School Improvement Plan

Anthony Carnevale School | 2018-2019

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:	Anthony Carnevale Elementary
School Address:	50 Springfield Street
School Principal Name:	Mari-Ellen Boisclair
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. Mari-Ellen Boisclair 2. Sindy Giard 3. Michael Carline 4. Malini Mehrotra Koul 5. Ray Pandozzi 6. Richard Tramonti 7. Dan Decesare 8. Timothy Audette 9. Michelle Durrance 10. Tiffany Beltram 11. Karyn Rosenfield 12. Alyssa Shelley

Parent and Community Member Representatives:	Dominique Smith, YMCA		
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.

** Walkthrough Tool Link

https://docs.google.com/document/d/1ln-zWADdbUkwUS8V1n9YDupWQ3z5pnqayCOexJt5P9s/edit?usp=sharing

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-K to Grade 5				
Student Enrollment:	562				
Student Demographic Breakdown SY 17-18					
% Black:	12.2%	% Limited English Proficient (LEP)	22.9%		
% Hispanic:	62.3%	% Special Education:	28.8%		
% White:	12.7%	% Free/Reduced Meals:	84.5%		
% Other:	11.5%				

School Climate Data:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student Attendance Rate:	94%	92.8%	92%	92.4%	91.5%	91.6%
% of Students Chronically Absent:	23.5%	27.1%	29.2%	24.4%	29.9%	31%
Number of In School Suspensions	11	13	15	12	8	28
Number of Out of School Suspensions	38	29	34	29	20	47
Total Suspensions:	49	42	49	41	28	75

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 2017-2018.

SMART Goal #1: Insert your LITERACY goal below. Include sub group targets that will help close achievement gaps.					
By June 2019, Carnevale students will increase their proficiency in ELA by ____% (2018 RICAS performance data indicates ___ % of students Met or Exceeded Expectations.) ■ Regular Education students will increase from **xx%** to **xx%** Met or Exceeded Expectations in ELA (from 2018 RICAS to 2019 RICAS) ■ IEP students will increase from **xx%** to **xx%** Met or Exceeded Expectations in ELA ■ ELL students will increase from **xx%** to **xx%** Met or Exceeded Expectations in ELA ■ Non-ELL students will increase from **xx%** to **xx%** Met or Exceeded Expectations in ELA					
	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	Incorporate Text Talk strategies (discussions around companion texts offered as part of the Being A Writer Program) to encourage students asking and answering questions to promote academic discourse and richer writing experiences.	100% of classroom teachers will engage in using chosen literature using Text Talks strategies as it relates to their grade level writing program. Teachers will monitor growth on a common school tracking sheet which will be submitted and reviewed by Reading Coach and Admins every six weeks.	Ongoing walkthroughs to determine the implementation of Text Talk Strategies and opportunities for students to ask and answer text related questions within the writing block. Admins and Instructional Coaches will utilize a Walkthrough Tool to evaluate opportunities for student discourse. Classroom observations and ongoing Instructional rounds using the Walkthrough Tool will determine the transfer of	Students will use a variety of levels of questioning when engaging in discussions with each other. Students will actively engage in collaborative conversations	Classroom observations and ongoing Instructional rounds using the Walkthrough Tool Unit Assessments will evaluate students' achievements and progress in the area of DOK development. Writing Unit grades will be reported and tracked on a common school tracking sheet and reviewed by Admins and Reading Coach on an ongoing basis.	Title I (Writing program) and PD

			questioning training to the classroom.			
1.2	Implement novel studies in Grades 3, 4 and 5 that will promote student to student collaboration while delving deeper into literary works.	Teachers will incorporate 1 novel per quarter to align with the grade level CCSS for a given quarter

CRTs will place students in heterogeneous groups to foster authentic meaningful discussions amongst their peers.

Teachers will circulate around the classroom and help facilitate and monitor student to student discussions. | Ongoing Classroom observations and Walkthroughs to determine the level of to the student to student collaboration. | At the completion of each novel, students will complete a multi-step culminating group/partner activity that includes sharing their work with peers. (i.e. Gallery Walks, presentation, skit, poster, etc). | Students will be assessed using a standards based rubric which is appropriate to quarterly standards as described in ELA Curriculum bundles. | Title I funds for School-based PD |
| 1.3 | Teachers will incorporate various levels of DOK 1,2,3, and 4 in their questioning and tasks | 100% of CRT's will incorporate various levels of | Classroom observations and Walkthroughs | Students will actively engage in collaborative | Admins and Instructional Coaches will | Title I funds for School-based PD |

		to assist students to delve deeper in literary works in grades K-5 while addressing key priority standards each quarter.	DOK questioning and develop tasks to increase academic rigor.	using a Webb's DOK frequency chart and the Walkthrough Tool will determine the transfer of questioning PD to the classroom	conversations demonstrating the ability to ask and answer various levels of DOK questions.	utilize a Walkthrough Tool to evaluate opportunities for student discourse, collaboration and DOK.	
1.4	ALL teachers will use strategies to support ELs in Key for Learning #3: Promoting Authentic Collaboration, utilizing ELLevation Practices 3 & 4.	100% of CRT will show evidence of promoting authentic collaboration to increase English language acquisition.	Classroom walkthroughs every six weeks to determine the utilization of ELLevation Practices 3 & 4 with use of walkthrough tool.	Students will demonstrate established rituals and routines needed to authentically engage in collaborative discussions across content areas.	Admins and Instructional Coaches will utilize a Walkthrough Tool to evaluate opportunities for student discourse, collaboration.	Title I funds for online program	

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 2017-2018.</u>

SMART Goal #2: Insert your MATH goal below. Include sub group targets that will help close achievement gaps.						
By June 2019, Carnevale students will increase their proficiency in Mathematics by ___% (2018 RICAS performance data indicates __ % of students Met or Exceeded Expectations.) ■ Regular Education students will increase from **xx%** to **xx%** Met or Exceeded Expectations in Math (from 2018 RICAS to 2019 RICAS) ■ IEP students will increase from **xx%** to **xx%** Met or Exceeded Expectations in Math ■ ELL students will increase from **xx%** to **xx%** Met or Exceeded Expectations in Math ■ Non-ELL students will increase from **xx%** to **xx%** Met or Exceeded Expectations in Math						
	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	Examine current and previously collected school-wide Math data in order to make data driven decisions on instructional practice and personalized learning. (e.g., comparing school-wide student performance and growth from Fall, Winter, and Spring, across years, etc.)	100% of CRTs will utilize BOY and MOY data from Benchmark testing and Star Math testing to develop small groups and instructional tasks 100% CRTs will implement direct targeted skill intervention lessons	Classroom walkthroughs every six weeks to determine the implementation of small group targeted instruction with use of walkthrough tool.	Students will be engaged in personalized learning experiences through teacher facilitated and collaborative student groups based upon data from benchmark tests, interim	Boy-Moy results from math benchmark testing and Interim Assessment results will be used to monitor student progress Evaluation and item analysis of potential	None

	and provide multiple opportunities for skill practice Special education resource teachers will utilize data from benchmark tests and STAR to set individual targets and drive instruction.			assessments and and STAR testing.	misconceptions as measured by quarterly Interim Assessments. Star Math testing: ● BOY and MOY ● progress monitoring	
2.2	Project based learning (Landmarks.) will be utilized to develop and apply problem solving strategies to real world situations in order to increase mathematics proficiency and work towards mastery of CCSS.	Teachers will embed major grade level math concepts in real world problem solving tasks. Teachers will provide opportunities for students to collaboratively solve real world multi-step word problems. Teachers will utilize available Landmarks projects to authentically engage students in collaborative learning and problem solving	Classroom Walkthroughs will be done approximately every six weeks with Admins, Math Coach and ELC Coaches utilizing Walkthrough tool	Students will demonstrate established rituals and routines needed to authentically engage in in collaborative discussions of real world problems. (landmarks) Students will actively engage in collaborative conversations demonstrating the ability to understand and solve real world	Classroom Walkthroughs will be done approximately every six weeks with Admins, Math Coach and ELC teachers utilizing EL Walkthrough tool Students will be assessed using a standards based rubric which is appropriate to the quarterly standards.	None

		that addresses real world problems. Teachers will circulate around the classroom and help facilitate and monitor collaboration among students while using a variety of DOK levels in questioning and task development.		Math problems.	Individual student conferencing during small group instruction to review academic progress with CRT	
2.3	Incorporate *Number Talks* in the Mathematics classroom to engage students in academic discourse and promoting authentic collaboration (Keys for Learning - Language Acquisition #3) as well as increasing fluency.	100% of CRTs will employ the use of Number Talks on a weekly basis CRTs will participate in a collaborative PD session that the ELC coaches, math coach, and literacy coach will develop that addresses the Keys for Learning - Language Acquisition #3 and its connection with Number Talks, Text Talks and Literature Circles.	Walkthroughs will be done approximately every six weeks with Admins, Math Coach and using the Walkthrough tool.	Students will become more fluent in their use of mathematical reasoning and justification (SMP #3) as evidenced by observations of collaborative student conversations and their written justifications in the 4 square problem solving template. Student increase in math fluency as	Classroom Walkthroughs will be done approximately every six weeks with Admins, Math Coach and Walkthrough tool BOY to MOY STAR testing Admins and Instructional Coaches will utilize a Walkthrough Tool tote current opportunities for student discourse	Title I funds for School based PD

				evidenced by observations of student engagement in Number Talks and an increase in STAR Number and Operations proficiency as well.	and collaboration.	

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.						
By 2020 Anthony Carnevale Elementary School will decrease chronic absenteeism by 5% from 30.96% to 26%; increase average daily attendance from 91.6% to 93%; and a decrease in Teacher Chronic Absenteeism from 19% to 11%						
	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	If applicable, what is the Title I budget line

				student outcomes?	item supporting the strategy?
3.1	Promoting and teaching importance of daily Student Attendance using resources such as: http://www.attendancew orks.org/ (teaching attendance curriculum,en data tools, handouts and messaging, toolkits…)	100% CRT will review SY 17-18 Attendance data of their current students at first CPT of the 1st quarter; Teachers will choose 3 students to target from their class to reach out to both students and parents to improve Daily Attendance Admins will monitor and use incentives to promote perfect attendance for all classes during the first days and first month of school to set standard of expectations 100% of CRT will develop incentives for Improved Attendance and weekly perfect attendance for all students.	Bi-Weekly check ins with Attendance Team and Truancy Officer to log parent contacts made and results of those contacts. Attendance Team will keep log of Excessive and Chronic Absenteeism carried over from SY 17-18 to monitor current attendance. Utilize Google Doc Attendance Tracking Sheets and Kinvolved with Attendance Team and CRTs as a communication tool to monitor and address Excessive and Chronic levels of absenteeism	Using Tableau 2017-18 EOY Data, 3 students in each classroom will be targeted to improve their attendance in the 1st quarter of the 2018-19 SY Students chart their personal attendance goals quarterly	Skyward, Kinvolved, and Tableau Attendance Data will be monitored weekly/quarterly and compared to 17-18 SY data Google Doc Attendance Tracking Sheets	None

		100% of CRTs will dIsplay/post each day's percentage outside classroom door (laminated template).				
3.2	Strengthening SEL to support all students and staff in the Core Competencies of: ● Self-awareness ● Self-management ● Social Awareness ● Relationship Skills ● Responsible Decision Making	100% of Teachers and Support Staff will utilize "Mindfulness" practices during scheduled SEL 15 minute block at beginning and end of each school day CRTs and support staff will be trained in new SEL Program and Restorative Practices through School-based and District PD Grade 5 teachers will implement new SEL curriculum and share successes with K-4 colleagues	Skyward discipline referral data, suspension data monitored monthly and reports generated and sorted by grade level and teacher	Student discipline referrals for Level 1 offenses (as per Code of Conduct) will decrease from SY 17-18	Skyward discipline referral and suspension data reviewed monthly	Title I : CCC SEL Program *Caring School Community* Title I funds for School-based PD

3.3	Using eRide Data on Teacher Attendance, the number of CRTs who are chronically absent will decrease from 8/43 to 5/43	Attendance Team and Admins will monitor and use incentives to promote improved attendance for all Teachers and support staff Admins will hold Attendance Meetings with Teachers and Support Staff after monitoring and reviewing daily attendance each month.	Attendance tracker made by Parent Engagement Specialist will be replicated and used with ACE faculty and staff AESOP Absentee Reports used by Admins monthly to monitor staff attendance	Increased Teacher Attendance will lessen the need for students to be split up when there is no substitute teacher which equals an increase in instructional time	AESOP data will reflect the number of times classes are split up.	None

PART 3: REQUIREMENT CHECKLISTS

Title I Schoolwide Program Checklist

Instructions: Complete the Title I Schoolwide 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:__pgs. 7-13_____**

☐ **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:___ pgs. 7-13_____**

☐ **Component 3:** Instruction by highly qualified teachers. **List Page number(s) where this is located:____ pgs. 7-13_____**

☐ **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: ____ pgs. 7-13_____**

☐ **Component 5:** Strategies to attract highly qualified teachers to high-need schools **List Page number(s) where this is located:____ pgs. 7-13_____**

☐ **Component 6:** Strategies to increase parental involvement **List Page number(s) where this is located: _____ pgs. 7-13_____**

☐ **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:_____ pgs. 7-13_____**

☐ **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:_____ pgs. 7-13_____**

☐ **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:____ pgs. 7-13_____**

☐ **Component 10:** Coordination and integration of Federal, State, and local services and programs **List Page number(s) where this is located:____ pgs. 7-13_____**

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:_____**