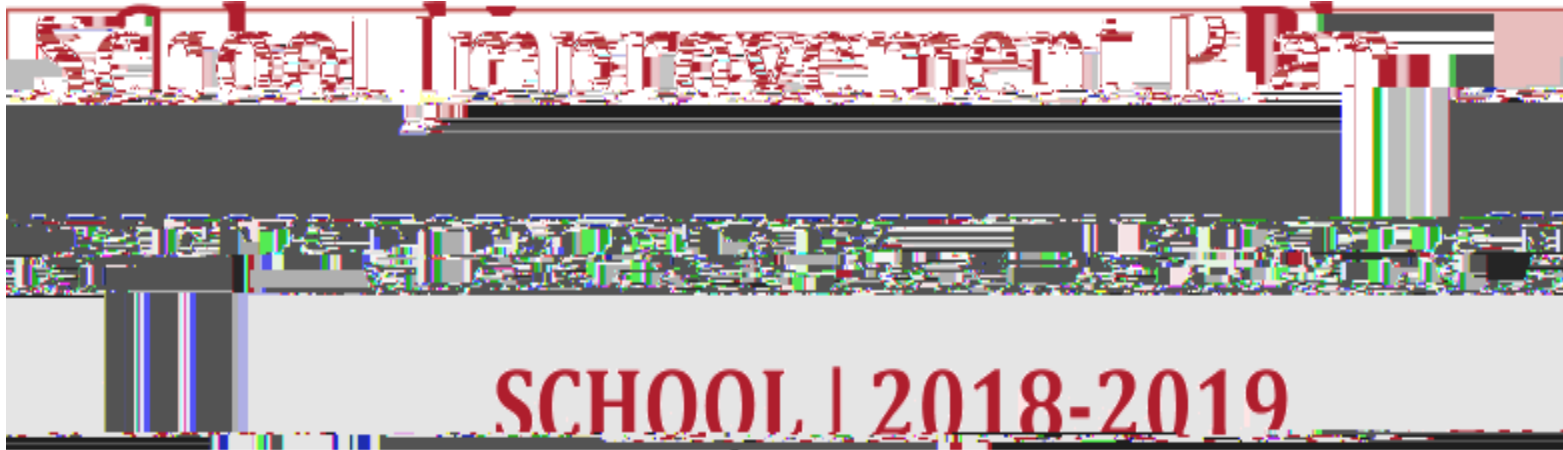




PART 1: GENERAL INFORMATION

Instructions

REVISED 6/19/2017



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	May 10, 2018
2. Administrators and ILT develop SIP draft	June 1, 2018
3. School teams submit SIP to Dropbox for ZED review	Sept 21st, 2018
4. ZED provides feedback	October 4th, 2018
5. School teams make any necessary revisions	November, 2018
6. Schools submit revised SIP aligned to Title I budget to ZED for final approval in the Dropbox.	November, 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:	Charles N. Fortes Elementary School
School Address:	234 Daboll Street
School Principal Name:	Tonya Costa
Classification (check one):	SIG Cohort 1 School* SIG Cohort 2 School* ESEA Waiver Focus School* ESEA Waiver Priority School* None of the above
ILT/SIT Member Names:	1. Tonya Costa, Principal 2. Rebecca Ciarcia-Haase, Pre-Kindergarten Teacher, Building Delegate 3. Adam Heywood, Reading Coach 4. Cheryl McElroy, Math Coach 5. Diane Nault, Pre-Kindergarten Teacher 6. Tracy Alves, Nurse 7. Natasha White, Librarian

	8. Gipsys Luna, FACE 9. Rojas Aldana, Parent		
Parent and Community Member Representatives:	Gipsys Luna, FACE coordinator, Jessica Cifuentes Parent		
Zone Executive Director Signature:		Date:	
School Principal Signature:		Date:	

* NOTE: ESEA Waiver schools **must** ensure that their selected intervention is integrated into their current plans. See instructions.

% White:	6.3%	% Free/Reduced Meals:			87.1%(Universal Free)		
% Other:	10.4%						
School Climate Data:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
Student Attendance Rate:	91.3	90.8	90.5	92.3	91.5	92.2	
% of Students Chronically Absent:	42.1	35.5	39.8	30.3	33.2	33.8	
Number of In School Suspensions	0	0	0	0	0	0	
Number of Out of School Suspensions	13	7675					

		general education kindergarten classrooms. The ARC and Fortes Kindergarten Literacy Guidance document will provide a consistent structure for teachers to incorporate Oral language development, listening comprehension and language arts components. Teachers will create text based questions, sentence frames and sentence starters during CPT, so that students are supported in the speaking process. During ILT, SIP team, and CPT, PLC's of teachers will work together to create a system of badging where individuals have the ability to deepen their skill sets and create a school	ILT & CPT agendas collected Quarterly documentation of each of the three main focus skills including; Adopting an icon, creatilitcreat			
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		wide common language and understanding of the following 21st century skills of focus at Charles Fortes; Collaboration, Critical Thinking, Communication.	for adults and students. Quarterly ILT Create a way to quantify achievement of focus skills as well as a list of modalities for sharing of practice to answer the following questions; “Here’s what it is Here’s what it looks like. Here’s evidence of implementation. “ I have achieved 21st century planning in my room by doing 1, 2, 3”			
1.2	During a 120 minute block of ELA instruction CRT will implement strategies to balance linguistic turn taking between the teacher and students, and among students. To increase student responses rather than accepting yes/no	Grade level study of SIOP feature 16. Structure lessons in ways that promote student dis				

Instructions: After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. If your school selected flex menu interventions as part of identification under Rhode Island's ESEA Waiver, each intervention must appear as a supporting strategy for at least one goal. Interventions may serve as strategies for multiple goals (e.g., the same intervention may be a strategy for both your math and literacy goals). Because of RIDE monitoring requirements, note that the intervention will be the strategy you report on during quarterly monitoring meetings in 2018-2019.

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

2.1	During a 90 minute block of Mathematics instruction teachers will implement a workshop model where student engagement is increased through the careful design of					
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		to deepen their skill sets and create a school wide common language and understanding of the following 21st century skills of focus at Charles Fortes; Collaboration, Critical Thinking, Communication.	an icon, creating academic and behavioral criteria for adults and students. Quarterly ILT Create a way to quantify achievement of focus skills as well as a list of modalities for sharing of practice to answer the following questions; “Here’s what it is Here’s what it looks like. Here’s evidence of implementation. “ I have achieved 21st century planning in my room by doing 1, 2, 3.”			
2.2	During a 90 minute block of Math workshop instruction CRT will implement strategies to balance linguistic turn	Grade level study of SIOP feature 16. Structure lessons in ways that promote student	Student Engagement & Collaborative learning Environment scale	Students will demonstrate growth as measured by STAR Math and STAR Early Numeracy	Student Engagement & Collaborative learning Environment scale	56000 - Eureka Math - Zearn

	taking between the teacher and students, and among students. To increase student responses rather than accepting yes/no and one word answers.	discussion. Monitor and keep track of a balanced linguistic exchange between teachers and h students. During CPT & PD teachers will plan to implement a collaboration station during the mathematics block where peers work on wsp collaboratively on specific tasks or projects in which they engage in high level tasks which allows for				
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		Through embedded coaching cycles teachers will center their work on three mathematical practices: (smp 3) constructing viable arguments and critiquing the reasoning of others, (smp 6) attending to precision and (smp 8) expressing regularity in repeated reasoning.				
2.3	During CPT, PD and RTI team meetings teachers will create a school wide MTSS milestone document to increase student success by providing a shared vision of collaborative support as they develop effective strategies and interventions for students experiencing challenges with academic and SEL challenges in school.	Quarterly revision of the FORTES Milestone document through the study of agreed upon targets for CCSS focus skills that assist teachers in identifying students who run the risk of falling behind their peers aca				

			The attendance team will give the names of perfect/improved attendance to the SCSC to make certificates and host ceremonies monitored monthly.		The attendance team will give the names of perfect/improved attendance to the SCSC to make certificates for s	



☐ Component 2: Use of effective methods and instructional strategies that are based on scientifically based research **tb**



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: _____