

The background of the slide features a blurred image of a graphing grid. A ruler is visible at the top right, with numbers 15, 16, 17, and 18. A curved line, possibly a parabola, is drawn on the grid. The overall color scheme is warm, with shades of brown and beige.

School Improvement Plan

360 HIGH SCHOOL | 2017-2018

PART 1: GENERAL INFORMATION



Instructions

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

Timeline and Key Dates

ACTION	DEADLINE
1. Administrators review PowerPoint for SIP overview session with ILT	May 10, 2017
2. Administrators and ILT develop SIP draft	June 1, 2017
3. School teams submit SIP to Dropbox for ZED review	June 2, 2017
4. ZED provides feedback	June 9, 2017
5. School teams make any necessary revisions	June 22, 2017
6. Schools submit revised SIP aligned to Title I budget to ZED for final approval in the Dropbox.	June 23, 2017

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:	360 High School
School Address:	182 Thurbers Avenue, Providence, RI, 02905
School Principal Name:	Kerry Tuttlebee
Classification (check one):	<input type="checkbox"/> SIG Cohort 1 School* <input type="checkbox"/> SIG Cohort 2 School* <input type="checkbox"/> ESEA Waiver Focus School* <input type="checkbox"/> ESEA Waiver Priority School* <input checked="" type="checkbox"/> None of the above
Leadership Team Member Names:	<ol style="list-style-type: none">1. Kerry Tuttlebee, Principal2. Dulari Tahbildar, Director of Student Support3. Kristen Hinson, ELD Facilitator4. Ramiro Gonzalez, STEM Learning Facilitator5. Ellen Foley, STEM Learning Facilitator6. Ryan Barker, Humanities Learning Facilitator7. Natalie Revens, ELD Facilitator8. Student Representatives (varies)

Parent and Community Member Representatives:	To be determined by Spring 2018		
Zone Executive Director Signature:		Date:	
School Principal Signature:		Date:	

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

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

Section 2: School Demographic Profile

Instructions: Complete the table below by providing enrollment and demographic data for the current (2017-2018) school year. In the space indicated, be sure to provide the date on which the data was pulled from Skyward.

Grades Served:	9-11		
Student Enrollment:	230+		
Student Demographic Breakdown for 2017-2018			
% Black:	21%	% Limited English Proficient (LEP)	24%
% Hispanic:	66%	% Special Education:	11%
% White:	6%	% Free/Reduced Meals:	87%

% Other:	7%			
School Climate Data:	2012-2013	2013-2014	2014-2015	2015-2016
Student Attendance Rate:	n/a	n/a	n/a	87%
% of Students Chronically Absent:	n/a	n/a	n/a	48%
Number of In School Suspensions	n/a	n/a	n/a	0
Number of Out of School Suspensions	n/a	n/a	n/a	43
Total Suspensions:	n/a	n/a	n/a	43
Teacher Attendance Rate:				96%

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 SY15-16, we received 4 out of 20 points for our ELA "Percent Meets Expectations" score. Our goal for the 2017-2018 academic school year is the same as last year: to move the ELA CIS to **8** which demonstrates an overall increase of **4** points. Our targets for SY17-18 are as follows:

- Students within level 1 will represent 45% of the population
- Students within level 2 will represent 32% of the population
- Students within level 3 will represent 13% of the population
- Students within level 4 will represent 8% of the population
- Students within level 5 will represent 2% of the population

Should we meet these targets, we will receive 8 out of 20 CIS points for our ELA "Percent Meets Expectations" score. This represents an increase of 4 Percent Meets Expectations points from SY15-16. We will utilize NWEA assessment data to set more

specific measureable targets in September 2017.

	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	Learning Facilitators will implement blended learning methods and instructional strategies that target students' individual needs based on where they are performing.	100% of Learning Facilitators will demonstrate growth in selected strategy (e.g., Keys for Learning or Blended Learning)	Walkthrough tool used every 3-4 weeks.	100% of students will grow by 1 RIT point (or maintain score if at/above grade level) on the NWEA Reading assessment	NWEA/MAP Reading assessment	
1.2	Learning Facilitators will lead intervention sessions for students in the lowest tier(s) of reading within the regular classroom setting that are personalized for each youth and lead to students meeting their	100% of Humanities Learning Facilitators will lead intervention sessions weekly	Formative assessment data from interventions (including teacher-created assessments,	80% of students in intervention groups will attain proficiency on taught literacy learning targets	Formative assessments focused on literacy learning targets, including teacher-created assessments,	After school tutorials 51000 & 52000

	projected growth goal on our NWEA assessment.		Achieve3000, ThinkCERCA, etc.)		Achieve3000, ThinkCERCA etc. (2x/week)	
1.3	Learning Facilitators will engage in cyclical data meetings to analyze literacy data and set actionable goals, including how to help caregivers work with their children at time	<p>Humanities team will complete an action plan template with a SMART goal for instruction at the conclusion of each data meeting</p> <p>100% of our LFs will implement literacy strategies across all disciplines.</p> <p>100% of LFs will share the RtII planning and monitoring</p>	Action plan template used quarterly	100% of students will grow by 1 RIT point (or maintain score if at/above grade level) on the NWEA Reading assessment	NWEA/MAP Reading assessment	Professional and Technical Services (Family Engagement) 53000

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

SMART Goal #2: Insert your MATH goal below. Include sub group targets that will help close achievement gaps.						
<p>For SY15-16, we received 4 out of 20 points for our Mathematics “Percent Meets Expectations” score. Our goal for the 2017-2018 academic school year is to move the Mathematics CIS to 8 which demonstrates an overall increase of 4 points. Our targets for SY16-17 are as follows:</p> <ul style="list-style-type: none"> • Students within level 1 will represent 40% of the population • Students within level 2 will represent 37% of the population • Students within level 3 will represent 17% of the population • Students within level 4 will represent 5% of the population • Students within level 5 will represent 1% of the population <p>Should we meet these targets, we will receive 8 out of 20 CIS points for our Mathematics “Percent Meets Expectations” score. This represents an increase of 4 Percent Meets Expectations points from SY15-16. We will utilize NWEA assessment data to set more specific measureable targets in September 2017.</p>						
	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool and how frequently will you monitor adult behavior?	What are your MOY student outcome targets?	With what tool and how frequently will you monitor student outcomes?	If applicable, what is the Title I budget line item supporting the strategy?

2.1	Learning Facilitators will implement blended learning methods and instructional strategies that target students' individual needs based on where they are performing to provide deeper and more personalized learning opportunities for each youth.	100% of Learning Facilitators will demonstrate growth in selected strategy (e.g., Keys for Learning or Blended Learning)	Walkthrough tool used every 3-4 weeks.	100% of students will grow by 1 RIT point (or maintain score if at/above grade level) on the NWEA Mathematics assessment	NWEA/MAP Mathematics assessment	n/a
2.2	Learning Facilitators will lead intervention sessions for students in the lowest tier(s) of mathematics within the regular classroom setting that are personalized for each youth and lead to students meeting their projected growth goal on our NWEA assessment.	100% of mathematics Learning Facilitators will lead intervention sessions weekly	Formative assessment data from interventions (including teacher-created, Khan Academy, EdPuzzle, etc.)	80% of students in intervention groups will attain proficiency on taught numeracy learning targets	Formative assessments focused on numeracy learning targets, including teacher-created assessments, Khan Academy, EdPuzzle, etc. (2x/week)	After school tutorials 51000 & 52000
2.3	Learning Facilitators will engage in cyclical data meetings to analyze mathematics data and set actionable goals, including how to help	Mathematics team will complete an action plan template with a SMART goal	Action plan template used quarterly	100% of students will grow by 1 RIT point (or maintain score if at/above grade	NWEA/MAP Mathematics assessment	Professional and Technical Services (Family Engagement) 53000

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

SMART Goal #3: Insert your CULTURE AND CLIMATE goal below. Include sub group targets that will help close achievement gaps.

Our chronic absentee rate for the 2015-2016 school year was 48.3%. We have been unable to calculate accurate attendance data from the 2016-2017 due to our change of scheduling tool mid-year (from self-created to Skyward). We are working to manually “crunch” the data from both time periods and look forward to having everything in once place for the upcoming school year. Therefore, our attendance goal and metrics are the same for the 2017-2018 school year.

	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	Provide, implement and monitor personalized approaches for students	100% of faculty will use data to inform	Weekly attendance tracker	Improve overall daily attendance from 88% to	Daily and weekly Skyward reports	

	with good, improved and/or perfect attendance	<p>outreach that is meaningful and effective (e.g., track attendance and document phone calls and letters sent home)</p> <p>All staff will make each student feel like a significant part of our community and create a sense of belonging that motivates students to attend school. patterns</p>	<p>Caregiver communication log (phone calls/letters)</p> <p>Attendance team agendas and data analysis</p> <p>Home visits for all new students within 2 years</p>	90%		
3.2	Identify chronically absent students and assign adult mentors	100% of mentors will track attendance	<p>Daily check in logs</p> <p>Weekly phone logs</p>	Decrease chronic absenteeism from 48.3% to	Daily and weekly Skyward reports	After school tutorials 51000 & 52000

		and document phone calls and letters home.		40%		
3.3	Identify chronically tardy students and assign adult mentors	100% of mentors will track attendance and document phone calls and letters home.	Daily check in logs Weekly phone logs	Decrease chronic tardiness by 8%	Daily and weekly Skyward reports	After school tutorials 51000 & 52000

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: 7-8, 10**
- ☒ **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: 7-8, 10**

☒ **Component 3:** Instruction by highly qualified teachers. **List Page number(s) where this is located: 7-8, 10**

☒ **Component 4:** High-quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil service personnel, parents, and other staff to enable all children to meet the State's academic achievement standards. **List Page number(s) where this is located: 7-8, 10**

☒ **Component 5:** Strategies to attract highly qualified teachers to high-need schools **List Page number(s) where this is located: 7, 10**

☒ **Component 6:** Strategies to increase parental involvement **List Page number(s) where this is located: 7-8, 10**

☐ **Component 7: ELEMENTARY ONLY-**Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs **List Page number(s) where this is located: n/a**

☒ **Component 8:** Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. **List Page number(s) where this is located: 7-8, 10**

☒ **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: 7-8, 10**

☒ **Component 10:** Coordination and integration of Federal, State, and local services and programs **List Page number(s) where this is located: 7-8, 10**

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:** _____