

School Improvement Plan

Classical High SCHOOL | 2016-2017

School Improvement Plan

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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
<ul style="list-style-type: none">Administrators review PowerPoint for SIP overview session with ILT	September 23, 2016
<ul style="list-style-type: none">Administrators and ILT develop SIP draft	October 21, 2016
<ul style="list-style-type: none">School teams submit SIP to Dropbox for ZED review	October 21, 2016
<ul style="list-style-type: none">ZED provides feedback	November 4, 2016
<ul style="list-style-type: none">School teams make any necessary revisions	November 14, 2016
<ul style="list-style-type: none">Schools submit revised SIP aligned to Title I budget to ZED for final approval in the Dropbox.	November 14, 2016

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:		Classical High School	
School Address:		770 Westminster Street, Providence RI 02903	
School Principal Name:		Scott Barr	
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	
ILT/SIT Member Names:	<ul style="list-style-type: none"> • Scott Barr, • Beth Battey • Brian Baldizar • Mike Marino 	<ul style="list-style-type: none"> • Lou Toro • Ellen Anderson • Barbara Creati • David Zoglio 	<ul style="list-style-type: none"> • Arthur Rustigian • Christine Dunbar • Luis Astudillo
Parent and Community Member Representatives:		Gloria Hartman	
Zone Executive Director Signature:		Date:	
School Principal Signature:		Date:	10.21.16

*** 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 (2016-2017) 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:			1124		
Student Demographic Breakdown for 2016-2017 (data from Skyward as of _10_/_1_/_2016__):					
% Black:		18		% Limited English Proficient (LEP)	
				.6	
% Hispanic:		45		% Special Education:	
				1.1	
% White:		24		% Free/Reduced Meals:	
				71	
% Other:		13			
School Climate Data:	2012-2013	2013-2014	2014-2015	2015-2016	
Student Attendance Rate:	94	92	93	93	
% of Students Chronically Absent:			27	22	
Number of In School Suspensions	0	0	0	0	
Number of Out of School Suspensions	5	5	3	16	
Total Suspensions:	5	5	5	23	
Teacher Attendance Rate:					

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 2016-2017.

SMART Goal #1: Insert your LITERACY goal below. Include sub group targets that will help close achievement gaps.

Maintain benchmark of approximately 99% proficient on the Evidence-Based Reading and Writing portion of the Grades 9 and 10 PSAT and 98% for the Grade 11 PSAT in 2016-2017.

	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	Implement Credit Recovery, Tutorial and Wellness program	Provide weekly academic support during before and after school credit recovery, academic tutorial and wellness programs	Adult support and Student participation will be tracked daily	Data will reflect consistent use of programs to support student achievement	<ul style="list-style-type: none"> • Daily Credit Recovery and Tutorial attendance tracking sheet. • Monthly Wellness Tracking tool will demonstrate support programs in place and attended 	Tutorial, Credit Recovery and Wellness
1.2	Implement Springboard + AP curriculum with fidelity and Utilize Released Items/Tasks from PSAT/AP/SAT to support student learning	Provide daily rigorous instruction by well prepared and highly qualified staff aligned to Springboard and AP Curriculum	Instructional Rounds will occur weekly	Students will complete Embedded Assessments and receive feedback and improve on future (end of unit, mid-year and end of year assessments)	Embedded Assessments will reflect implementation of rigorous and aligned curriculum framework	None

1.3	Extend Library hours for group/ independent study	Provide weekly academic support before and after school to support student achievement	Adult support and Student participation will be tracked daily	Data will reflect consistent use of program to support student achievement	Daily attendance tracking sheet.	Extended Library
1.4	Enhance the school resources to better support students and faculty through the purchase of new and innovative technology	Increase utilization of new technology to support student achievement	<ul style="list-style-type: none"> Daily sign out logs will reflect increased usage Instructional rounds will reflect usage 	Every student will have had multiple sessions using technology and participated in technology-rich instructional lessons	<ul style="list-style-type: none"> Daily sign out logs will reflect increased usage Instructional rounds will reflect usage 	Technology

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 2016-2017.

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

Increase the benchmark of approximately 59% proficient on the Math portion of the Grades 9, 74% 10 PSAT and 68% for the Grade 11 PSAT in 2016-2017 by 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	Implement Credit Recovery, Tutorial and Wellness program	Provide weekly academic support during before and after school credit recovery, academic tutorial and wellness programs	Adult support and Student participation will be tracked daily	Data will reflect consistent use of programs to support student achievement	<ul style="list-style-type: none"> • Daily Credit Recovery and Tutorial attendance tracking sheet. • Monthly Wellness Tracking tool will demonstrate support programs in place and attended 	Tutorial, Credit Recovery and Wellness

2.2	Implement Springboard + AP curriculum with fidelity and Utilize Released Items/Tasks from PSAT/AP/SAT to support student learning	Provide daily rigorous instruction by well prepared and highly qualified staff aligned to Springboard and AP Curriculum	Instructional Rounds will occur weekly	Students will complete Embedded Assessments and receive feedback and improve on future (end of unit, mid-year and end of year assessments)	Embedded Assessments will reflect implementation of rigorous and aligned curriculum framework	None
2.3	Extend Library hours for group/ independent study	Provide weekly academic support before and after school to support student achievement	Adult support and Student participation will be tracked daily	Data will reflect consistent use of program to support student achievement	Daily attendance tracking sheet.	Extended Library
2.4	Enhance the school resources to better support students and faculty through the purchase of new and innovative technology	Increase utilization of new technology to support student achievement	<ul style="list-style-type: none"> Daily sign out logs will reflect increased usage Instructional rounds will reflect usage 	Every student will have had multiple sessions using technology and participated in technology-rich instructional lessons	<ul style="list-style-type: none"> Daily sign out logs will reflect increased usage Instructional rounds will reflect usage 	Technology

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 2016-2017.

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

Decrease chronic absenteeism by 10% during the 2016-2017 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	Conduct grade level community meetings to communicate clear and high expectations	Design and deliver quarterly presentation with clear and high expectations	Evidence from presentations will be collected quarterly	Decrease monthly absenteeism by half of year-end target	<ul style="list-style-type: none"> • Daily attendance tracking • Weekly attendance team meetings 	none
3.2	Establish clear communication structure with families regrading school wide expectations for learning	Provide regular and consistent messaging	Monitor Website traffic Survey Student and Parents regrading best structures	Decrease monthly absenteeism by half of year-end target	<ul style="list-style-type: none"> • Daily attendance tracking • Weekly attendance team meetings 	none
3.3	Develop positive attendance reward system	Establish student/parent/faculty team to create reward system	Team will meet an then deliver monthly rewards	Decrease monthly absenteeism by half of year-end target	<ul style="list-style-type: none"> • Daily attendance tracking • Weekly attendance team meetings 	none

3.4	Develop intervention program to support student lateness	Establish student/parent/faculty team to create support system	Team will meet an then deliver monthly rewards	Decrease monthly absenteeism by half of year-end target	<ul style="list-style-type: none"> • Daily attendance tracking • Weekly attendance team meetings 	none
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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: 5, 6, 7**
- ☐ **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: 5, 6, 7**
- ☐ **Component 3:** Instruction by highly qualified teachers. **List Page number(s) where this is located: 5, 6, 7**
- ☐ **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: 5, 6, 7**
- ☐ **Component 5:** Strategies to attract highly qualified teachers to high-need schools **List Page number(s) where this is located: ?**
- ☐ **Component 6:** Strategies to increase parental involvement **List Page number(s) where this is located: 8**
- ☐ **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 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: 5, 6, 7**
- ☐ **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: 5, 6, 7**
- ☐ **Component 10:** Coordination and integration of Federal, State, and local services and programs **List Page number(s) where this is located: 5, 6, 7, 8**

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:**_____