School Improvement Plan

E Cubed Academy 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:	E Cubed Academy High School
School Address:	812 Branch Avenue Providence, RI 02904
School Principal Name:	Regina C Winkfield
Classification (check one):	SIG Cohort 1 School* SIG Cohort 2 School* ESEA Waiver Focus School* ESEA Waiver Priority School* X None of the above
ILT/SIT Member Names:	1. Nicole Lepre 2. Mark Manzo 3. Martin Rogachefsky 4. Alexander Major 5. Ivelisse Sabater

	6. Nilda Caraballo 7. Alyssa Healy 8. Lin Taing 9. Melanie Nobles-Brunache 10. Renee Walker		
Parent and Community Member Representatives:	Shavon Smith, Parent Representative		
Zone Executive Director Signature:	Marc Catone	Date:	
School Principal Signature:	Regina C. Winkfield	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.

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:		372			
Student Demographic Breakdown for 2016-2017					
% Black:	29.3%	% Limited English Proficient (LEP)		25.5%	
% Hispanic:	59.4%	% Special Education:		12.4%	
		%Regular Education:		62.4%	
% White:	6.5%	% Free/Reduced Meals:		87.6%	
Other	4.8%				
School Climate Data:	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
Student Attendance Rate:	87%	92%	93%	88%	87%
% of Students Chronically Absent:	41.5%	22%	44%	42%	46%
Number of In School Suspensions	0	0	0	0	0
Total Suspensions (days):	140	117	103	276	200

High School-Specific Data:					
Graduation Rate (4 Year):	68.5%	77.6%	77.6%	81.0% (2016)	NA
Dropout Rate (4 Year):	22.4%	23.4%	23.4%	NA	NA
Graduation Rate (5 Year):	75.7%	80.39%	80.39%	NA	NA
Dropout Rate (5 Year):	24.3%	19.61%	19.61%	NA	NA

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.
75% of students in 2017-2018 will attain credit in their first time enrollment in ELA courses (Introduction to Literary Studies, World Literature, American Literature, and British Literature. The remaining 25% of students who do not attain first time credit will enroll in the credit recovery program and attain credit by the end of the 2017-2018 school year.

Gap Closure

For SY15-16, we received 3 out of 15 points for our ELA "Gap Closure" score. The average scaled score of our bottom 25% of students was 668 during SY15-16. Our target for SY16-17 is as follows:
 For SY16-17, the bottom 25% of student scaled scores as determined by the PARCC assessment will average to 701. This will represent a gap closure of 33 scaled score points from SY15-16 and allow us to receive 9 out of 15 CIS points for our ELA "Gap Closure" score. This represents an increase of 9 Gap Closure points from SY15-16.

Each grade level in ELA has an intervention course (Reading Plus and ThinkCerca) for grades 9-11. Teachers will use STAR Reading Assessment and STAR progress monitoring. Teachers will receive professional development in the intervention courses

throughout the year. ThinkCerca is a writing intervention course and will become part of the ELA skills class

	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?
1.1a 1.1a	Develop Summit partnership for cohort 2 to support instructional model of personalized learning Continue work in cohort 1 to share teaching strategies in CPT that will allow teachers to work closely with cohort 2 teachers to increase student achievement.	Adults will utilize CC ELA anchor standards in their classrooms Teachers will utilize the PLP (personalized learning plan) to develop projects using standards, cognitive skills and focus areas according to the PPSD aligned unit of study.	Performance measures for adults include baseline data for walkthroughs, scheduled weekday CPT, Friday CPT, student work protocols, review of data and STAR assessments	Increase time in work period and completion of checkpoints Practice self-directed learning toward independence of student choice during personal learning time or project time while working at their own pace but according to PLP timeline	Performance measures for students will include content assessments, formative and summative assessments including daily Reading Plus usage and STAR assessments	n/a
1.2	Assign teacher leader for content focused coaching, Summit coach to address	ELA teacher leader will work with district	Tools: MAP/NWEA data	Increase Lexile levels as assessed	Using benchmark data from NWEA and STAR;	

| milestones by quarter, and PLC cycle with a focus on the CCSS, and instructional rounds to identify instructional support with problem of practice. Focus on the vertical and horizontal alignment of the ELA aligned curriculum.

Utilize strategies to study student work | support staff (specialists) and work with team during instructional rounds will analyzing the problem of practice | PARCC data
Tableau (Summit)
Common Assessments
STAR
Khan Academy
Reading Plus Learning

Measure impact of collaborative (CPT) time through a staff survey

TL will use the classroom walkthrough tool for looking at task and what students know and are able to do

Administrator and TLs will use the 10 week PLC cycle to provide coaching, and | by NWEA. | completion of assigned projects as mastered through the student's PLP and content assessments | |

			review what students should know. Submit weekly minutes			
1.3	Partner with ReadingPlus and NWEA to support and implement a program for students in grades 9-12 to increase reading comprehension within a block schedule and increased student usage of the program before and after school.	Teachers will utilize the resources available in Reading Plus as well as the Beta program for reading comprehension to learn concepts and apply to learning in ELA and across the curriculum	Teachers will review diagnostic reports quarterly and group students to effectively meet their literacy needs.	Student behaviors will be monitored using the online reading comprehension tool. Assessment include Reading Plus diagnostic reports.

Increase tier/level in their progress and in the student growth percentile in reading on MAP/STAR as assessed through Assessments three times per year. | Performance assessment include an increase in language acquisition and academic vocabulary.

diagnostic tool" may be the Reading Plus Strategies auto placement if it is within our software. It is not a true diagnostic in the sense that it provides any detailed diagnostic of skills | |

					deficit. The details around student performance on skills in Reading Plus Strategies is and is captured while the student is working. Students in grades 9-12 in all program types all of those students would benefit from using the Reading Plus Beta program	
1.4	Core classes and intervention classes happen within the same block of time (78 mins)	Teachers will adhere to the suggested grouping patterns determined after screening to encourage differentiation.	Teachers will utilize the data to target student intervention, differentiation, and grouping	Analyze PLP to determine of student learning and teacher instruction is occurring for all projects (9th grade) In grades 10-12 ensure dedicated time for students is	Students will be monitored three times per year and TL along with Administrators will conduct classroom walkthroughs	

				being implement when using Khan Academy, Reading Plus, or Edge coursework for ELLS		
1.5	Target intervention for all program type students to develop reading vocabulary skills, oral language and literacy skills for regular, special education and ELL students.	Utilize EDGE series and Web Access 2.0 in ELD classes for ELLs in grades 9-11 Teachers will use grouping strategies based on assessment data for each unit or screening period	Teachers will utilize the data to target differentiation for students at various levels of language acquisition	Ensure dedicated time for students is being implement when using Khan Academy, Reading Plus, or Edge Student data from NWEA, Benchmark assessments and other formative assessment	Students will receive frequent formative assessment and screenings towards progress monitoring.	
1.6	Utilize STAR and NWEA MAP progress monitoring for improving vocabulary, reading comprehension administered three times a year for lowest level performers .	Teachers will adhere to the screening dates at 3 times per year. a 90% threshold within the appropriate	Progress monitoring tool in STAR, and diagnostic results in NWEA through MAP testing	Students make adequate progress in moving through levels as suggested based on expected EOY	Content assessments every three weeks, formative, benchmark, and summative assessments	

	MAP administration for grade 9 at three times per year. MAP/STAR data will be tracked by student and grade	grade levels		results.		
1.7	Implement the PLC 10 week cycle during early release CPT to provide ELA teachers opportunity develop instructional practices for questioning and discussion, socratic seminars, project-based learning for Introduction to Literary Studies, World Literature, American Literature and British Literature. Content teams will focus on the PLC Calendar and PLC 10 week cycle	Teachers in 9th grade will utilized Summit grading policy to ensure students adhere to the Grading policy which is 70% cog skills /30% content in Eng, Sci, and Hist 30% cog skills/40% concept units/30% content in Math Teachers in grades 10-12 will adhere to the PPSD grading policy and using common assessments across content areas.	Administrators and Teachers Leaders will use an established walkthrough tool to capture what students are doing	Students working at MOY will demonstrate an inate ability work in a self-directed mode using the tools that work best for how they learn.	Students in the 9th grade will be able to complete a content assessment with proficiency after the 2nd attempt. Students in grades 10-12 will work in progress monitoring for a min of 2-3 per week developing deficit skills.	

1.8	Increase common planning time for daily and Friday early release. Develop a systematic structure for implementation with specific unassigned teachers and the 9th grade team working on planned agenda items. The daily CPT provides additional time in the five block schedule to support the students.	Teachers will plan 1-2 weeks during the weekly CPT and meet to discuss academic, social, emotion, or attendance concerns	Teachers will have access to the attendance and grade data to determine the needs of the students	Students will decrease attendance and discipline concerns and increase their academic proficiency by being on track in the PLP. Students in grades 10-12 will decrease attendance and discipline concerns while increasing their grades in each course in lieu of testing data only.	Performance measures to monitor will be one of the following: interim assessments (MOY), content assessments (every three weeks), quarterly screenings (STAR, NWEA)	
1.9	Implement credit recovery plan for students off track using Odysseyware for ELA students who did not pass courses in prior years.	Counselors will identify students who are off track by course for unit recovery, credit recovery, or home instructions.	Utilize the programs report structures to monitor progress	Students will complete at least 70% of the work with at least 60% progress accuracy	Performance measures will include notetaking and content assessment of no more than two attempts before	

		Administrators will begin the posting process Teachers will monitor student progress and approve content assessments			remediation.	
1.10	Implement a school-wide tutoring program that supports student's first time acquisition of credits in ELA for Intro to Literary Studies, World Literature, American Literature, British Literature, and ELL students in core who need additional courses towards graduation.	Teachers along with counselors will identify students who are failing or near failing in core content courses needed towards graduation.	Teachers will provide, by course, the content being covered for each student assigned to tutoring	Students will complete the necessary content assessments to determine competency in the course before a grade change form is complete	Student outcomes will be measure by attendance in tutoring, a 60% completion of coursework, and will be aligned with the credit recovery student outcomes.	
1.11	Group and schedule 9th grade students based on assessment data Effectively implement the Summit Personalized Learning Model.	Teachers will utilize the daily CPT to identify routines, protocols structures, norms and community. Teachers will	Performance measures include walkthrough and meetings during the week with teachers during daily CPT. Teachers will use STAR and NWEA	Students who are below grade level in ELA willwork in the intervention program using guided reading and individual instructional time to students who	n/a	

| | | teach Mathematical Reasoning to support reasoning abstractly and quantitatively (SMP2), precision and perseverance | data to effectively differentiate the platform for each student. Teachers will track and analyze data at CPT and grade level meetings.

Teachers will plan together and identify strategies that align with differentiated learning to address the needs of individual students. | need it | | |
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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 2016-2017.

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

During the 2017-2018 school year,   students in core math subjects (Algebra 1, Geometry, Algebra II, Pre-Calculus and Calculus will attain 75% first time credit enrollment in Algebra 1 and Geometry. The remaining 25% in all other subjects will attain credit through credit recovery using Odysseyware by the end of the school year in 2018.

Gap Closure

For SY15-16, we received 2 out of 15 points for our Math "Gap Closure" score. The average scaled score of our bottom 25% of students was 681 during SY15-16. Our target for SY16-17 is as follows:

 For SY16-17, the bottom 25% of student scaled scores as determined by the PARCC assessment will average to 715. This will represent a gap closure of 34 scaled score points from SY15-16 and allow us to receive 12 out of 15 CIS points for our Math "Gap Closure" score. This represents an increase of 9 Gap Closure points from SY15-16.

	What is your strategy for achieving your SMART goal and closing the	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

	achievement gaps?					the strategy?
2.1.	Implement Summit Personalized Learning model in 9th grade to provide instructional support in the area of math daily	Adults will use CC SMP standards in their classrooms and offer opportunities for students to incorporate technology in their learning	Teachers will utilize the data to target student intervention, differentiation, and grouping on a monthly and quarterly basis.	Analyze PLP to determine of student learning and teacher instruction is occurring for all projects (9th grade) In grades 10-12 ensure dedicated time for students is being implement when using Khan Academy, Reading Plus, or Edge coursework for ELLS	The PLP is used to monitor progress each course along with content assessments every three weeks that address focus areas and checkpoints	
2.2	Teacher Leaders are assigned coaching days for support of teachers aligned with the CCSS SMP work. Summit coach works with 9th grade team to review milestones	Math teacher leader will work with district support staff (specialists) and work with team during instructional	Tools: MAP/NWEA data PARCC data Common Assessments STAR Khan Academy Reading Plus	Students assessed through STAR Assessments three times per year. Students assessed on instruction	CPT and agenda will be the results of planning sessions as evidenced by the PLC Cycle	

	and support for the PLP. Teachers will work on the vertical and horizontal alignment of the aligned math curriculum	rounds while analyzing the problem of practice	Measure impact of collaborative (CPT) time through a staff survey TL will use the classroom walkthrough tool for looking at task and what students know and are able to do Administrator and TLs will use the 10 week PLC cycle to provide coaching, and review what students should know. Submit weekly minutes.	focused on mathematical skills Increase mathematical levels as assessed by NWEA.		
2.3	Increase CPT time and establish a system for	Teachers unassigned	CPT minutes and agenda will be	N/A	Collaborate with teachers to review	

	effective planning time both during unassigned periods and content area planning during early release days. Teacher will use STAR Math, Khan	must provide one period per week of common planning time, and one planning time per month shall be teacher directed.	required		student data. The focus on reasoning and justification, strategies and instructional practices, student work protocols will support student learning outcomes. Students will demonstrate progress and student growth as stated in the goal	
2.4	Implement a web-based intervention program, Khan Academy to work on individualized plans in the areas that each student needs to develop skills in all grades	Teachers will schedule weekly skills class for integration of assessment and instruction using Khan Academy. Teachers use instructional strategies (questioning, discussion) that require students to demonstrate what they know.	Effectively use the tools in Khan academy to review diagnostic quizzes, practice tests and interactive problems. Student data from MAP, Common Assessment, STAR	Students will receive instant feedback on their answers so they can see their progress. Support students using intervention opt	Weekly	

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.					
	By 2017 E Cubed Academy High School will increase graduation rate from 81% in 2016 to 83% 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?**
3.1	Conduct attendance checks and counselors follow up with poor attendance	ACC team will use Parent Contact logs	ACC team will use Parent Contact logs, attendance records, Tableau, and Skyward		Students participate in incentive programs and school recognition for good attendance	
3.2	Continuous progress monitoring of students meeting graduation requirements by providing students with supports to meet graduation requirements	Counselor schedule students in need of credit recovery courses after school to ensure all	Odysseyware	75% off students enrolled in Odysseyware for credit recovery will complete one ELA course		

		students meet graduation requirements. Counselors will complete an on track graduation progress plan for those student to track their progress.			
3.3	Teachers who are advisors meet in a daily homeroom and provide follow up for attendance concerns with counselors	Counselors inform ACC of weekly concerns during Friday meetings TST team meet weekly to discuss identified students and meet with families	Teachers take attendance in Advisory/Homeroom and become mentors for students. Students are assigned attendance buddies in homeroom. Buddies provided incentives for this work.		Student mentor program to encourage student attendance by upperclassmen pairing with lowerclassmen students to create a buddy system. Upperclassmen act as mentor to younger students
3.3	Truant officers meet with school counselors and assistant principal to assist with concerns about attendance	Weekly meetings	Use Skyward, and student conferences by advisors, mentors, and counselors		Teachers will work with guidance to target chronically absent students. Guidance counselor will refer

				chronically absent students to truancy officer.	
3.4	Identify chronic absences by grade level and reduce by 10%	Continue to use Tableau to monitor attendance weekly	Revise a plan to involve at risk student partners. Continue to monitor student credit audits and credit recovery attendance			
3.5	Conduct attendance checks and follow up with students who have 3 or more consecutive absences	Attendance team will meet weekly to monitor student attendance Conduct monthly data meetings to solve problems related to student absenteeism.	Administrators will follow up with an intervention plan	Improved daily attendance	Weekly	
3.6	Conduct home visits when necessary to monitor and support attendance for 9th grade students.	Unpack the relationship of chronic absenteeism with course failures in 9th grade first and then all grade	Counselors, Guidance Secretary, Administrators and attendance team will use Tableau and Skyward modules. Access GPA and	improve student attendance by 5% in 9th grade	Weekly and quarterly monitoring of daily attendance, course failures at the progress report and quarterly reporting cycles	

	levels	attendance of 9th grade students from middle school.				
3.7	Identify perfect and near perfect attendance at all grade levels and incentives for grade levels with highest percentage	Unpack the relationship of strong grades all (A's and B's) in high school. First with 9th grade, 10th, 11th, and 12th grade.	Skyward Attendance Module, daily attendance bulletin	Increase the family and community participation by providing incentives for students and families.	Develop a student perception survey to focus on the climate and culture of the building as it relates to attendance. Create a suggestion box at the student entrance for anonymous suggestions, etc. Statiscs in newsletters (graphs, charts, and) other visual cues	

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:_____**

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:_____**

Component 3: Instruction by highly qualified teachers. **List Page number(s) where this is located:_____**

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: _____**

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: _____**

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:_____**

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:_____**

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 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:_____**