

School Improvement Plan

POTTER-BURNS | 2018-2019



Revised: November 10, 2018 MEA



TEAM MEMBERS

School Improvement Members

Dr. Mark Andrade, Principal
Nicole Dantas, Assistant Principal
Shannyn Nelson, Chair (Grade 2)
Danielle Langlois, Recorder (Grades 4)
Kathy Goddard (Grade 1)
Melanie Albuquerque (Grade K)
Shaney Andella, (Grade 3)
Kristen Peterson (Grade 3)
Lori Leporacci (Grade 3)
Pat Mazza (Grade 4)
Donna Rundlett (Grade 5)
Shannon McLaughlin (Grade 5)
Erin Dube (Parent)
Kate Schondek (Parent)
Student Representatives: Leah Blanchette

PTO BOARD MEMBERS

President: Kate Schondek
Vice President: Michelle Bender
Vice President/Fundraising: Michelle Rivard
Vice President/Spiritwear: Kathryn Langevin
Vice President/Volunteer Coordination: Stacy Doyle
Treasurer: Leeanne Agius
Secretary: Kelly Baker

TABLE OF CONTENTS

Part 1: General Information	p. 4
A. Overview	
B. Instructions	
C. Timeline and Key Dates	
Part 2: School Improvement Plan Template	p. 5
Section 1: Cover Page	
Section 2: Vision, Mission, and Values	
Section 3: Data Profile and Needs Analysis	
Section 4: School Priority Areas and SMART Goals	
Section 5: School Improvement Strategies and Implementation Timeline	
Section 6: District-wide Initiatives	
Part 3: Requirement Checklists	p. 31
A. Title I School-Wide Program Checklist	
B. SIG Model Elements Checklist (<i>SIG Only</i>)	

PAWTUCKET SCHOOL DEPARTMENT
STRATEGIC PRIORITIES AND SUBGOALS

Priority A- Teacher and Leader Support

- Goal 1: IMPROVED EDUCATOR AND LEADER PREPARATION & EFFECTIVE PRACTICES IN PERSONNEL MANAGEMENT
- Goal 2: HIGH-QUALITY, RELEVANT PROFESSIONAL DEVELOPMENT & FOCUSED TRAINING FOR EDUCATORS WORKING IN URBAN SCHOOLS

Priority B- Early Childhood Education

- Goal 1: COLLABORATION AND COORDINATION
- Goal 2: FOCUS ON QUALITY STANDARDS
- Goal 3: TARGET HIGH QUALITY PRE-K
- Goal 4: FULL DAY KINDERGARTEN

Priority C- Personalized Learning

- Goal 1: BUILDING A STATEWIDE CAPACITY TO PERSONALIZE
- Goal 2: BLENDED AND DIGITAL LEARNING
- Goal 3: CAREER READINESS AND PATHWAYS

Priority D- Globally Competent Graduates

- Goal 1: SOCIAL AND EMOTIONAL LEARNING AND WELLNESS
- Goal 2: CULTURAL COMPETENCY
- Goal 3: DUAL LANGUAGE AND WORLD LANGUAGE INSTRUCTION

Priority E- Informed Instructional Decision-Making

- Goal 1: DATA AND ASSESSMENT LITERACY
- Goal 2: MULTIPLE MEASURE SYSTEMS/AUTHENTIC ASSESSMENT
- Goal 3: BALANCED AND USEFUL ASSESSMENT SYSTEMS

Priority F- Student Centered Resource Investment

- Goal 1: INCREASE RESOURCE FLEXIBILITY
- Goal 2: IMPROVED USE OF FISCAL DATA
- Goal 3: IMPROVEMENT OF STATE FUNDING FORMULA
- Goal 4: RESPONSIBLE RESOURCE INVESTMENT
- Goal 5: IMPROVE SCHOOL FACILITIES

PART 1: GENERAL INFORMATION

Overview

Pawtucket Public Schools participate in the Title I Schoolwide Program, which give schools greater latitude in organizing their resources and operations to support school improvement and improved student outcomes. As such, all schools are required to prepare school improvement plans. While PSD requires schools to prepare school improvement plans every two years, federal regulation requires schools to submit school improvement plans every year. The district simplifies this process by asking schools to prepare two-year plans instead of yearly plans, but schools must revisit and modify the plan at the end of the first year and prior to the start of the second year. In other words, schools will be asked to revise their plans between years 1 and 2.

The planning process is the first phase in a very important cycle of implementation effectiveness and performance monitoring. Pawtucket School Department has modified and streamlined the planning process to ensure that it is coherent, comprehensive, actionable, and results-oriented. The new school improvement plan (SIP) template is designed to provide a step-by-step, strategic approach to promote ongoing improvement district-wide. Through the planning process, school teams will:

1. Articulate the mission, vision and values of the school;
2. Provide a data profile and needs analysis;
3. Identify three to four SMART goals to address the prioritized areas of need;
4. List specific strategies and implementation milestones to achieve each goal.

Instructions

Review and follow all directions carefully when completing the SIP template. School administrators should collaborate with their Instructional Leadership Teams (ILT) to complete all sections of the SIP template and use the checklist located in the Appendix Section to review the completed plan.

Timeline and Key Dates

1. School teams attend SIP planning sessions	Ongoing
2. School Teams/ Data teams do needs assessment	Spring of 2018
3. School teams submit SIP sections 1-4 to Central Office for review	By end of November for 2018
4. Feedback is given to school teams if needed.	Ongoing
4. School teams incorporate feedback and complete sections 5	Ongoing
5. Schools submit a final draft SIP for approval	End of November of 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:	Potter-Burns Elementary School
School Address:	973 Newport Avenue, Pawtucket, RI 02861
School Principal Name:	Mark Andrade, Ed.D.
Classification (check one):	<input type="checkbox"/> SIG School <input checked="" type="checkbox"/> Typical I -Schoolwide School <input type="checkbox"/> ESEA Waiver Warning School <input 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. Dr. Mark Andrade, Principal 2. Nicole Dantas, Assistant Principal 3. Shannyn Nelson, Chair (Grade 2) 4. Danielle Langlois, Recorder (Sp Ed Resource Grades 2 & 3) 5. Melanie Albuquerque (Grade K) 6. Shaney Andella, (Grade 1) 7. Kristen Peterson (Grade 3) 8. Lori Leporacci (Grade 3) 9. Pat Mazza (Grade 4) 10. Donna Rundlett (Grade 5) 11. Shannon McLaughlin (Grade 5) 12. Erin Dube (Parent) 13. Kate Schondek (Parent) 14. Student Representatives: Leah Blanchette 15. President: Kate Schondek 16. Vice President: Michelle Bender 17. Vice President/Fundraising: Michelle Rivard 18. Vice President/Spiritwear: Kathryn Langevin 19. Vice President/Volunteer Coordination: Stacy Doyle 20. Treasurer: Leeanne Agius 21. Secretary: Kelly Baker
Parent and Community Member Representatives:	<ol style="list-style-type: none"> 22. President: Kate Schondek 23. Vice President: Michelle Bender 24. Vice President/Fundraising: Michelle Rivard

	25. Vice President/Spiritwear: Kathryn Langevin 26. Vice President/Volunteer Coordination: Stacy Doyle 27. Treasurer: Leeanne Agius 28. Secretary: Kelly Baker 29. Erin Dube		
Superintendent :	Patti DiCenso		
Superintendent's Signature:		Date:	
School Principal Signature:	Mark Andrade	Date: 10/2/18	

Section 2: Vision, Mission, and Values

Instructions: Using the space provided below, insert the school’s vision statement describing the school’s aspirations for the future. Insert the mission statement explaining the school’s driving purpose. Lastly, define the core values or guiding beliefs that are to be embodied by all staff, students, and members of the school community.

What is the school’s **vision statement**?

Our Vision

Potter-Burns' students will reach high levels of academic performance and citizenship.

- Is a picture of what we believe the school can become in the future.
- Is feasible and achievable.
- Is communicated through our school-wide (SMART) goals and School Improvement Action Plans.
- Is disseminated through our School Improvement Action Plans that affect teaching & learning

What is the school’s **mission statement**?

Our Mission

It is the mission of the Potter-Burns Learning Community to enable our students to become well educated members of society. We, the faculty and staff, with the cooperation and support of parents and the community, will hold all our students accountable to reach high standards of academic performance and citizenship. Through high quality, effective instruction, students will learn to work cooperatively with others, become creative problem solvers and responsible, lifelong learners.

Tactical Approach

- We will utilize the Common Core Standards, multiple teaching strategies, best practices, and standards-based instruction to improve student achievement in reading comprehension and vocabulary.
- We will utilize the Common Core Standards, multiple teaching strategies, best practices, and standards-based instruction to improve student achievement in writing proficiency.
- We will utilize the Common Core Standards, multiple teaching strategies, best practices, and standards-based instruction to improve student achievement in math problem solving and computation.
- We will work collaboratively with parents, teachers, and students to create a school culture that fosters respect, responsibility, and integrity.

“Striving for Academic Excellence”

“Children are the world's most valuable resource and its best hope for the future”

John F. Kennedy, 35th President of the United States

WE BELIEVE:

- Every individual can learn (ACE, Achieve Core Excellence)
- Every child and family is of equal value and deserves respect.
- Every individual in the community has a responsibility for the education and well-being of its members.
- High expectations and high standards for all learners result in higher achievement.
- All children deserve to come to school ready to learn every day.
- The strength of diversity is an asset.
- The strength of a community is its ability to advocate for all its children.
- Well-prepared learners meet the challenges of a global competitive market.
- Our school is a community where honesty, responsibility, respect, and caring are important and practiced by all (3 R's: Respectful, Responsible, & Ready)
- School improvement is continuous.
- Communication is to be open and honest

POTTER-BURNS HOME & SCHOOL PACT

As a school, we agree to:

- Teach classes using best practices to address the needs of all our students
- Have high expectations and help every child to develop a love for learning
- Communicate regularly with families about student progress
- Provide a safe and caring learning environment
- Actively participate in collaborating with families and my colleagues to make our school an accessible and welcoming place which will help students achieve our school's high academic standards
- Respect school, students, staff, and families by being Approachable, Available, and Affirming (3 A's)

As students, we agree to:

- Read for at least 30 minutes every day
- Strive to ACE (Achieve Core Excellence)
- Ask for help whenever there is a problem
- Come to school ready to learn and work hard (3 R's: Respectful, Responsible, and Ready)
- Know and follow school and class rules
Respect the school, classmates, staff and families

As family, we agree to:

- Provide a quiet time and place for homework
- Read to my child and/or encourage my child to read at least 30 minutes every day
- Ensure that my child attends school every day, gets adequate sleep, and is at school on time
- Regularly monitor my child's progress in school
- Participate in school activities such as school decision making, volunteering and/or attending parent/teacher conferences
- Communicate the importance of education and learning to my child
- Respect the school, staff, students, and families

School: _____

Student: _____

Parent/Guardian: _____

POTTER-BURNS EMPLOYEE SOCIAL CONTRACT

At Potter-Burns, we desire a working environment that is safe, friendly, and helps us to grow as professional educators. Furthermore, we recognize that the success of our students depends on creating a strong school culture. We commit to the following in order to achieve this vision:

COMMUNICATION:

We communicate clearly, honestly, and frequently, framing our conversations in a positive way.

We are good listeners, seeking to understand, and asking questions when something is unclear.

PROFESSIONALISM:

We acknowledge that each person in our school has a role to play and is striving to become better as an educator. We pull our weight, living up to our responsibilities for the betterment of the whole school community.

We actively encourage and help one another to continuously improve, providing both positive feedback and constructive criticism. We maintain an open, growth oriented mindset to the feedback we receive.

We respect one another's time.

We are faithful to <school> core beliefs, structures, and strategies and seek clarity if guidelines and expectations are unclear. We will use the No Bully System.

CONFLICT RESOLUTION:

We agree to establish a safe time and space for resolving conflicts, and that this should occur when we are calm, with an open mind and an open heart.

We approach conflicts and disagreements with a goal of resolving them, directly engaging the person with whom we have a problem. We recognize that we work to achieve a common goal.

Even when we agree to disagree, we don't hold grudges, spread gossip or rumor, and remain willing to re-engage and treat one another cordially. We recognize it is important to model this for our students.

RESPECT:

As a staff, we are aware that we "make the weather" in our building. We are sensitive to one another's needs and feelings.

We take the time to greet one another in passing, celebrate our individual and collective success, and we extend a hand when our colleagues struggle and need support.

Section 3: Data Profile and Needs Assessment

3.1. SCHOOL DATA PROFILE

Instructions: Complete the school data profile below by providing enrollment and demographic data for the current school year and inserting achievement and school climate data for the past several years.

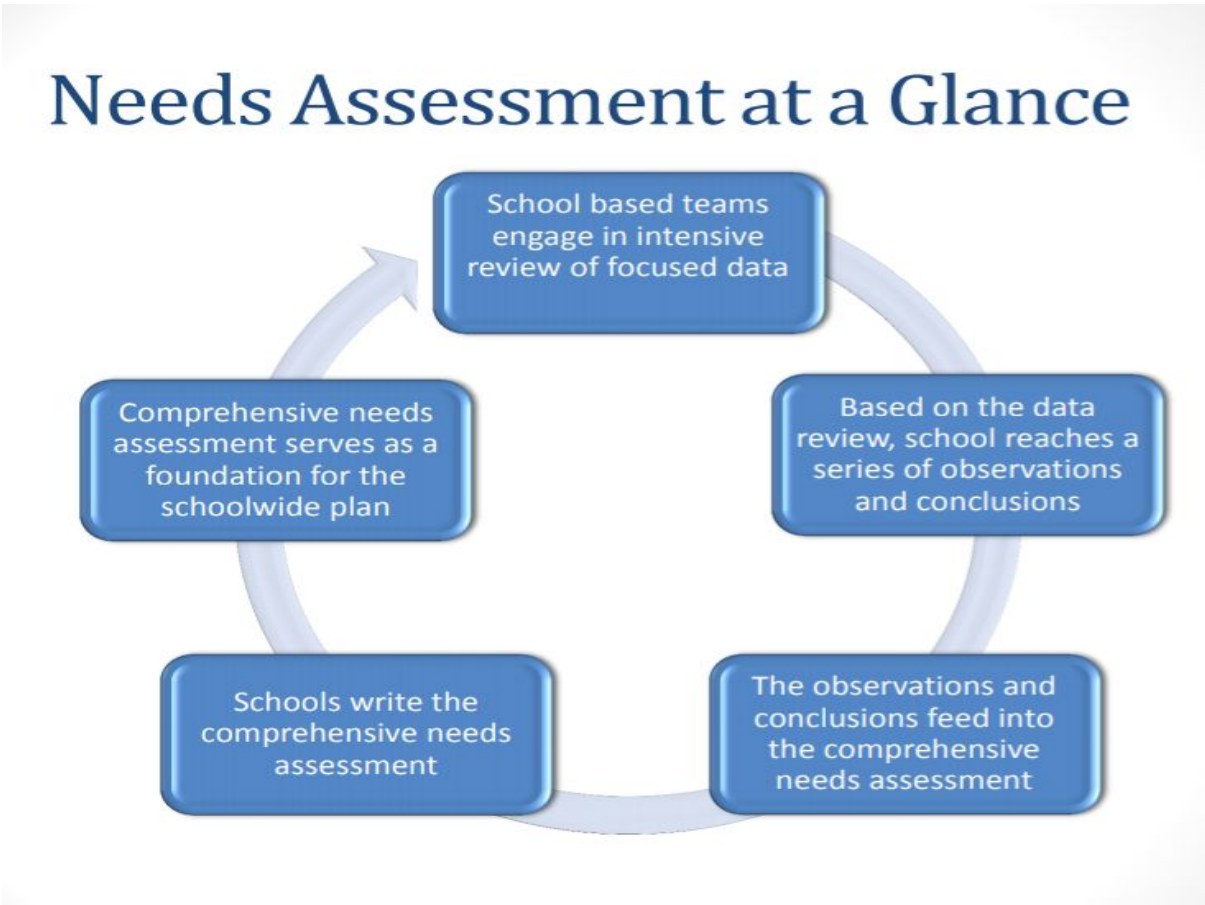
Grades	K-5	# of Admin	2	# of Teachers	40	# of Sup Staff	2				
5-Year Enrollment Trend			-15.2 %								
Student Demographic Breakdown 2018-2019											
% Black	16%	Hispanic	20%	White	58%	Other	6%				
% Spec Ed	26%	% LEP	8%	% Free/Reduced	63%						
School Longitudinal Performance Data											
STAR	2015 - 2016			2016 - 2017			2017 - 2018				
	All	IEP	LEP		All	IEP	LEP		All	IEP	LEP
Reading	54%	N/A	N/A		57%	N/A	N/A		51%	N/A	N/A
Math	71%	N/A	N/A		74%	N/A	N/A		75%	N/A	N/A
Early Literacy	51%	N/A	N/A		54%	N/A	N/A		56%	N/A	N/A
PARCC	All	IEP	LEP		All	IEP	LEP				
Reading	36%	4%	0%		40.7%	9%	0%				
Math	39.5%	0%	0%		37.0%	24%	13%				
Science NECAP	50.6	N/A	N/A		50.6	N/A	N/A				
RICAS	2017 - 2018			2018 - 2019							
	All	IEP	LEP		All	IEP	LEP		All	IEP	LEP
Reading	?	?	?								
Math	?	?	?								
Science	?	?	?								
School Climate											
	2015 - 2016			2016 - 2017			2017 - 2018				
	All	IEP	LEP		All	IEP	LEP		All	IEP	LEP
Attendance	95.1%	N/A	N/A		95.1%	N/A	N/A		95.4 %	N/A	N/A

% Chronically Absent	9.13%	1.36%	.97%		11.26%	.44%	.88%		8.97%	.66%	.66%	
----------------------	-------	-------	------	--	--------	------	------	--	-------	------	------	--

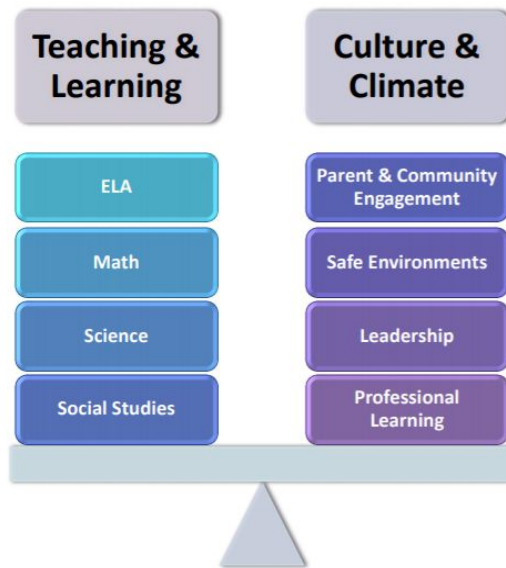
3.2. NEEDS ANALYSIS

Instructions: Prior to identify goals and strategies, school teams must engage in a thorough needs assessment to evaluate the current state of the school. School administrators and teams should carefully analyze school qualitative and quantitative data to identify school strengths and areas for development. Consider strengths and weaknesses in the following areas: academic achievement, teacher and leader effectiveness, curriculum and instruction, family and community engagement, use of time, use of data, culture and climate, and non academic supports. Summarize the school’s greatest strengths and growth areas and provide specific data points to support the analysis. Data from previous years PARCC data (Reading, Math), Science NECAP, current year's STAR Reading and Math Assessments, and district writing tasks was analyzed to determine our strengths and areas of need. Although progress has been made, we still have a significant percentage of students performing below proficiency in literacy and mathematics.

3.2. Federally Aligned Comprehensive Needs Assessment



Domains for Study



Identify and Gather Data

Different Types of Data

- Student demographics
- School culture and climate
- Academic achievement
- College and career readiness
- Instructional data
- Family and community engagement
- School operations and management

Different Sources of Data

- Surveys
- Focus groups
- State and local assessments
- Lesson plans and student work
- Curriculum and assessment materials
- Observations reports

Summarize the school's greatest **strengths**.

Our strengths include having strong goals and expecting all of our students to achieve core excellence. This is evident in increase of at least 3% each year in reading. Additionally, we have had consistent growth in mathematics and science. We have demonstrated significant growth in writing.

We have a strong RTI team and process where we identify struggling students early on and provide them with the needed supports and interventions. Teachers use formative assessments to adjust instruction based on student need. Teachers are committed to professional learning communities that foster collaboration and data analysis. There is continued collaboration with regular education teachers with special education and ELL teachers. Teachers are leaders who participate in district initiative, serve on committees and attend professional development. Lead Teachers for Grade Spans, K-2, 3-5

We have a safe, positive school culture that is supported by our school wide plan as well as social and emotional instruction and support.

School wide increase in reading – 10% over the past 4 years
School wide increase in mathematics – 8% over the past 4 years
School wide increase in writing – 15% over the past 4 years
Science proficiency - 18% over the past 4 years

Below is an exhaustive, but not complete list of systems and strategies currently in place to raise Potter-Burns to the next level:

- PLC's focus –data analysis, RTI interventions
- Collaborative culture with shared vision
- 504 accommodations
- IEP accommodations
- Progress Monitoring
- Reading, Special Ed, and ELL Support – collaboration with classroom teachers
- Social & Emotional Health Instruction & Support
- School Wide Behavior Plan (3 R's: Responsible, Respectful & Ready)
- Mandarin Program
- Enrichment Through the Arts Program
- ELA Curriculum Workshops w/district staff
- PLC work
- Math Committee
- Writing Committee
- Science Project Success
- Formative Assessment Workshops

- RICAS Committee & Celebrations
- RICAS Jump Start & Celebration
- School Wide Behavior Planning Committee
- RTI Team
- Special Education & IEP Teams, 504 Team
- School Safety & Preparedness Team
- Green Team

Celebrations

- Peace Summit
- RICAS Dinner
- Science RICAS Celebration
- RICAS Breakfast
- Literacy Coffeehouses (grade 2)
- Science Showcase (grade 3)
- Spirit Week
- End of Year Presentations (K, 5)
- Olympic Day
- May Arts' Festival
- Year-End Awards, Presentations

Use of External Resources

- No Bully
- COZ After-school Program
- The Play (Pawtucket Literacy and Artists for You) Partnership (GAMM Theater)
- Backpack Program
- Slater Mill Project
- Audubon Project
- GREAT Program
- RI Philharmonic Orchestra Partnership
- Recycling Project
- Hasbro Partnership
- Hyundai Partnership
- Holiday Baskets, Donations,
- Pennies for Patients
- Heart Association
- Pawsox Partnership (Most Improved Recognition)

- City of Pawtucket Photo Contest
- Pawtucket Public Library Summer Reading Initiative
- Pawtucket Public Library – Library Card Program
- School Library Book –Voting/Contest
- Tolman Baseball Story Day
- Pawtucket Water Board Presentation
- URI Nutrition Program
- FFVV – Fruits & Veggies Program
- SPARK Grants
- National Grid

School Activities

- Accelerated Reading Contest
- Literacy Ornament Night
- Pawtucket Citywide Health & Wellness Day
- Title 1 Open House
- Title 1 Kindergarten Orientation
- Transition Program –Goff
- Grade 2 Science – Butterfly Presentation
- Grade 2 Writing – Coffeehouse Presentation
- Grade 2 Pen Pals Program
- Grade 3 Rocks & Mineral
- Grade 3 Flat Stanley
- Grade 4 Book Club
- Grade 5 Math Contests
- Back to School Picnic
- Feinstein Program
- USA Roller Skating Nights
- Family Bingo Nights
- Family Bowling
- Pumpkins at Potter
- Elf Shop
- Mother’s Day Plant Sale
- Dance Events
- Academic Celebrations & Recognitions
- Olympic Day
- Peace Summit/No Bully Assemblies
- Red Ribbon Program – Say No To Drugs

- Scholastic Book Read
- Summer Challenge
- Student of the Month
- Writer of the Month
- Safety Patrol
- Hasbro Beyond School Walls Mentorship
- Hasbro Writing Pen Pals
- Hasbro Global Lessons Program
- Girls on the Run
- Welcome Back Night

Summarize the school's most significant **growth areas**.

- Our school's most significant growth area is mathematics where SWD with proficiency increased by 24%.
- There is a 4% increase in reading with students who are proficient.
- Our attendance increased by .3% points overall to 95.4%.
- We were awarded the coveted Green Ribbon award.
- We established a Safety Patrol Safety Team, Green Team, Girls on the Run program,
- We reduced our chronic absenteeism by 3% points.
- Increased use of formative assessments (school wide)
- Increased Parent Family Engagement
- Increased support for student social emotional learning programs
- Immersion of Mandarin, Coding and Enrichment Through the Arts in our curriculum
- Increase in use of technology and science proficiency

Section 4: School Priority Areas and SMART Goals

Instructions: Successful and sustainable school improvement requires a targeted and focused approach on the school's most pressing needs and challenges. Please reflect upon school data and the needs analysis in Section 3 to identify a manageable set of priorities to guide the school's improvement efforts over the next two years. Based on these identified priorities develop 3 or 4 SMART goals that are specific, measurable, attainable, results-oriented, and time-bound. SMART goals should align to and support the district's vision, mission, and goals.

Step 1: Priority Areas

Priority Areas: Based upon the analysis conducted, what 3 to 4 priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

1. Reading:

Increase the percent of students who meet or exceed proficiency on local and state reading and writing assessments. The most recent PARCC Assessments (2017) indicate that 59.3% of students in grades 3-5 are below reading proficiency, 7.4 % of students SWD are proficient and 0% of our LEP students are proficient.

2. Mathematics:

Increase the percentage of students who meet or exceed proficiency on local and state mathematics assessments. The most recent PARCC Assessments (2017) indicate that 63% of students in grades 3 - 5 are below proficiency in mathematics, 24 % of students SWD are proficient and 13% of our LEP students are proficient.

3. Attendance:

The 2017-2018 chronic absentee rate is 9% with 41 students who were absent 18 or more times in a single school year.

4. Social Emotional Learning:

Students will be confident, respectful, responsible learners who attend school regularly, on time, and ready to learn.

5. Green Team:

The students and staff of the Potter-Burns Elementary School believe that we play a integral part in caring for our environment. We believe that we are stewards of conservative environment practices in our schools and communities. We care about our practices and are creating specific goals to support our commitment to our environment. Some areas of concern relate to the following:

Step 2: SMART Goals

<p>Goal #1: Reading</p>	<p>District strategic alignment:</p>
<p>Specific: Students at Potter Burns Elementary will increase reading proficiency by an average of 10% in grades K-5.</p> <p>Students will read effectively, analyze, and interpret a variety of text. Students will demonstrate their understanding through oral and written responses. Students will improve writing skills and demonstrate proficiency in short and extended responses.</p> <p>Measureable: Increase the percent of students towards proficiency on STAR/SchoolPace assessments by 10% in grades K-5.</p> <p>Attainable: This goal is attainable and based on historic school profile data.</p> <p>Relevant: Reading and writing has a significant impact on student learning and long-term literacy abilities. Research has shown that the gap for struggling readers and their peers widens over time. There is a correlation to early literacy skills and future academic success in higher grades.</p> <p>Time Bound: 2018-2019 school year</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher and Leader Support <input type="checkbox"/> Early Childhood Support <input checked="" type="checkbox"/> Personalized Learning <input type="checkbox"/> Globally Competent Graduates <input checked="" type="checkbox"/> Informed Instructional Decision-Making <input type="checkbox"/> Student-Centered Resource Investment

<p>Goal #2: Mathematics</p>	<p>District strategic alignment:</p>
------------------------------------	--------------------------------------

Specific:

Students at Potter Burns Elementary will increase math proficiency by an average of 10% in grades K - 5.

Students will improve their mathematical skills and use these abilities to make real world applications.

Measureable:

Increase the percent of students towards proficiency on STAR assessments by 10% in grades K - 5.

Attainable:

This goal is attainable and based on school profile data.

Relevant:

Our school and district has placed a focus on improving mathematical skills for our students. It is imperative that elementary children have the foundational mathematical skills necessary for future mathematical learning, the workforce and for their daily lives.

Time Bound:

2018-2019 school year

- Teacher and Leader Support
- Early Childhood Support
- Personalized Learning
- Globally Competent Graduates
- Informed Instructional Decision-Making
- Student-Centered Resource Investment

Specific:

Decrease the number of students with ten or more days absent between the First and Final Trimester.

Measurable:

Skyward-Absence Occurrence Report

Attainable:

This goal is attainable based on historic school profile data.

Relevant:

Students have greater success when they attend school every day, arrive on time and are ready to learn. Research has shown that schools, that create an inviting culture and climate conducive to learning, have a direct impact on student achievement.

Additionally, it is important for schools to provide a transition program for students entering kindergarten. Providing a transition program will establish an early connection between the home and school.

Time Bound:

2018-2019 school year

- Teacher and Leader Support
- Early Childhood Support
- Personalized Learning
- Globally Competent Graduates
- Informed Instructional Decision-Making
- Student-Centered Resource Investment

Goal #4: Social Emotional Learning	District strategic alignment:
<p>Specific: The Potter-Burns Elementary school will launch a coordinated approach of specific strategies, initiatives and programs to address students social emotional learning needs whereby increasing the number of students engaged in SEL programming.</p> <p>Measureable: Baseline - First Trimester Student Enrollment EOY- Last Trimester Student Enrollment</p> <p>The Potter-Burns staff will demonstrate understanding of SEL skills daily as evidenced by classroom structure and integration embedded into instructional practices.</p> <p>Attainable: With appropriate and timely support and training, the Potter-Burns staff will be able to attain this goal.</p> <p>Relevant: Caring and respect is one of our core values, a kindness campaign aligns with our mission.</p> <p>Time Bound: 2018-2019 school year</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher and Leader Support <input type="checkbox"/> Early Childhood Support <input type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Globally Competent Graduates <input type="checkbox"/> Informed Instructional Decision-Making <input checked="" type="checkbox"/> Student-Centered Resource Investment

Goal #5: Green Team	District strategic alignment:
---------------------	-------------------------------

Specific:

Our primary goal is to serve as role models within our school community so that we can become more environmentally friendly and fiscally responsible.

Through our actions, we will inspire and impact our peers, family members, friends, neighbors and the community at large to practice "cleaner and greener" habits to ensure a healthier world for tomorrow.

Measurable:

- Decrease schoolwide use of water and electricity by 10%
- Increase participation of faculty & students by 20%
- Color Cycle (Recycle used markers etc.) 5% (shipping records/ boxes collected)
- National Grid Energy Fundraiser increase total raised from school year 17 - 18 by 100%

The Potter-Burns Community will collect and analyze energy, productivity and waste data.

Attainable:

We believe that we are stewards of conservative environment practices where every stakeholder in our schools community can positively make an impact on the environment.

Relevant:

The Potter-Burns Elementary school is a U.S. Department Green Ribbon recipient.

Time Bound:

2018 - 2019 school year

- Teacher and Leader Support
- Early Childhood Support
- Personalized Learning
- Globally Competent Graduates
- Informed Instructional Decision-Making
- Student-Centered Resource Investment

Section 5: School Improvement Strategies and Implementation Timeline

Instructions: Identify a comprehensive and coherent set of strategies that are aligned with the school’s SMART goals identified in Section 4. Select strategies that are transformative, actionable, and student-centered. Complete the strategic planning process outlined below for each of the SMART goals. Provide a performance metric to help measure progress and gauge whether or not the strategy is being implemented effectively and with fidelity. Identify when each strategy will occur by year and semester.

Goal #1: Reading
Specific: Students at Potter Burns Elementary will increase reading proficiency by an average of 10% in grades K-5. Students will read effectively, analyze, and interpret a variety of text. Students will demonstrate their understanding through oral and written responses. Students will improve writing skills and demonstrate proficiency in short and extended responses.
Measureable: Increase the percent of students towards proficiency on STAR/SchoolPace assessments by 10% in grades K-5.
Attainable: This goal is attainable and based on historic school profile data.
Relevant: Reading and writing has a significant impact on student learning and long-term literacy abilities. Research has shown that the gap for struggling readers and their peers widens over time. There is a correlation to early literacy skills and future academic success in higher grades.
Time Bound: 2018-2019 school year
Summary: Briefly describe the school’s comprehensive approach to produce gains in this goal area.
Educators will: <ul style="list-style-type: none">● Develop and implement lessons that are aligned to Common Core Standards and district research based curriculum.● Model, teach, and provide practice for students to analyze, interpret, and construct a response to a variety of texts, including poetry, and informational text● Model, teach, and provide practice for students to write short and extended responses across the curriculum incorporating district writing process and other researched-based processes such as Being a Writer.● Instruct students on self-monitoring techniques to assess and improve their work, including editing and revising to improve their work.● Differentiate instruction and make accommodations based on students’ needs.● Provide “at risk” students with RTI and additional instruction on the use of graphic organizers to frame both short and extended responses● Infuse accountable talk, questions answer response, & CLOSE reading strategies weekly● K - 2 Primary educators will be trained in the American Reading Company curriculum

Strategies	Funding	Performance Metric	2018-2019		
			Trimester 1	Trimester 2	Trimester 3
Observe, discuss and debrief model lessons and best practices as a grade level.	Local	PLC Agenda & Notes, Teacher Reporting and/or Reflections, Lesson Plans ARC Consultation Metrics			
Infuse accountable talk, questions answer response, & CLOSE reading strategies weekly	Local	PLC Agenda & Notes, Teacher Report and/or Reflections, Lesson Plans			
K - 2 educators will engage in ARC professional development monthly	Title 2	PLC Agenda & Notes, Teacher Report			
Using common tasks, score student work as a group to measure student progress and increase consistency and rigor	Title 2	District Writing Assessments Grade Level Content -State Projects -Animal Research Projects -Folktalk Projects			
Reading STEPS, AR Points, STAR	Local	Sign-in sheets, SchoolPace data, AR Data STAR DATA			
Include parents to help track how many books and minutes students read at home	Local	Reading Logs, STEP Data, SchoolPace			
Inclusion of Mandarin Language	Local	Student Presentations Lesson Plans Student Artifacts			

Goal #2: Math

Specific:
 Students at Potter Burns Elementary will increase math proficiency by an average of 10% in grades K - 5.

Students will improve their mathematical skills and use these abilities to make real world applications.

Measureable:
 Increase the percent of students towards proficiency on STAR assessments by 10% in grades K - 5.

Attainable:
 This goal is attainable and based on school profile data.

Relevant:
 Our school and district has placed a focus on improving mathematical skills for our students. It is imperative that elementary children have the foundational mathematical skills necessary for future mathematical learning, the workforce and for their daily lives.

Time Bound:
 2018-2019 school year

Summary: Briefly describe the school’s comprehensive approach to produce gains in this goal area.

Educators will:

- Develop and implement lessons plans that are aligned to the Common Core Standards and district research based math curriculum, Eureka Math.
- Model, teach, and provide practice for students to analyze, interpret, and construct responses to math tasks in areas of data, statistics, and probability.
- Instruct students on self-monitoring techniques to assess and improve their work.
- Differentiate instruction and make accommodations based on students’ needs.
- Provide “at risk” students with additional support through RTI model used by school personnel
- Differentiate instruction and make accommodations based on students’ needs.
- Provide “at risk” students with RTI and additional instruction on the use of graphic organizers to frame both short and extended responses
- Infuse accountable talk, questions answer response, & CLOSE reading strategies into math lessons.

Strategies	Funding	Performance Metric	2018-2019		
			Trimester 1	Trimester 2	Trimester 3
Observe, discuss and debrief model lessons and best practices	Local	PLC Agenda & Notes, Teacher Reporting and/or Reflections, Lesson Plans			
Using authentic student work and progress monitoring sheets analyze	Local	Progress Monitoring Sheets,			

and score student work as a grade-level group to measure student progress targeting performance in problem-solving skills		Grade level Assessments, District Common Assessments, STAR Assessments, student samples			
Jointly design lessons using the Backwards Planning methodology to differentiate instruction	Local	Progress Monitoring Sheets, Grade level Assessments, District Common Assessments, STAR Assessments, student samples			
Develop common tasks and score student work as a group to measure student progress and increase consistency and rigor	Local	Progress Monitoring Sheets, Grade level Assessments, District Common Assessments, STAR Assessments, student samples			
Parents will be asked practice math facts and fluency with students at home	Local	Fluency Logs Math Fact logs			
Celebrate and Recognize Math Achievement	Local	Progress Monitoring Sheets, Grade level Assessments, District Common Assessments, STAR Assessments, student samples			

Goal #3: Attendance

Specific:
 Decrease the number of students with ten or more days absent between the First and Final Trimester.

Measurable:
 Skyward-Absence Occurrence Report

Attainable:
 This goal is attainable based on historic school profile data.

Relevant:
 Students have greater success when they attend school every day, arrive on time and are ready to learn. Research has shown that schools, that create an inviting culture and climate conducive to learning, have a direct impact on student achievement. Additionally, it is important for schools to provide a transition program for students entering kindergarten. Providing a transition program will establish an early connection between the home and school.

Time Bound:
 2018-2019 school year

Summary: Briefly describe the school’s comprehensive approach to produce gains in this goal area.

The Potter-Burns students often require assistance in developing the knowledge, skills, and attitudes necessary for effective life management, and academic/professional success. Research and our own data have revealed a strong correlation between regular school attendance and academic achievement. Our goal is to identify students at-risk for attendance as early as possible in the school year, and to provide targeted tiered intervention in support of improved attendance, achievement, and life management skills.

The Potter-Burns will employ a comprehensive school-wide attendance plan designed to support the academic success of our students. Building signs, morning announcements, and school-wide attendance incentives will be regularly incorporated throughout the school year. In consultation with the Potter-Burns attendance committee and District Attendance Officer, targeted at-risk students will develop attainable short-term attendance goals with a schedule of rewards. Daily attendance will be tracked and posted for the individual student’s review, creating a positive accountability system in support of short and long-term change. Regular contact with the social worker and principal will facilitate meaningful dialogue about the habits and behaviors required for consistent attendance and academic achievement. This regular dialogue will reinforce the student-school relationship and provide the student with an expanded support network.

Strategies	Funding	Performance Metric	2018-2019		
			Trimester 1	Trimester 2	Trimester 3
We will create an Attendance Monitoring Team (AMT).	Local	School Improvement Team Notes			
We will adopt a tiered series of notifications for students who are missing an increasing number of	Local	Communication Logs			

<p>school days. The school will use a variety of communication measures (e.g., meetings between the principal and student; phone calls; letters; etc.) to connect with parents. The communications will occur as students miss five, eight, ten, or more days of school.</p>					
<p>We will provide parents and families with information about the importance of attendance as one of the primary prevention strategies. Moreover, the school will also introduce school-wide incentives to encourage students to strive for good or perfect attendance as w</p>	Local	<p>Communication Logs, Parent Conference Logs, Title 1 Events</p>			
<p>We will work with the District Truancy Office. Students who miss 11 or more days of school will be referred to the Truancy Officer. The Truancy Officer and social worker will work with the student and their family to identify potential barriers to school attendance and connect them with social services and/or other support services to enable regular school attendance.</p>	Local	<p>Communication Logs, Parent Conference Logs,</p>			
<p>We will evaluate the absenteeism and truancy reduction efforts at Potter-Burns Elementary School. The principal and secretary will gather the following information.</p> <ul style="list-style-type: none"> -Total number of days absent for each student enrolled through the school year -Number of parental notifications sent -Number of parental meetings held to discuss student attendance -Number of phone calls made to inform parents about their son or daughter's attendance 	Local	<p>Data Reports</p>			

Goal #4: Social Emotional Learning
<p>Specific: The Potter-Burns Elementary school will launch a coordinated approach of specific strategies, initiatives and programs to address students social emotional learning needs whereby increasing the number of students engaged in SEL programming.</p> <p>Measureable: Baseline - First Trimester Student Enrollment EOY- Last Trimester Student Enrollment</p> <p>The Potter-Burns staff will demonstrate understanding of SEL skills daily as evidenced by classroom structure and integration embedded into instructional practices.</p> <p>Attainable: With appropriate and timely support and training, the Potter-Burns staff will be able to attain this goal.</p> <p>Relevant: Caring and respect is one of our core values, a kindness campaign aligns with our mission.</p> <p>Time Bound: 2018-2019 school year</p>
Summary: Briefly describe the school's comprehensive approach to produce gains in this goal area.
<p>Social emotional learning (SEL) is considered a universal approach to prevent and reduce bullying and improve school climate. In other words, SEL is for all students and all staff because everyone has social and emotional needs, concerns, and skills. SEL is a process of developing student and adult social and emotional competencies. There are multiple ways to develop and nurture students' social and emotional skills and competencies, ranging from general pedagogical practices, to classroom interventions, to whole school approaches. The Potter-Burns Community is recognizes SEL impact on students overall success. We are committed to implement the SEL approach with fidelity and intentionality.</p>

Strategies	Funding	Performance Metric	2018-2019		
			Trimester 1	Trimester 2	Trimester 3
We will establish a 5th grade Junior Safety Patrol team. Students on Safety Patrol helps keep our hall and common areas safe. The safety patrol works every morning to help serve our students and our school.	Local	Meeting Minutes Attendance Logs Social Media Posts			
We will embed Second Step concepts and lessons into school practices and policies to	Local	Lesson Plans Student Work			

sustain a culture of caring, learning, and achievement.					
We will participate in the Great Kindness Challenge is a K-5 initiative that positively transforms school culture through kindness.	Local	Kindness Checklists			
We will participate in the The Beyond School Walls program, partnered between Hasbro and Big Brothers Big Sisters of RI and match Littles with Bigs who lead successful working lives in the community. Students in school will be matched in one-on-one mentoring relationships with professionals who help to give them a look at a real working environment, and to help offer guidance for the future.	Local	Sign In's Lesson Plans Student Work Social Media Posts			
Students will participate in a thoughtful, pen pal program that builds global awareness and collaboration skills by facilitating authentic, cross-cultural experiences with Hasbro employees.	Local	Student Work Social Media Posts			
The Potter-Burns Community will participate in the BE FEARLESS BE KIND initiative, also named Global Force, where Hasbro employees will deliver lessons to our students which are designed to inspire and empower kids to have the empathy, compassion and courage to stand up for others, be inclusive throughout their lives, and know that they have the ability to make a difference.	Local	Lesson Plans Student Work Social Media Posts			
The Potter-Burns school will establish a Student of the Month Program, to celebrate individual achievement by sustaining a	Local	Social Media Posts			

<p>culture of learning that not only values academic success, but elevates awareness of student contributions to the Potter-Burns community at large. The program is designed so that ANY STUDENT in K - 5, regardless of academic ability, can receive the award each month.</p>					
<p>Parents and families are critical partners in helping our students develop social and emotional know-how. Parents will support our school wide expectations and when needed, will return signed checklist when assigned to students.</p>					

Goal #5: Green Team

Specific:

Our primary goal is to serve as role models within our school community so that we can become more environmentally friendly and fiscally responsible.

Through our actions, we will inspire and impact our peers, family members, friends, neighbors and the community at large to practice "cleaner and greener" habits to ensure a healthier world for tomorrow.

Measurable:

- Decrease schoolwide use of water and electricity by 10%
- Increase participation of faculty & students by 20%
- Color Cycle (Recycle used markers etc.) 5% (shipping records/ boxes collected)
- National Grid Energy Fundraiser increase total raised from school year 17 - 18 by 100%

The Potter-Burns Community will collect and analyze energy, productivity and waste data.

Attainable:

We believe that we are stewards of conservative environment practices where every stakeholder in our schools community can positively make an impact on the environment.

Relevant:

The Potter-Burns Elementary school is a U.S. Department Green Ribbon recipient.

Time Bound:

2018 - 2019 school year

Summary: Briefly describe the school's comprehensive approach to produce gains in this goal area.

The Potter-Burns community work to integrate green values in all aspects of campus culture, from reducing environmental impact and costs, to improving health and wellness, and providing effective environmental and sustainability education. The operational mechanism behind the plan will be developed by the Potter-Burns Green Team established by this plan. Working collaboratively with the Potter-Burns School Improvement Team, we are increasing awareness on energy policies and plans, overall usage and costs, and positively assisting in reducing energy consumption as well as improving the environment. Our goal is to focus on balancing energy usage, to help reduce the carbon footprint of the Potter-Burns Elementary school. We pledge to significantly improve our energy management in order to maximize resource efficiency.

Strategies	Funding	Performance Metric	2018-2019
-------------------	----------------	---------------------------	------------------

			Trimester 1	Trimester 2	Trimester 3
Decrease the use of water and electricity by 15% by changing behaviors that exhibit GREEN efforts.	Local	Review Utility bills monthly			
Expand student and staff membership into the GREEN Team by incorporating in-school activities to promote the team.	Local	Logs, Meeting Minutes, Attendance Logs			
We will participate in the TerraCycle program Eliminating the Idea of Waste® by recycling the "non-recyclable." We will participate in the drink pouches program.	Local	Weight of Drink Pouch Shipments and shipping records			
We will participate in the Color Cycle program to collect and repurpose used Crayola markers.	Local	Shipping Records & Boxes Collected			
We will participate in the PepsiCo Recycle Rally which will help boost the excitement and provide an array of tools to make recycling a big deal in our school.	Local	Number of boxes collected Recycling Data Sheets			
We will participate in the National Grid Energy Fundraiser which is an innovative program that teaches students about energy efficiency and environmental conservation.	Local	Social Media Posts Order Forms			

Component 3: Highly Qualified Teachers

- All Classroom Teachers, Special Educators, and Support Personnel are highly qualified.

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.

- Teachers collaborate with their grade level PLC teams, district literacy and math coaches, administrator, and other teacher leaders during their planning and on scheduled planning days to ensure that instruction for our most at-risk students is consistent.
- Teachers analyze data to determine best strategies for interventions for our most at-risk students. There is a dedicated intervention block in our school schedule.
- Professional development days are used to support the continuous learning process. The focus for professional learning days is to improve the quality of differentiated instruction and gaining a greater understanding of Common Core and using data for decision-making and student interventions.
- Regular faculty, team, grade level, and leadership meetings are held to ensure dissemination of information about federal, local, state and district initiatives and coordination.
- Teachers participate in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:
 - Teachers meet regularly to analyze data from STAR, DIBELS, SchoolPace IRLA and local common assessments. The data is used to identify students who need additional instruction, differentiated strategies, or specific interventions.
 - Teachers provide effective feedback to students and students also participate in tracking their own data.
 - Teachers use a variety of formative and summative assessments to evaluate students before, during, and after instruction.
- Parents are invited to workshop sessions where they are provided information regarding standards and instructional practices.

Component 5: Strategies to Attract Highly Qualified Teachers

- We provide instruction by highly qualified teachers who meet the standards established by the state of Rhode Island.
- Our School District provides new teacher orientation prior to the beginning of a new school year and an on-going new teacher induction program for new teachers with appropriate mentors.
- PLC's -specific time each week for members of grade level teams to meet as a group for planning purposes.
- We provide curriculum support from local and district level literacy and math coaches.
- We welcome students in teaching colleges to come to Potter-Burns for field experiences, practicum, and to student teach.

Component 6: Strategies to Increase Parent Involvement

- Parents are involved in the planning, review, and improvement of our school improvement plan. Parents currently serve on the SIT with our school-wide leadership team where the plan is written, revised, shared, and discussed. Also, the plan will be posted on our school website and presented to parents at our fall PTO meeting where recommendations can be made for its improvement.
- We have developed a parent involvement policy (see attached) that include strategies to increase parental involvement. Parents are encouraged and welcomed to participate and volunteer at Potter-Burns Elementary School in a variety of ways.
- Our parent volunteers are involved with many activities associated with the school. These activities create opportunities for parents to network with other parents and discuss opportunities for student success they include: Parent Presentations of Open House to review new ARC Curriculum (grade K - 2), Literacy Coffeehouses (grade 2), Science Showcase (grade 3), Science Workshop (grade 4), Academic Celebrations, Math Night. Additionally, our PTO organizes a variety of school related activities that include: Family Skating, Family Bingo, Family Movie Nights, Family Bowling, Welcome Back Picnic, etc.

Component 7: Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

- Parent Information Meeting for Incoming Kindergarten Students (see attached letter) – parents and prospective students attend an informational meeting in June. The meeting provides parents with information about our kindergarten program. Additionally, packets are distributed to parents that include fun learning activities for their children to work on over the summer.

- COZ – Children Opportunity Zone – incoming kindergarten students have the opportunity to attend a 2 ½ hour session, 5 days a week for two weeks during the summer. This provides students with instruction and activities to prepare them for kindergarten in the fall. This is funded by Federal Title 1 grants received by COZ.
- Kindergarten Orientation – students attend a Orientation in the fall in order to determine their baseline knowledge of skills. Parents and students attend a kindergarten orientation where they will be provided with all pertinent information about the school and the kindergarten curriculum.

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.

- Potter-Burns Elementary School is a school with a shared vision and governance. Teachers have opportunities to be involved with most of the decision making. Most teachers are actively involved in one or more of the many school and district committees (School Improvement, Assessment Committees (Science NECAP, PARCC, RICAS), Common Core ELA Curriculum Committee, Formative Assessments, Science Project Success, No Bully, Peace Summit, School Wide Behavior Committee, RTI Team, Special Education and IEP Teams, ELL Parent Network, and PTO).
- Teachers are deeply engaged in the ongoing process of collecting and reviewing data at their PLC team meetings as well as individually. Student work and assessments are analyzed both individually and collectively as classes. This information is used to determine research-based strategies that can be used to guide instruction and support the improvement of individual performances.

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

- There are regular RTI meetings scheduled monthly in advance and also scheduled as needed. Teachers who have concerns about struggling students whether academic, behavioral, or social/emotional meet with the team. Parents attend RTI meetings. The team identifies specific strategies to be implemented to meet areas of weakness. After a given period of time, follow-up assessments are given to see if students have mastered the targeted skill or have benefited from the intervention. Interventions and strategies are documented through Response to Intervention Process (RTI).
- Teachers provide before/after school tutoring to provide additional support for struggling students.

- There are many opportunities for parents to be involved in the process of identifying and supporting struggling learners. Teachers send home weekly folders with student work. Newsletters are distributed that discuss the curriculum being covered with ways to support their children. Parents of struggling learners receive updates through a communication folder, phone calls, progress reports, and report cards. Parents will be provided with strategies to support their child with their learning at home. Parents are also notified and invited to attend in the RTI Tier process.
- Parents are invited to attend scheduled conferences during the year. During these conferences, current functioning and the results from standardized tests are explained to parents. Additional strategies and resources for remediation or enrichment are also provided. Mid-Trimester reports are sent home and report cards are sent home. Written communication is sent home weekly (folders) and phone calls are made as needed. The school also has an open door policy where parents are encouraged to come in and request a meeting or conference at any needed time. Translation services are available as needed.

Component 10: Coordination and integration of Federal, State, and local services and programs (funding)

Potter-Burns coordinates with a variety federal, state, local, services and programs to inform, educate, and assist students and families. (Embedded in funding section of action plans).

The following provisions will be made so that state and local assessment data is made available to the public:

- PTO Meetings
- School website
- Newsletters
- Title I Plan
- Annual Title I Parent Meeting

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: Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement

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.

Component 3: Instruction by highly qualified teachers

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.

Component 5: Strategies to attract highly qualified teachers to high-need schools

Component 6: Strategies to increase parental involvement

Component 7: Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs

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

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

Component 10: Coordination and integration of Federal, State, and local services and programs