School Improvement Plan

Evolutions High SCHOOL | 2016-2017

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 23, 2016
2. Administrators and ILT develop SIP draft	October 21, 2016
3. School teams submit SIP to Dropbox for ZED review	October 21, 2016
4. ZED provides feedback	November 4, 2016
5. School teams make any necessary revisions	November 14, 2016
6. 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:	Evolutions High School
School Address:	434 Mount Pleasant Avenue, Providence, Rhode Island, 02909
School Principal Name:	Magaly Sanchez
Classification (check one):	☐ SIG Cohort 1 School* ☐ SIG Cohort 2 School* ☐ ESEA Waiver Focus School* ☐ ESEA Waiver Priority School* XX None of the above
ILT/SIT Member Names:	1. Magaly Sanchez 2. Charles Yinusa 3. William Reilly 4. Melissa Ugarte 5. Joseph Blair

Parent and Community Member Representatives:	Natalia Rosa		
Zone Executive Director Signature:	Gina Picard	Date:	
School Principal Signature:	*Magaly Sanchez*	Date:	**1/20/2017**

* <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 <u>current</u> (2016-2017) school year. In the space indicated, be sure to provide the date on which the data was pulled from Skyward.

Grades Served:	9th & 10th Grade		
Student Enrollment:	200		
Student Demographic Breakdown for 2016-2017 (data from Skyward as of 10/21/2016):			
% Black:	20.22%	% Limited English Proficient (LEP)	23.60%

% Hispanic:	65.73%	% Special Education:		11.80%
% White:	7.87%	% Free/Reduced Meals:		88.76%
% Other:		6.18%		

School Climate Data:	2012-2013	2013-2014	2014-2015	2015-2016
Student Attendance Rate:	0	0	0	84.11%
% of Students Chronically Absent:	0	0	0	58%
Number of In School Suspensions	0	0	0	5
Number of Out of School Suspensions	0	0	0	21
Total Suspensions:	0	0	0	26
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.					
For the 2015-2016 school year Evolutions High School received a composite score of 8 out of 20 points for ELA. Our goal for the 2017 academic school year is to move the ELA CIS from 8 to 12 out of 20 which demonstrate an increase of 4 points.					
	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 best teaching practices based on mastery for all students and in ELA	100% of learning facilitators will create lessons that have clear	We will create and use a learning target checklist every 6 to 8	70% of Evolutions Students will increase in ELA MAP MOY scores	MAP (NWEA) BOY, MOY, EOY. Quarterly	

	Humanities classes.	learning targets on how to achieve mastery. 100% of all Learning Facilitators will collaborate during common planning time and or professional learning community to develop based on the review of student work.	weeks. Learning Facilitators will provide a copy of their lesson templates that include their daily objective and learning targets.	by 1 target point and/or will achieve 50% percent of their learning targets.	Learning Target Review.	
1.2	Learning Facilitators will design intervention support as determined by student work during academic advisory intervention period- This is a period where students will receive support based on student data.	100% of Learning Facilitators will utilize all student data to create personalized intervention supports for students.	Create and implement teacher data tools to be used monthly.	.	MAP (NWEA) BOY, MOY, EOY. Quarterly Learning Target Review.	Category 5300, IXL student licenses.

1.3	Learning Facilitators will engage in continuous data cycles reviewing student work. They will plan implement and analyze literacy data and set actionable goals.	100% of teachers will be trained on how to use data to inform instruction. 100% of Learning Facilitators participate in data protocol session and they will create an instructional goal at the end of each	Create and implement a data template tool to be used quarterly. Create and develop a goal setting template to be used quarterly.	70% Students will increase in ELA MAP MOY scores by 1 target point and/or will achieve 50% percent of their learning targets	MAP (NWEA) BOY, MOY, EOY. Quarterly Learning Target Review.	

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.					
	For the 2015-2016 school year Evolutions High School received a composite score of 12 out of 20 points for Math. Our goal for the 2017 academic school year is to move the math CIS from 12 to 15 out of 20 points which demonstrates an increase of 3 points.					
	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 best teaching practices based on mastery for all students and STEM math classes.	100% of learning facilitators will create lessons that have clear learning targets on how to achieve mastery.	We will create and use a learning target checklist every 6 to 8 weeks.

Learning Facilitators will provide a copy of their lesson templates that include their daily | 70% of Evolutions Students will increase in math MAP MOY scores by 1 target point and/or will achieve 50% | MAP (NWEA) BOY, MOY, EOY.

Quarterly Learning Target Review. | |

			objective and learning targets.	percent of their learning targets.		
		100% of all Learning Facilitators will collaborate during common planning time and or professional learning community to develop based on the review of student work.				
2.2	Provide intervention support during WIN (What I Need) intervention period.	100% of Learning Facilitators will utilize all student data to create personalized intervention supports for students.	Create and implement teacher data tools to be used monthly.	.	MAP (NWEA) BOY, MOY, EOY. Quarterly Learning Target Review.	

| 2.3 | | 100% of teachers will be trained on how to use data to inform instruction.

100% of Learning Facilitators participate in data protocol session and they will create an instructional goal at the end of each | Create and implement a data template tool to be used quarterly.

Create and develop a goal setting template to be used quarterly. | 70% Students will increase in math MAP MOY scores by 1 target point and/or will achieve 50% percent of their learning targets | MAP (NWEA) BOY, MOY, EOY.

Quarterly Learning Target Review. | |

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.

The focus for goal three is aligned to our district goal of decreasing chronic absenteeism. For the 2015-2016 school year Evolutions High School had an attendance rate of 84.11 %. By the end of 2017 Evolutions attendance will increase 5% to 89%.

	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	All Evolutions staff will implement the restorative framework for all students.	100% of Evolutions team members will implement Restorative Framework. School leadership including the Positive Youth Development and school principal will mediate student behavior following	Learning Facilitators will use the restorative framework forms to outline student behavior and interventions. School leadership will use restorative forms to document student behavior interventions.	We will decrease student suspension data by 3% by MOY.	We will use district monthly suspension data and monitor it monthly.	

		restorative process 100% of the time.				
3.2		Guidance staff will implement an attendance review process aligned to district policies.	Guidance Staff will participate in district professional development trainings on attendance policies and procedures for truancy. They will also participate in skyward training. Guidance staff will call 100% of parents for students with	Guidance staff will monitor student attendance on Skyward. Guidance staff will monitor student attendance outreach using the attendance communication template.	Increase student attendance by 2%.	Monitor student attendance monthly using Skyward attendance reports.

| | | truancy concerns.

Guidance staff will follow 100% of the district truancy policy including phone calls, letters, home visits. | | | | |
|---|---|---|---|---|---|---|
| 3.3 | Attendance Incentive Program | Guidance Staff will develop an attendance incentive program. | Guidance staff will monitor the consistent implementation of the attendance program. | Increase student attendance by 2%. | Monitor student attendance data in skyward. | |

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).

X **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: Pages 7-8 and 9-10.**

X **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: Pages 8 and 9.**

X **Component 3:** Instruction by highly qualified teachers. **List Page number(s) where this is located: Pages 7 – 10.**

X **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: Pages 7-13.**

X **Component 5:** Strategies to attract highly qualified teachers to high-need schools **List Page number(s) where this is located: Pages 7-13.**

X **Component 6:** Strategies to increase parental involvement **List Page number(s) where this is located: Pages: 12-14**

☐ **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**

X **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: 6-11.**

X **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: 7-10**

X **Component 10:** Coordination and integration of Federal, State, and local services and programs **List Page number(s) where this is located: 6-14**

SIG Transformation Element Requirement Checklist
(SIG Cohorts 1 and 2 ONLY)

N/A for Evolutions

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:_____**