School Improvement Plan

PCTA | 2020-2021

Instructions

Review and follow all directions carefully when completing the SIP template. **All sections of the School Improvement Plan must be completed by the school administration in collaboration with the Instructional Leadership Team**. Teams should use the checklists in Part 3 to review the completed plan.

Timeline and Key Dates

ACTION	DEADLINE
1. Administrators review PowerPoint for SIP overview session with ILT	
2. Administrators and ILT develop SIP draft	
3. School teams submit SIP to Dropbox for Network Superintendent review	
4. Superintendent provides feedback	
5. School teams make any necessary revisions	

6. Schools submit revised SIP aligned to Title I budget to Superintendent for final approval in the Dropbox.	

PART 2: SCHOOL IMPROVEMENT PLAN TEMPLATE

Section 1: Cover Page

Instructions: Please complete this cover page by entering the requested information below.

Name of School:	Providence Career and Technical Academy
School Address:	41 Fricker Street, Providence, RI 02806
School Principal Name:	Wobberson Torchon
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. Wobberson Torchon 2. Judy Fried 3. Jamie Christina 4. Judy Valentine 5. Domenic DiDonato

	6. Shannon Mcloud
	7. Andrew Benn
	8. Melissa Halpert
	9. Graham Walker
	10. Elizabeth Butrick
	11. Kali Coleman
	12. Janene Santucci
	13. Rashaan Gomes
	14. Faculty Selects
	15. Student
	16. Parent/community rep
	17. Parent/ community rep
	18.
Parent and Community Member Representatives:	
Signature:	Date:
School Principal Signature:	*Wobberson Torchon* Date:

* <u>NOTE</u>: ESEA Waiver schools *must* ensure that their selected interventions are integrated into their improvement plans. See instructions on pages 5 to 7 for details.

*<u>Note</u>: SIG schools must also ensure their new SIP maintains the original intent from the original SIG SRP.

PCTA							
Demographic Information - SY18-19 Ever Enrolled Students							

% Black:	12.6%	% Limited English Proficient (LEP)	14.4%				
% Hispanic:	73.1%	% Special Education:	10.8%				
% White:	3.7%	% Free/Reduced Meals:	81.9%				
% Other:	10.6%						
School Climate Data:	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Student Attendance Rate:	89.3%	88.2%	86.9%	88.1%	88.5%	89.2%	89%
% of Students Chronically Absent:	46.6%	46.6%	50.8%	46.1%	47.9%	43.7%	45%
Number of In School Suspensions	2	2	4	1	0	0	0
Number of Out of School Suspensions	269	235	119	75	69	39	25
Total Suspensions:	271	237	123	76	69	39	25

	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016	Cohort 2017	Cohort 2018
4-Year Graduation Rate	73.5%	77.3%	81.3%	88.0%	89.0%	96.2%

SY18-19- PCTA- ACCESS 2.0- Overall Composite Level

	Composite Level 1		Composite Level 2		Composite Level 3		Composite Level 4		Composite Level 5		Composite Level 6
	#	%	#	%	#	%	#	%	#	%	#
Providence Career and Technical Academy	6	6.1%	15	15.2%	47	47.5%	26	26.3%	5	5.1%	0

NOTE: For SY12-13 - SY14-15 Attendance Rates and Suspensions data are RIDE calculations from InfoWorks! All other data calculated by RPA office.

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.

For the 2020-2021 school year, PCTA will increase the percentage of juniors scoring proficient on the English sections of the SAT by **15%**. We will ensure that students have an average growth of at least **70 points** in comparison to the previous year score. (STAR will be used as a predictor to monitor our student's progress toward the PSAT/SAT goals since there is a strong correlation between the students in the light green performance band and the students scoring proficient on the PSAT).

2016-2018 PSAT/SAT Data Sheet for PCTA

Year	Grade	Assessment Date	Participation	Benchmark - EBRW	Benchmark – Math	Benchmark - Both
2018-2019	Juniors	April	97.4%	19%	2%	2%
2017- 2018	Juniors	April	95.9%	17.2%	2.5%	1.8%
2016-2017	Juniors	April	91.6%	17.6%	2.6%	2.0%
2018-2019	Sophomores	April	98.8%	43%	9%	9%

2017- 2018	Sophomores	April	97.7%	31.8%	7.1%	6.5%
2016-2017	Sophomores	October	90.5	22.1%	7.6%	5.8%
2018-2019	Freshmen	October	100%	23%	11%	7%
2016-2017	Freshmen	October	97.8%	23.2%	8.5%	4.5%

	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	Ensure access to grade-appropriate assignments as an urgent priority for all students, no matter what their race, income level, or current performance level.	100% of PCTA Educators shall use their PLC time during CPT to unpack CCSS or content specific grade-level standards; Identify the grade level expectations and the grade level progression, and create grade level lessons and assignments.	PLC log, Daily Classroom visits. Weekly through administrators PLC observations	100% of students having access to on grade-level assignments and assessments. At least 50% of our students will score proficient on the mid-year assessment that is	Mid Q1 End Q1 Mid Q2 PLC Cycle of Inquiries	Assessment creation summer of 2020 & as needed.

				patterned after the SATs		
1.2	Ensure educators enact high expectations for student success by seeing firsthand that students are capable of succeeding with grade-level rigorous material.	100% of Educators shall convey high expectations based on CCSS on grade-level assignments and assessments for student learning and achievement. They shall be mindful of bias both implicit and explicit in the way they speak, interact and select instructional resources/materials.	PLC log, Daily Classroom visits. Weekly through administrators PLC observations	100% of students having access to on grade-level assignments and assessments. At least 50% of our students will score proficient on the mid-year assessment that is patterned after the SATs	Mid Q1 End Q1 Mid Q2 PLC Cycle of Inquiries	No funding needed. Work already embedded in CPT.
1.3	Ensure all students, especially those who are behind grade level, have access to instruction and assessment that require them to think and engage deeply with grade-level challenging material.	Educators shall use all the created assessments from the school and the ones recommended in their curriculum. Formative assessments shall be used to guide their instructional decision.	Coaching log and PLC log detailing support with clear actionable feedback to educators about whether or not students are consistently engaging in strong instruction.	100% of students having access to on grade-level assignments and assessments. At least 50% of our students will score proficient on the mid-year assessment that is patterned after the SATs	Mid Q1 End Q1 Mid Q2 PLC Cycle of Inquiries	No funding needed. Work already embedded in CPT.

1.4	Ensure teachers are using Marzano High yield teaching strategies in all their classes	100% of teachers will learn how to use these 9 strategies in their PD on Thursdays and implement them in their lessons to reach all students.	Daily Classroom visitation walkthrough.	100% of our students will utilize these strategies to organize their learning and will demonstrate growth on their common mid-quarter and end of quarter assessments.	Mid and end of quarter assessments(I,II,III, IV)	Assessment creation summer of 2020 & as needed.

Instructions: After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. <u>If your school selected flex menu interventions as part of identification under Rhode Island's ESEA Waiver, each intervention must appear as a supporting strategy for at least one goal. Interventions may serve as strategies for multiple goals (e.g., the same intervention may be a strategy for both your math and literacy goals). Because of RIDE monitoring requirements, note that the intervention will be the strategy you report on during quarterly monitoring meetings in 2017-2019.</u>

SMART Goal #2: Insert your MATH goal below. Include sub group targets that will help close achievement gaps.
For the 2020-2021 school year, PCTA will increase the percentage of juniors scoring proficient on the Mathematics sections of the SAT by **17.6%.** We will ensure that students have an average growth of at least **70 points** in comparison to the previous year score. (STAR will be used as a predictor to monitor our student's progress toward the PSAT/SAT goals since there is a strong correlation between the students in the light green performance band and the students scoring proficient on the PSAT).

2016-2019-PSAT/SAT Data Sheet for PCTA

Year	Grade	Assessment Date	Participation	Benchmark - EBRW	Benchmark – Math	Benchmark - Both

2018-2019	Juniors	April	97.4%	19%	2%	2%	
2017- 2018	Juniors	April	95.9%	17.2%	2.5%	1.8%	
2016-2017	Juniors	April	91.6%	17.6%	2.6%	2.0%	
2018-2019	Sophomores	April	98.8%	43%	9%	9%	
2017- 2018	Sophomores	April	97.7%	31.8%	7.1%	6.5%	
2016-2017	Sophomores	October	90.5	22.1%	7.6%	5.8%	
2018-2019	Freshmen	October	100%	23%	11%	7%	
2016-2017	Freshmen	October	97.8%	23.2%	8.5%	4.5%	

	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	Ensure access to grade-appropriate assignments as an urgent priority for all students, no matter what their race, income level, or current performance level.	100% of PCTA Educators shall use their PLC time during CPT to unpack CCSS or content specific grade-level standards; Identify the grade level expectations and the grade level	PLC log, Daily Classroom visits. Weekly through administrators PLC observations	100% of students having access to on grade-level assignments and assessments. At least 50% of our students will score proficient on	Mid Q1 End Q1 Mid Q2 PLC Cycle of Inquiries	Assessment creation summer of 2020 & as needed.

		progression, and create grade level lessons and assignments.		the mid-year assessment that is patterned after the SATs		
2.2	Ensure educators enact high expectations for student success by seeing firsthand that students are capable of succeeding with grade-level rigorous material.	100% of Educators shall convey high expectations based on CCSS on grade-level assignments and assessments for student learning and achievement. They shall be mindful of bias both implicit and explicit in the way they speak, interact and select instructional resources/materials.	PLC log, Daily Classroom visits. Weekly through administrators PLC observations	100% of students having access to on grade-level assignments and assessments. At least 50% of our students will score proficient on the mid-year assessment that is patterned after the SATs	Mid Q1 End Q1 Mid Q2 PLC Cycle of Inquiries	No funding needed. Work already embedded in CPT.
2.3	Ensure all students, especially those who are behind grade level, have access to instruction and assessment that require them to think and engage deeply with grade-level challenging material.	Educators shall use all the created assessments from the school and the ones recommended in their curriculum. Formative assessments shall be used to guide their	Coaching log and PLC log detailing support with clear actionable feedback to educators about whether or not students are	100% of students having access to on grade-level assignments and assessments. At least 50% of our students will score proficient	Mid Q1 End Q1 Mid Q2 PLC Cycle of Inquiries	No funding needed. Work already embedded in CPT.

		instructional decision.	consistently engaging in strong instruction.	on the mid-year assessment that is patterned after the SATs		
2.4	Ensure teachers are using Marzano High yield teaching strategies in all their classes	100% of teachers will learn how to use these 9 strategies in their PD on Thursdays and implement them in their lessons to reach all students.	Daily Classroom visitation walkthrough.	100% of our students will utilize these strategies to organize their learning and will demonstrate growth on their common mid-quarter and end of quarter assessments.	Mid and end of quarter assessments(I,II,III,IV)	Assessment creation summer of 2020 & as needed.

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 #3: Insert your CULTURE AND CLIMATE goal below. Include sub group targets that will help close achievement gaps.
For the school year 2019-2020, our targets are to: ● Graduation rate will remain between **92% and 96%.**   ● Increase attendance to **95%** while decreasing student chronic absenteeism by 10%.   ● The number of suspensions will remain between 20 and 25 per year.

- Increase parental involvement by **100%**

	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	Each student will receive graduation support from a mentor. The mentor to student ratio will be at most 1 to 7. Students will use Naviance to develop an Individual Learning Plan (ILP); and an on-track graduation plan if needed; and engage in a Biannual credit audit.	100% of mentors (advisors) will meet once every two week with their mentees to go over graduation requirements and success strategies. All mentors will be trained on how to use data, credit audit template. All mentors will be trained on how to	Naviance Course audit documentation Monthly FAFSA Completion report, and after-school reminders.	100% of students will participate in their credit audits 95% of students will complete their Naviance goals 80 % of students will complete their FAFSA and fill out scholarship applications 97% of qualified students will apply to college	Naviance monitored monthly. Senior Exit survey completed by the last day of May. Audit completion report from counselors biannually. FAFSA Report	Title I after-school credit recovery coordinator. Educators will receive training on: A. - How to read a credit audit and a transcript. B. - How to use tools in Naviance become an effective advisor. C. - How to use Naviance to help mentees complete their yearly goals in a timely manner.

		explain the credit audit template, and use Naviance to document conversations. 100% of guidance counselors will do 100% of students' credit audits twice a year, facilitate FAFSA and scholarship application completion for 80% of students, and facilitate college and career applications for 97% of qualified students

100% of advisors and | | | | |

		guidance counselors will have 97% of their students complete their academic, social/emotional, and post-secondary goals by the end of September. 95% of seniors will complete their senior exit survey by the last day of May.				
3.2	Students will become more aware of the impact of absenteeism on their school performance and will work on improving their attendance.	100% of mentors and classroom Educators will have conversations with chronically absent students to explore solutions.	Attendance monitors and coordinators intervention and suggestions log (Kinvolved) Student/family check-ins with mentor	Student attendance rate will increase to 95% and chronic absenteeism will decrease by 10%. Increase.	Monthly Skyward Attendance Reports Quarterly Skyward transcripts data review	Attendance and Performance level coordinators. After-school tutorial. Kinvolved Mentor training

		Attendance coordinator and monitors will provide Reminders to students and parents when students are absent and provide suggestions for improvement.				
3.3	Students will practice restorative justice as a means to address and prevent misbehaviors. Students will participate in monthly grade level meetings to review school-wide expectations, and discuss alternative solutions to misbehavior.	100% of Educators will be trained in the practice of restorative justice and will work on the infrastructure for its implementation.	Training participation sign in sheet Monitoring discipline and behavioral referrals Monthly Educator items submission	Suspension rate will remain between 20 and 25 per year	Skyward monthly suspension and discipline report	Training After-school detention Restorative Training Anti-Bullying training

		Educators will submit topics to discuss at these meetings and will engage students in identifying positive alternative behaviors				
3.4	Freshmen will experience a 9th grade research-based summer onboarding academy that addresses the indicators of success in high school experience.	9th academic and CTE Educators will plan and implement a yearly 9th grade onboarding program that is research-based and include an orientation to Summit	Program planning and Implementation participation tracker. Student quarterly survey Ensure they are using the strategies they shared with the students over the summer session daily during walkthrough. Compare their	90% of the freshmen who participate in the program will maintain the 95% attendance and have lower suspension rate than those who did not. Retention of 9th graders to 90%. Increase course passing rate by 10%.	Monthly attendance and suspension reports Tableau	Title I Summit Summer Onboarding program Summer on-boarding planning Transportation

		Learning, PSAT, Khan Academy linked to their college board account, and the four indicators of at risk behavior.	suspension, student attendance To 9th grade Educators who did not participate quarterly			Postage Stamps

SMART Goal #4: Insert your CTE Goals below. Include sub group targets that will help close achievement gaps.						
For the school year 2019-2020, our target is to meet or exceed all RIDE CTE Outcome measures						
	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?**
4.1	Students will participate in CTE programs that offer industry earned	100% of Educators will provide quality supports to	Skyward quarterly credential completion report	At least 95% of students on their 4th year in a CTE program should be on	Quarterly Skyward credential completion reports	Perkins IV

	credentials and certificates.	students to complete the required modules		track to have an industry safety certificate (SP2, OSHA 10, etc.)		
4.2	Students will have access to career-based and work-site learning experiences which may include : in-school work-based learning opportunities, vendor visits, presentations from industry personnel, and other construction workers and internships)	100% of Educators will ensure that every student has multiple opportunities for these experiences	Quarterly career based student attendance reports from CTE instructors detailing these experiences. Yearly Perkins narrative goals	100% of students exposed to these activities over their four year program.	Quarterly career-based and work-site form, monitored on Skyward	Perkins IV
4.3	Students will receive instruction and training that mirror industry standards.	Use of effective curriculum and sound instructional practices to ensure post-	RIDE Outcome measure report Tableau Classroom daily walkthrough.	95% of students being on track to complete their CTE course	Quarterly Skyward Report Monthly RIDE Report	Perkins IV

		secondary success.			
4.4	Students will experience facilities that are safe and equipment used for instructional or training purposes are current with business and industry standards.	Educators will become more responsive to safety issues and facility needs	Monthly Lab inspection report	Reduce the number of unsafe practices to zero.	Quarterly Lab safety report Daily instructor Accident Poster	Perkins IV

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: 7-11, 13-17.**

☐ **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: 7-11, 13-17**

☐ **Component 3:** Instruction by highly qualified Educators. **List Page number(s) where this is located: 7-11, 13-17**

☐ **Component 4:** High-quality and ongoing professional development for Educators, 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: 8, 10, 11, 14, 16, 17, and 19**

☐ **Component 5:** Strategies to attract highly qualified Educators to high-need schools **List Page number(s) where this is located: 21**

☐ **Component 6:** Strategies to increase parental involvement **List Page number(s) where this is located: pg. 20 and 22**

☐ **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:_____**

☐ **Component 8:** Measures to include Educators 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: 7, 13**

☐ **Component 9:** Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance to ensure student difficulties are identified on a timely basis **List Page number(s) where this is located: 7-11, 13-17**

☐ **Component 10:** Coordination and integration of Federal, State, and local services and programs **List Page number(s) where this is located:**

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 Educator 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:_____**