community-building) Circle</p> <p>100% of staff to be trained on principles of nonviolence and how to support a culture of nonviolence and</p>	<p><u>Tool:</u> NSRI          Nonviolence staff surveys  <u>Frequency:</u> 3x/year</p>			
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		<p>de-escalation in our school community</p> <p>100% of teachers will actively supervise and actively participate in PlayWorks recess</p> <p>100% of teachers will read and reinforce the concept of bucket-filling using the texts <i>How Full is Your Bucket?</i> and <i>Have You Filled a Bucket Today?</i></p>				
3.3	Mary E. Fogarty students and staff will create and participate in in a school-wide culture around the importance of attendance	100% of teachers will participate in a Kickoff assembly in September to create momentum and share schoolwide goal	<p><u>Tool</u>: Attendance Ceremony records, <u>Frequency</u>: Quarterly</p> <p><u>Tool</u>: Kinvo <u>Frequency</u>: Bi-monthly</p> <p><u>Tool</u>: Classroom Attendance Trackers</p>	5% decrease in students listed as “chronically absent”	<p>Tool: Skyward</p> <p>Tool: Tableau</p> <p>Tool: Aesop</p> <p>Frequency: Daily/weekly</p>	

		<p>of increasing attendance/ decreasing chronic absenteeism (School chant: "Every Student, In School, Every Day, On Time!")</p> <p>Attendance Team will utilize the Kinvo program to text message target populations of families, (tiered automatically on Kinvo)</p> <p>100% of faculty to consistently promote motivating factors: (1) most improved attendance (2) quarterly perfect attendance honors ceremonies</p>	<p><u>Frequency: Daily</u></p>			
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		<p>100% of the classrooms will display a Daily Attendance tracker displayed outside the classroom door, with the daily attendance rate recorded.</p> <p>Weekly communication with staff in bulletin regarding whole-school and individual classroom attendance rates, in addition to staff attendance rate.</p> <p>Human Resources department will support building administrators with Attendance Letters for staff members whose absence rates show patterns of</p>				
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		abuse or excess				
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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:** 6-16
- × **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:** 6-16
- × **Component 3:** Instruction by highly qualified teachers. **List Page number(s) where this is located:** 6-16
- × **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, 15
- 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:** 18-22
- 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: 6-16

- × **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:** 6-16
  
- Component 10:** Coordination and integration of Federal, State, and local services and programs **List Page number(s) where this is located:**

## **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:**