

Samuel Slater 2

School Improvement Plan (2023-2023)

Pawtucket Schools provide high quality, engaging, and rigorous academic opportunities by fostering culturally competent and equitable learning environments for all students and families within our community.

Vision

Continuously improving educational excellence and global citizenship for ALL, Together: Every Student, Every Day.

Values

Excellence: Excellence - We pursue the highest standards in academic achievement and organizational performance.

Excellence

Equity: Equity - We foster an environment that serves ALL students and aspires to eliminate OPPORTUNITY gaps.

Equity

Student Focus: Student Focus - We singularly focus on meeting our students' needs and supporting them in fulfilling their potential.

Student Focus

Innovation: Innovation - We encourage creativity and adaptability to new ideas and methods that will support and improve student learning.

Innovation

Accountability: Accountability - We accept responsibility for our successes and challenges and seek to transparently share our work in an ethical manner, as we strive towards innovative improvement.

Accountability

Theory of Action

If School...

1. Sets a high expectations for educational excellence that is grounded in the belief that all students can and will achieve standards based outcomes.
2. Develops policies and practices that enable all students to achieve this high bar for excellence through school-based services that are supported by evidence and research
3. Engages stakeholders to co-develop core policies, practices, and opportunities in response to community needs.
4. Partners with state agencies and other LEAs for feedback and collaboration,

Then School can...

1. The school will meet or exceed the high expectations set for educational excellence and student outcomes.
2. Create conditions that meaningfully improve student learning and growth.

So that...

All levels of the Pawtucket educational system and community work together to enable equitable opportunities and excellent outcomes for students.

Needs Assessment

Slater used the following data pieces when examining, determining, and aligning our next focus action steps - I-Ready 2022-2023 (BOY, MOY, EOY), RICAS 2021 - 2022, ACCESS 2021 - 2022, attendance (RIDE Attendance Tool and Leaderboard 2022 - 2023), SurveyWorks 2022 - 2023, and to beginning step our Progress and Report Cards' grade distributions.

Our subgroups (Black or African American; Economically Disadvantaged, English Learners, Hispanic, Students with Disabilities, Two or More Races, White) students have consistently lagged behind compared to the general population. According to the 2021-22 State Assessment Data for Slater 57% of our Black or African American students are not meeting expectations in ELA and Math, 50% of our Hispanic population in not meeting expectations in ELA and 57% are not meeting expectations in Math, 63% of students categorized as Two or more races are not meeting expectations in ELA and 53% of them are not meeting expectations in Math, of our White students 53% are not meeting expectations in ELA and 51% are not meeting expectations in Math.

Slater's high priority needs for 2023 - 2024 will be:

English (Reading, Writing, Speaking, and Listening as aligned to the I-Ready diagnostic domains- vocabulary, comprehension: literature, and comprehension: informational texts) across the curricula to service all our students on a consistent basis. With an MLL focus due to the large percentage of students identified as MLLs at Slater - 26% (170) students.

Math (Numeracy, number and operations, algebra and algebraic thinking, measurement and data, geometry) across the curricula to service all our students on a consistent basis.

Attendance. 30% of our students were considered chronically absent from school.

Priority 1: ELA Achievement

According to the SY21-22 needs assessment, 7.2% of students are proficient in ELA on state assessments.

Teachers work collaboratively through collaborative planning and peer coaching to sustain and build capacity in implementation of high quality curricular materials (HQCM) and begin to develop instructional leadership with peers in order to foster an increase in student achievement in ELA.

Commitments

Measurable Goals

Goal #1 - Increase the proficiency rate on RICAS ELA from 5.5% to 8.5% by the end of the 23-24 school year.

Initiative 1: Implement Effective PLCs	
<i>Teams of teachers will meet within school hours and after school hours to examine data, create plans of action to address student needs, and review plans at least twice a month. Common language and practices will be used across the curricula to align discussions and practices within each subject area and classroom.</i>	
Supporting Research and Evidence:	
Tier 2: Implement Professional Learning Communities (PLC)	
Citation: Citation: Vescio, V., Ross, D., Adames, A. (2007). A review of research on the impact of professional leaning communities on teaching practice and student learning.	
URL: URL: https://www.semanticscholar.org/paper/A-review-of-research-on-the-impact-of-professional-Vescio-Ross/a85cac30278a9a3d1ca5e4c6de815516ef385b3b?p2df	
Action Step	Complete-Date
Each month the SIT will examine the data pieces, discuss and share with staff and community, create next step approach(es), and support the PLC/CPT and/or specific classroom staff to ensure our targets are being met.	06/28/2024
CPT Leads will create their action plans/responses every two weeks.	06/14/2024

Assistant Principal will conduct mini workshops for CPT Teams about Cycles of Data Inquiry	06/14/2024
Assistant Principal will have the common language and common strategies for each team.	06/14/2024
ELA teachers will meet bi-monthly to review Perspectives Unit assessments and Iready data to initiate next steps for student growth and achievement around the grade level standards.	06/14/2024

Initiative 2: Implement HQCM	
<i>We will implement the Savvas curriculum with fidelity</i>	
<p>Supporting Research and Evidence:</p> <p>Tier 2: HQCM: Savaas My Perspectives</p> <p>Citation: Savaas Learning Company</p> <p>URL: https://www.savvas.com/index.cfm?locator=PS3zYd</p>	
Action Step	Complete-Date
Complete instructional walkthroughs	06/14/2024
Connect teachers with Savvas learning consultant for embedded coaching	06/14/2024

Priority 2: Math Achievement

According to the SY21-22 needs assessment, 2.5% of students at Slater Middle School were proficient in math.

Integrated Tiered Systems of Support/ Continuum of Care

Commitments

Measurable Goals

Goal #1 - We will increase RICAS Math proficiency from 2.5% to 5.5% by the end of the 23-24 school year.

Initiative 1: Implement Effective PLCs	
<i>Teams of teachers will meet within school hours and after school hours to examine data, create plans of action to address student needs, and review plans at least twice a month. Common language and practices will be used across the curricula to align discussions and practices within each subject area and classroom.</i>	
<p>Supporting Research and Evidence:</p> <p>Tier 2: Implement Professional Learning Communities (PLC)</p> <p>Citation: Vescio, V., Ross, D., Adames, A. (2007). A review of research on the impact of professional leaning communities on teaching practice and student learning.</p> <p>URL: https://www.semanticscholar.org/paper/A-review-of-research-on-the-impact-of-professional-Vescio-Ross/a85cac30278a9a3d1ca5e4c6de815516ef385b3b?p2df</p>	
Action Step	Complete-Date
Assistant Principal will conduct mini workshops for CPT Teams about Cycles of Data Inquiry	06/14/2024
CPT Leads will create their action plans/responses every two weeks	06/14/2024
Principal will provide data to each teams' PLC Lead	06/14/2024
Math teachers will meet bi-monthly to review Envision Unit assessments and lready data to initiate next steps for student growth and achievement around the grade level standards.	06/14/2024

Initiative 2: Implement HQCM
<i>We will implement the Savvas curriculum with fidelity</i>

Supporting Research and Evidence:

Tier 2: HQCM envision Mathematics 6-8

Citation: Savaas Learning Company

URL: <https://www.savvas.com/index.cfm?locator=PS3zYd>

Action Step	Complete-Date
Complete instructional walkthroughs	06/14/2024
Connect teachers with Savvas learning consultant for embedded coaching	11/30/2023

Priority 3: Attendance

The Pawtucket School Department will work collaboratively with all stakeholders to improve climate and culture in grades 6-12.

The Pawtucket School Department will work with students, families, staff, and the community to improve systems that will promote positive relationships amongst stakeholders.

Commitments

Measurable Goals

Goal #1 - Reduce the percentage of chronically absent students from 37.9% to 35.9% by the end of the School Year 23-24.

Initiative 1: Improve efficacy of school attendance committee

The school attendance committee is responsible for the monitoring and rapid response to student attendance daily. Improving the effectiveness of this team will serve as a strong tier 1 response to student attendance problems.

Supporting Research and Evidence:

Description: Tier 1: Increase student attendance by improving family & community involvement

Citation: Citation: Epstein, J., Sheldon, S. B. Present and Accounted For: Improving Student Attendance Through Family and Community Involvement, Journal of Educational Research, vol. 95, pp. 308-318, May/June 2002.

URL: <https://www.attendanceworks.org/wp-content/uploads/2017/09/Epstein-Sheldon-Present-and-Accounted-For-2002.pdf>

Action Step	Complete-Date
Each month the Attendance Team and Climate Culture Team will examine the data pieces, discuss and share with staff and community, create next step approach(es), and support the PLC/CPT and/or specific classroom staff to ensure our targets are being met.	06/28/2024
Monitor daily absences and reach out to students who are absent	06/20/2024
Each month students with 3 or more unexcused absences will be contacted via technology platforms (Skyward and/or Kinolved), personal staff phone calls by guidance counselors or main office staff, letters will be sent via USPS which will include information for families to support their personal needs, i.e. how to get your teen to school, mental health services, transportation options, etc., social workers will visit homes of chronically absent students.	06/20/2024