

The background of the slide features a close-up, slightly blurred image of a wooden ruler and a sheet of graph paper. The ruler is positioned diagonally across the frame, with its markings clearly visible. The graph paper has a grid pattern, and some numbers like '15', '16', '17', and '6' are visible on the ruler's scale. The overall color palette is warm, with shades of brown, tan, and beige.

School Improvement Plan

**George J. West Elementary SCHOOL |
2018-2019**

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	September 2018
2. Administrators and ILT develop SIP draft	June 2018
3. School teams submit SIP to Dropbox for ZED review	June 2018
4. ZED provides feedback	June-August 2018
5. School teams make any necessary revisions	September-October 2018
6. Schools submit revised SIP aligned to Title I budget to ZED for final approval in the Dropbox.	October 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:	George J. West Elementary School
School Address:	145 Beaufort Street Providence, RI 02908
School Principal Name:	Sandra A. Stuart
Classification (check one):	<input type="checkbox"/> SIG Cohort 1 School* <input type="checkbox"/> SIG Cohort 2 School* <input checked="" type="checkbox"/> ESEA Waiver Focus School* <input type="checkbox"/> ESEA Waiver Priority School* <input type="checkbox"/> None of the above
ILT/SIT Member Names:	<ol style="list-style-type: none">1. Sandra A. Stuart, Principal2. Kelly Spaziano, Assistant Principal3. Lisa Vargas-Sinapi, Assistant Principal4. Suzanne Quinn, Kindergarten Teacher5. Maribeth Maher, First Grade Teacher

	6. Denise Backman, Second Grade Teacher 7. Bianka Medeiros, Third Grade Teacher 8. Gina Soares, Fourth Grade Teacher 9. Michelle DeMello, Fifth Grade Teacher 10. Jennifer Hindley, Fifth Grade Teacher 11. Michaela Evans, PTU Representative 12. Lori Ellen Pisaturo, Special Education Representative 13. Paula Joel, Specialists 14. Elizabeth Hefferman, Math Coach 15. Ilyssa Campopiano, Reading Coach 16. Angela Vieira, ELL Collaborative Teacher/Coach		
Parent and Community Member Representatives:	Lieutenant Patrick Reddy		
Zone Executive Director Signature:	<i>Susan Chin</i>	Date:	November 7, 2018
School Principal Signature:	<i>Pandra A. Stuart</i>	Date:	11-6-18

*** 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:	K-5				
Student Enrollment:	800				
Student Demographic Breakdown for 2016-2017 (data from Skyward as of <u>10 /12 /16</u>):					
% Black:	16.5%	% Limited English Proficient (LEP)		29.6%	
% Hispanic:	65.1%	% Special Education:		4.9%	
% White:	9.9%	% Free/Reduced Meals:		83%	
% Other:	8.4%				
School Climate Data:	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
Student Attendance Rate:	94.1%	92.9%	93%	92.90%	92%
% of Students Chronically Absent:	26.3%	31.2%	25.9%	26.8%	33.6%
Number of In School Suspensions	0	0	0	0	0
Number of Out of School Suspensions	79	74	44	2	

Total Suspensions:	79	74	44	N/A	
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.

Grades K-2:

- The percentage of students scoring, “At Benchmark” will increase by 20 students from Screening Period 1 to Screening Period 4 as measured by STAR Early Literacy.
- The percentage of students scoring, “Approaching Benchmark” will increase by 20 students from Screening Period 1 to Screening Period 4 as measured by STAR Early Literacy.
- The percentage of students scoring "On Watch" will increase by 20 students from Screening Period 1 to Screening Period 4 as measured by STAR Early Literacy.
- The percentage of students scoring "Intervention" will decrease by 20 students from Screening Period 1 to Screening Period 4 as measured by STAR Early Literacy.
- The percentage of students scoring, “Urgent Intervention” will decrease by 20 students from Screening Period 1 to Screening Period 3 as measured by STAR Early Literacy,

Using SY16-17 PARCC baseline percentages, 2017-2018 projections for ELA RICAS performance level percentages are as follows:n

Increase the percentage of students performing in the following categories on the 2018-2019 RICAS Reading by 5% from the RICAS 2017-2018 scores:

Grade 3:

- **EXCEEDING** category from 0% to 5%
- **MEETING** category from 10.9% to 16%

Grade 4:

- **EXCEEDING** category from 0% to 5%
- **MEETING** category from 17.6% to 22%

Grade 5:

- **EXCEEDING** category from 1% to 6%
- **MEETING** category from 18.2% to 23%

Decrease the percentage of students performing in the following categories on the 2018-2019 RICAS Reading by 5% from the RICAS 2017-2018 scores:

Grade 3:

- **PARTIALLY MEETING** category from 70.3% to 65%
- **NOT MEETING** category from 18.8% to 12%

Grade 4:

- **PARTIALLY MEETING** category from 47.9% to 43%
- **NOT MEETING** category from 34.5% to 30%

Grade 5:

- **PARTIALLY MEETING** category from 54.7% to 50%
- **NOT MEETING** category from 26.4% to 21%

Achievement Gap-Subgroups:

ELL Students:

- **MEETING** category from 2% to 7%
- **PARTIALLY MEETING** category from 56% to 51%
- **NOT MEETING** category from 42% to 37%

IEP Students:

Increase the percentage of students growth in the following categories on the 2018-2019 RICAS Reading by 3% from the RICAS 2017-2018 scores:

- **TYPICAL GROWTH** category from 32% to 35%
- **HIGH GROWTH** category from 4% to 9%

Decrease the percentage of students growth in the following categories on the 2018-2019 RICAS Reading by 3% from the RICAS 2017-2018 scores:

- **LOW GROWTH** category from 64% to 61%

Language Acquisition:

Increase the percentage of students (Grades 2-5) making growth on the annual composite score from 94% to 100% on the 2018-2019 ACCESS Assessment from the 2017-2018 ACCESS Assessment.

	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 student reading proficiency in foundational skills and comprehension to be able to utilize complex grade level text and meet or exceed the grade level Common Core State Standards.	<p>100% of the teachers will implement Station Rotation</p> <p>100% of the teachers will implement small group differentiated instruction</p> <p>100% of the teachers will utilize</p>	<p>Walk-Through Tool: Station Rotation Component Checklist (BOY-MOY-EOY)</p> <p>Walk-Through Tool: Workshop Component Checklist (BOY-MOY-EOY)</p> <p>Walk-Through Tool: Workshop Component Checklist</p>	<p>STAR: The following number of students will increase from Screening Period 1 –Screening Period 4:</p> <p>At Benchmark: 20 students</p> <p>Approaching Benchmark: 20 students</p> <p>On Watch: 20 students</p> <p>STAR: The following</p>	<p>STAR Early Literacy & Reading Assessments (BOY-MOY-EOY) Progress Monitoring (Every 4-6 Weeks)</p>	<p>53000</p> <p>57000</p> <ul style="list-style-type: none"> ● MyOn Licenses (Grades K-5) ● Lexia Licenses (Grades K-5) ● Reading A-Z ELL Pack (Grades K-5) ● Reading A-Z/ Headsprout (Grades K-2)

		<p>the workshop model structure</p> <p>100% of the Instructional Assistants will implement targeted skill intervention</p>	(BOY-MOY-EOY)	<p>percentages will decrease from Screening Period 1-Screening Period 4:</p> <p>Intervention: 20 students Urgent Intervention: 20 students</p>		
1.2	<p>Increase English Language students speaking and listening proficiencies to be able to comprehend and participate in authentic academic conversations around text to meet grade level Common Core State Standards and WIDA English Proficiency Language Standards.</p>	<p>100% of Sheltered English Language Classrooms to implement “Classroom Language” Plan for Grades K-5</p> <p>100% of Sheltered English Language Classrooms to implement Raz-Plus ELL</p> <p>100% of Sheltered English Language Classrooms to utilize Ellevation to analyze data and to</p>	<p>Individual Sheltered EL Classroom Language Plans (BOY-MOY-EOY)</p> <p>Speaking/Listening Activity Data & Share at CPT (BOY-MOY-EOY)</p>	<p>Teacher Created Speaking & Listening Checklist</p> <p>Students will increase from one level of Speaking & Listening Proficiency to the next level of Speaking & Listening Proficiency by the EOY:</p> <p>(Level 1 Entering Level 2 Beginning Level 3 Developing Level 4 Expanding Level 5 Bridging Level 6 Expanding)</p>	<p>Teacher Created Speaking & Listening Checklists (Can Do Descriptors) (BOY-MOY-EOY)</p>	<p>53000 57000</p> <ul style="list-style-type: none"> • MyOn Licenses (Grades K-5) • Lexia Licenses (Grades K-5) • Reading A-Z ELL Pack (Grades K-5) • Reading A-Z (including ELL)/ Headsprout (Grades K-2)

		<p>incorporate activities</p> <p>100% of Sheltered English Language classroom to participate in ELL Common Planning Time once to twice a month</p>				
1.3	<p>Increase student proficiency in Writing, students will be able to produce clear, and coherent writing through planning, revising, and editing while meeting and/or exceeding their grade level Common Core State Standards.</p>	<p>100% of the teachers will implement teacher/student conferencing</p> <p>100% of the teachers will implement small group differentiated instruction</p> <p>100% of the teachers will utilize the workshop model structure</p>	<p>Walk-Through Tool: Workshop Component Checklist (BOY-MOY-EOY)</p> <p>Walk-Through Tool: Workshop Component Checklist (BOY-MOY-EOY)</p> <p>Walk-Through Tool: Workshop Component Checklist (BOY-MOY-EOY)</p>	<p>Grades 3-5: District Grade Level Writing Rubric (2016)</p> <p>50% students will receive between 10-15 points</p>	<p>Grades 3-5: Focus: Teacher Created Prompt (Pre & Post)</p>	

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Instructions: After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. If your school selected flex menu interventions as part of identification under Rhode Island’s ESEA Waiver, each intervention must appear as a supporting strategy for at least one goal. Interventions may serve as strategies for multiple goals (e.g., the same intervention may be a strategy for both your math and literacy goals). Because of RIDE monitoring requirements, note that the intervention will be the strategy you report on during quarterly monitoring meetings in 2017-2018.

SMART Goal #2: Insert your MATH goal below. Include sub group targets that will help close achievement gaps.

Grades 1-2

- The percentage of students scoring, "At Benchmark" will increase by 20 students from Screening Period 1 to Screening Period 4 as measured by STAR Early Math.
- The percentage of students scoring, "Approaching Benchmark" will increase by 20 students from Screening Period 1 to Screening Period 4 as measured by STAR Early Math
- The percentage of students scoring, "On Watch" will increase by 20 students from Screening Period 1 to Screening Period 4 as measured by STAR Math.
- The percentage of students scoring, "Intervention" will decrease by 20 students from Screening Period 1 to Screening Period 4 as measured by STAR Math.
- The percentage of students scoring, "Urgent Intervention" will decrease by 20 students from Screening Period 1 to Screening Period 4 as measured by STAR Math

Using SY16-17 PARCC baseline percentages, 2017-2018 projections for Math RICAS performance level percentages are as follows:

Increase the percentage of students performing in the following categories on the 2018-2019 RICAS Math by 5% from the RICAS 2017-2018 scores:

Grade 3:

- **MEETING** category from % to %
- **APPROACHING** category from % to %

Grade 4:

- **MET** category from % to %
- **APPROACHING** category from % to %

Grade 5:

- **MET** category from % to %
- **APPROACHING** category from % to %

Decrease the percentage of students performing in the following categories on the 2018-2019 RICAS Math by 5% from the RICAS 2017-2018 scores:

Grade 3:

- **PARTIALLY MET** category from % to %
- **DID NOT MEET** category from % to %

Grade 4:

- **PARTIALLY MET** category from % to %
- **DID NOT MEET** category from % to %

Grade 5:

- **PARTIALLY MET** category from % to %
- **DID NOT MEET** category from % to %

Achievement Gap-Subgroups:

ELL Students:

- To increase the number of students who are proficient from

IEP Students:

- To increase the number of students who are proficient from

	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	<p>Increase student math proficiency in their knowledge, skills and math practices to be able to meet or exceed the grade level Common Core State Standards.</p>	<p>100% Classroom Teachers will implement Engage NY Math</p> <p>100% of the teachers will Implement Station Rotation</p> <p>100% of the teachers will implement small group differentiated instruction</p>	<p>Walk-Through Tool: Station Rotation Component Checklist (BOY-MOY-EOY)</p> <p>Walk-Through Tool: Station Rotation Component Checklist (BOY-MOY-EOY)</p> <p>Walk-Through Tool: Workshop Model Component Checklist (BOY-MOY-EOY)</p>	<p>STAR: The following number of students will increase from Screening Period 1 –Screening Period 4: At Benchmark: 20 students Approaching Benchmark: 20 students On Watch: 20 students</p> <p>STAR: The following percentages will decrease from Screening Period 1-Screening Period 4: Intervention: 20 students</p>	<p>STAR Math Assessments (BOY-MOY-EOY) Progress Monitoring (Every 4-6 Weeks)</p>	<p>53000 56000 57000</p> <ul style="list-style-type: none"> • Dreambox License (Grades K-5) • Engage NY (Grades K-5)

		100% of the teachers will utilize the workshop model structure	Walk-Through Tool: Workshop Model Component Checklist (BOY-MOY-EOY)	Urgent Intervention: 20 students		
2.2	Increase student proficiency in number sense and numeration so that students can improve their mental math ability and meet and/or exceed Common Core State Standards.	100% Classroom Teachers to implement number sense instruction for 15-30 each day 100% Instructional Assistants implement number sense target instruction (Grades 1-2)	Walk-Through Tool: Number Sense Instructional Strategies Checklist (BOY-MOY-EOY)	STAR: The following number of students will increase from Screening Period 1 –Screening Period4: At Benchmark: 20 students Approaching Benchmark: 20 students On Watch: 20 students STAR: The following percentages will decrease from Screening Period 1-Screening Period 4: Intervention: 20 students	STAR Math Assessments (BOY-MOY-EOY) Progress Monitoring (Every 4-6 Weeks)	53000 56000 57000 <ul style="list-style-type: none"> • Do the Math (Skill Kits) • Dreambox License (Grades K-5) • Engage NY (Grades K-5)

				Urgent Intervention: 20 students		
2.3	<p>Increase English Language students speaking and listening proficiencies to be able to comprehend and participate in authentic academic conversations (Math) around text to meet grade level Common Core State Standards and WIDA English Proficiency Language Standards.</p>	<p>100% of Sheltered English Language Classrooms to implement "Classroom Language" Plan for Grades K-5</p> <p>100% of Sheltered English Language Classrooms to implement Raz-Plus ELL</p> <p>100% of Sheltered English Language Classrooms to utilize Ellevation to analyze data and to incorporate activities</p>	<p>Individual Sheltered EL Classroom Language Plans</p> <p>(BOY-MOY-EOY)</p> <p>Speaking/Listening Activity Data & Share at CPT</p> <p>(BOY-MOY-EOY)</p>	<p>Teacher Created Speaking & Listening Checklist</p> <p>Students will increase from one level of Speaking & Listening Proficiency to the next level of Speaking & Listening Proficiency by the EOY:</p> <p>(Level 1 Entering Level 2 Beginning Level 3 Developing Level 4 Expanding Level 5 Bridging Level 6 Expanding)</p>	<p>Teacher Created Speaking & Listening Checklists (Can Do Descriptors)</p> <p>(BOY-MOY-EOY)</p>	

		100% of Sheltered English Language classroom to participate in ELL Common Planning Time once to twice a month				
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Instructions: After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. If your school selected flex menu interventions as part of identification under Rhode Island’s ESEA Waiver, each intervention must appear as a supporting strategy for at least one goal. Interventions may serve as strategies for multiple goals (e.g., the same intervention may be a strategy for both your math and literacy goals). Because of RIDE monitoring requirements, note that the intervention will be the strategy you report on during quarterly monitoring meetings in 2017-2018.

SMART Goal #3: Insert your CULTURE AND CLIMATE goal below. Include sub group targets that will help close achievement gaps.						
<p>By 2019, the percentage of students present will increase from 92% to 93% 5 out of the 10 months as measured by Skyward.</p> <p>By 2019, the percentage of students chronically absent will decrease from 33.6% to 30% as measured by Skyward.</p> <p>By 2019, 70% of the faculty/staff will be absent less than three days a month.</p>						
	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	Increase the attendance rate of students present at school each day	100% Classroom Teachers complete google form each month to collect data on homeroom student	Attendance Communication Google Doc (Monthly)	1% increase in student attendance (Monthly)	Skyward & Kinolved Attendance Reports (Monthly)	N/A

		<p>attendance (Home/ School Communicati)</p> <p>100% of Attendance Team will communicate with families of students with poor attendance (letter/phone calls)</p> <p>100% of Attendance Teams will meet bi-weekly to review data/identify students</p> <p>100% of Classroom Teachers will participate in Weekly/</p>	<p>Attendance Team Tracker (Monthly)</p>			
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		Monthly Attendance Incentives				
3.2	Increase student social emotional learning through the character study of Kindness	100% Teachers will participate in Kindness Initiative Activities	Walk Through Tool: Kindness Activities (Quarterly)	30% of students at each grade level will submit their completed Kindness Challenge Form (Monthly) 20 Kindness Shout Out Forms Submitted (Monthly)	Kindness Challenge Report (Monthly) Kindness Shout Out Report (Monthly)	N/A
3.3	Increase faculty/staff attendance present daily	100% of administration to keep track of faculty/staff attendance 100% Principal will meet with all faculty/staff identified by Human Resources	AESOP Reports-Individual Teacher Report (Monthly) AESOP Reports-Individual Teacher Report (Monthly)	70% of Faculty/Staff Absent less than three days a month (Monthly)	AESOP Reports (Monthly)	N/A

		100% Principal will send memos to all faculty/staff after meeting regarding attendance as identified by Human Resources	AESOP Reports-Individual Teacher Report (Monthly)			
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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: 6-14**

- 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: 6-14**

- Component 3:** Instruction by highly qualified teachers. **List Page number(s) where this is located: 6-14**
- 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: 6-14**
- 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: 8 & 11-14**
- Component 7:** **ELEMENTARY ONLY**-Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs **List Page number(s) where this is located: N/A**
- 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: 6-11**
- 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: 6-11**
- Component 10:** Coordination and integration of Federal, State, and local services and programs **List Page number(s) where this is located: 6-14**

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:** _____