



School Improvement Plan

CENTRAL 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	September
2 Administrators and ILT develop SIP draft	October
3 School teams submit SIP to Dropbox for ZED review	October
4 ZED provides feedback	November
5 School teams make any necessary revisions	November
6 Schools submit revised SIP aligned to Title I budget to ZED for final approval in the Dropbox.	November

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:	Central High School
School Address:	70 Fricker Street
School Principal Name:	Julia Carlson
Classification (check one):	<input type="checkbox"/> SIG Cohort 1 School <input type="checkbox"/> SIG Cohort 2 School <input checked="" type="checkbox"/> ESEA Waiver Focus School* <input type="checkbox"/> ESEA Waiver Priority School* <input type="checkbox"/> None of the above
ILT/SIT Member Names:	1. Ferdinand Rodriguez-Vega 2. Yolanda Nazario 3. Shubhra Nandi 4. Jen Geller 5. Ursula Jackson 6. Thom Marchetti 7. Rene Boudreau 8. Janice Gomes 9. Liz Vazques 10. Seth Pires 11. Christina Yates 12. Anthony DelToro 13. Annmarie Deady 14. 15. 16. 17. 18. 19. 20. 21.
Parent and Community Member Representatives:	
Zone Executive Director:	Marc Catone

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.**

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:	9-12			
Student Enrollment:	1095			
Student Demographic Breakdown for 2016-2017 (data from Skyward as of 6/19/2017):				
% Black:	15.1%	% Limited English Proficient (LEP)	40.5%	
% Hispanic:	71.0%	% Special Education:	13.0%	
% White:	5.8%	% Free/Reduced Meals:	89.0%	
% Other:	.9%			
School Climate Data:	2013-2014	2014-2015	2015-2016	2016-2017
Student Attendance Rate:	82.7%	82.0%	80.81%	80.22%
% of Students Chronically Absent:	60.4%	52.57%		
Total Suspensions:		448	492	262 (6/19)
High School-Specific Data:				
Graduation Rate (4 Year):	56.0%	63.6%	56.3%	70%
Dropout Rate (4 Year):	21.7%	18.9%	19.9%	
Graduation Rate (5 Year):	64.3%	69.6%		
Dropout Rate (5 Year):	27.0%	21.4%		

Demographic data, with the exception of % Special Education, is taken from the enrollment census sent to the state on 5/22/2015. It only accounts for active students. % Special Education is taken from Skyward's Special Education field. Attendance rate and chronic absence is taken data calculated by the state through eRide, again as of 5/22 for 2014-15. Previous years are taken from existing published reports. Total suspensions are taken from discipline data sent to the state. All school climate data accounts for active and inactive students. Graduation and dropout rates are taken from existing reports.

Section 3: School Improvement Strategies and Implementation Timeline

Instructions: Complete the guidance document. As a result of that work, 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.						
ELA: By June 2018, Student Information System data will show an increase on the. In the last two years, CHS has made continued progress and will move from the gain.						
Gap Closure: Are there currently achievement gaps between student groups in literacy? Use the box below to set targets that will close these gaps.						
Implementation of year long, block ELA courses with embedded intervention in grades 9, 10 and 11, will provide a teaching and learning structure to increase student achievement. CHS has also constructed honors level classes that imbed a writing curriculum with a culturally aligned novel set that resembles our student population. Use of STAR reading assessment three times per year will enable the data team, teachers, and Administration to target student intervention initiatives and professional development on an ongoing basis. Implementation of Reading Plus as an intervention in grades 9 and 10 will ramp up reading levels and time on task reading.						
	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 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	Creation of academies. Freshman teachers will work in a team of ELA, Math, Social Studies and Science teachers. Teachers will carry same students and work within a PLC to share common teaching strategies and work.	Complete 4 lessons on common instructional strategies and anchor ELA standard.	Walkthrough rubric		Reading Plus and STAR benchmark assessment	After school tutoring
1.2	Leadership team to track success in school turnaround to implement reading plus in 9th and 10th grade enrichment, regular and	Faithful implementation of the program with at least 80% of teachers	Software report printed monthly for usage	95% of students using the program as scheduled	Using program reports to measure students use and	Title I

	Intervention classes twice a week using the revised scope and sequence to allow for core instruction and intervention within the scheduled block of time and include school-wide incentive programs designed to increase student Reading Plus usage during non-school hours.	using the program as intended	Classroom observation and feedback	60% of students reaching 50 SGP and decreasing urgent intervention students by 33%	growth monthly At BOY, MOY, and EOY	
1.3	Implement Imagine Learning in targeted ELL classrooms to develop oral language and literacy skills in Newcomer Students.	PLC to look weekly at student data and needed interventions.	Classroom observation and feedback		Using program reports to measure students use and growth monthly At BOY, MOY, and EOY	Title 1
1.4	Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically by implementing a master schedule that facilitates a late start on Wednesdays to provide a venue for Collaborative Planning for ELA teachers.	Department PLC calendar and Academy Calendar	Meeting notes, classroom observation			
1.5	Implement a web-based credit recovery program for students who have previously failed ELA courses to recapture the skills needed to succeed on state assessments.	Odysseyware Data, Afterschool team	Data from Odysseyware	70% of students enrolled will pass the course	Monthly reports	

Instructions: Complete the guidance document. As a result of that work, 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.						
Math: By June 2018, Student Information System data will show on the. In the last two years, CHS has made continued progress and will move from the						
Gap Closure: Are there currently achievement gaps between student groups in math? Use the box below to set targets that will close these gaps.						
Implementation of year long, block math courses with embedded intervention in grades 9 and 10, will provide a teaching and learning structure to increase student achievement. Use of STAR math assessment three times per year will enable the data team, teachers, and Administrators to target student intervention initiatives and professional development on an ongoing basis.						
	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 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	Maintain common planning time and implement a system for its effective utilization, both horizontally and vertically to progress monitor students' acquisition of fundamental mathematical skills using STAR Math on-line assessments that will be administered three times a year (fall, winter, and spring)	Department PLC calendar and Academy Calendar	Meeting notes, classroom observation			
1.2	Maintain common planning time and implement a system for its effective utilization,	Faithful implementation of the program with at least 80% of teachers using the	Software report printed monthly for	95% of students	Using program	Title I

	both horizontally and vertically to facilitate a web-based differentiated intervention program that will provide individualized instruction in the areas of need each student has using IXL that is aligned to the data acquired from the STAR Math results.	program as intended	usage Classroom observation and feedback	using the program as scheduled 60% of students reaching 50 SGP and decreasing urgent intervention students by 33%	reports to measure students use and growth monthly At BOY, MOY, and EOY	
1.3	Allow for targeted time for City Year Corps members to provide support for teachers and students for math intervention.		Classroom observation and feedback		City Year Focus list supported by Dosage Timing	
1.4	Maintain common planning time and implement a system for its effective utilization, both horizontally and vertically and implement a master schedule that facilitates an early release on Wednesdays to provide a venue for Collaborative Planning for mathematics teachers.	Department PLC calendar and Academy Calendar	Meeting notes, classroom observation			
1.5	Leadership team to support in school turnaround and implement a tutorial program for students in Algebra 1, Geometry, and Algebra 2 that is directly aligned to the scope and sequence so that it supports students' acquisition	100% of teachers use, review, and analyze STAR/IXL/common assessment reports, share and discuss with students, and share when appropriate with parents.	IXL report monthly Common assessment report monthly			100% of teachers use, review, and analyze STAR/IXL/common assessment reports, share and discuss with students, and share when appropriate with parents.

	of standards and attain credit during first time teaching.	100% of teachers review and analyze grade distribution report, share and discuss with students, and share when appropriate with parents.	STAR at BOY, MOY, and EOY Grade distribution report twice a quarter	Reduce urgent intervention students to 6%; 60% of students will make a growth of 50 SGP. 80% of all students will score proficient the common assessments, 80% of students will pass their quarter classes.	STAR/IXL Results monthly Common assessment proficiency report provided by assessment coordinator monthly Grad	100% of teachers review and analyze grade distribution report, share and discuss with students, and share when appropriate with parents.
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Instructions: Complete the guidance document. As a result of that work, 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.						
By 2018, Central High School will increase graduation rates of students with regular diplomas from _____ as indicated in comparing the graduation rate at EOY 2018 _____ to the graduation rate at EOY 2017.						
Gap Closure: Are there currently gaps between student groups on culture and climate indicators? Use the box below to set targets that will close these gaps.						
Continuous progress monitoring and intervention will increase the number of students meeting graduation requirements by 2015. Interventions will be provided to all students in need of meeting graduation requirements and in need of credit recovery.						
	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 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?
	Implement a 9 th grade research-based summer transition academy that will ensure the success of at-risk incoming 9 th grade students. (ESEA Waiver Intervention I-II.3 Develop and implement support system for students transition across break grades).	Identify and invite 100% of at-risk incoming 9 th grade students Prepare and deliver a comprehensive program to address the four goals of our intervention plan (attendance, time management, suspension, and retention).	Complete list of at-risk students Mailing list/phone log of parents (to be contacted three times before program starts)	70% of identified at-risk students will attend summer transition academy	Quarterly Skyward reports Summer transition program	Summer Transition program

				Increase student attendance	attendance report	
				Increase retention of 9 th graders by 2%.		
3.2	Continue to refine the support of Grade-level Coordinators (teachers /teacher assistants/senior mentors who will track, support and monitor student progress) and Attendance Team at all grade levels to provide support to at risk students.	Communicate with at least 90% of students with attendance problems and their parents to change the behavior. Monitor their attendance after each conversation and provide follow up to parents.	Monthly Grade Level Coordinator Report and call logs	Increase attendance for 9 th graders by 1.5%. Increase retention of 9 th graders by 2%.	Quarterly Skyward reports Monthly GLC reports	Grade Level Coordinators and Attendance Team
3.3	Create a more culturally responsive school to support students and parents by instituting rituals and routines to generate enthusiasm from students. Through the “The Central Expansion Program”, after school program at Central students social, emotional, and academic needs will be supported.	Teacher participation in creation of school calendar of activities. Greater communication from teachers about students’ progress	Quarterly Skyward report Parent and student sign in sheet/Yearly calendar of activities Signed teacher log for school activities	80% of students will pass their courses. 90% of students will have a daily average attendance above 88% Greater student participation in activities	Yearly calendar of events Attendance reports from scheduled dates of activities	none

Instructions: Complete the guidance document. As a result of that work, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified.

SMART Goal #4: Insert your ADDITIONAL SCHOOLWIDE PRIORITY goal below.						
Improve parental involvement and school culture						
Gap Closure: Are there currently achievement gaps between student groups in this area? Use the box below to set targets that will close these gaps.						
By getting parents involved in a more effective way and creating a parent friendly environment then we will increase the achievement and engagement of disenfranchised students.						
	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 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	Create post and distribute a calendar of school events and important dates to parents. Checklist for parents in both Spanish and English.	Teacher participation in the creation of the calendar	Project status report submitted to faculty weekly to indicate progress toward the completion of the work	Student participation in events with Senior Mentors leading	Student and parent sign-in sheet for each event	Parent refreshments
4.2	Send a phone communication to parents 2 weeks, 1 week and 3 days before the event. Senior Mentors to call homes.	At least 90% of teachers will attend three parent-teacher conferences	Mailing lists/phone logs 2 weeks, 1 week and 3 days before the event	Student and parent attendance at these events	Student and parent sign-in sheet at each event	Parent refreshments
4.3	Announce the event in the weekly Principal's bulletin and daily announcements to increase awareness of event to students and faculty	At least 90% of teachers will attend three parent-teacher conferences	Quarterly sign-in sheet	At least 200 students at every parent teacher conference, at least 150 during incoming freshmen during open house and 125	Student and parent sign-in sheet at each event	Parent refreshments

				incoming freshmen during freshmen orientation.		
4.4	Maintain our electronic communication (including website, Facebook, and Twitter) and encourage parents to use Skyward to access their children's academic information	100% of teachers will use Skyward for their grade books	Skyward report monitored monthly	90% of students will access their grades on Skyward quarterly 50% of parents will access Skyward	Skyward reports monitored monthly	none

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
- ☒ **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

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
- ☐ Strategies for comprehensive instructional reform
- ☐ Strategies for increased learning time and community oriented schools
- ☐ Strategies for operational flexibility and sustained support