

The background of the slide is a blurred image of a ruler and graph paper. The ruler is positioned diagonally, with numbers 15, 16, 17, and 18 visible. The graph paper has a grid pattern. The overall color scheme is warm, with shades of brown and beige.

School Improvement Plan

PCTA | 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:	Providence Career and Technical Academy
School Address:	41 Fricker Street, Providence, RI 02806
School Principal Name:	Wobberson Torchon
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 type="checkbox"/> None of the above
ILT/SIT Member Names:	1. Wobberson Torchon 2. Judy Fried 3. Jamie Christina 4. Piedade Lemos 5. Domenic DiDonato 6. Shannon Mcloud

	7. Kim Yeaw 8. Nancy Holgate 9. Andrew Benn 10.		
Parent and Community Member Representatives:			
Zone Executive Director Signature:		Date:	
School Principal Signature:	<i>Wobberson Torchon</i>	Date:	6/1/2017

*** 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 (active students as	654

of 5/31/17):						
Student Demographic Breakdown for 2016-17 (data from Skyward as of 5/31/17):						
% Black:	13.5%	% Limited English Proficient (LEP)			8.9%	
% Hispanic:	73.1%	% Special Education:			16.1%	
% White:	3.2%	% Free/Reduced Meals:			84.1%	
% Other:	10.2%					
School Climate Data:	2011-2012 (Source: RIDE InfoWorks)	2012-2013 (Source: RIDE InfoWorks)	2013-2014 (Source: RIDE InfoWorks)	2014-2015 (Source: RIDE InfoWorks)	2015-16 (Source: RIDE InfoWorks)	2016-17 (as of May 1 – Calculated by RPA)
Student Attendance Rate:	88%	89%	88%	87%	88%	90%
% of Students Chronically Absent:	41%	37%	44%	50%	44%	40%
Total Suspensions:	419	269	235	119	75	53

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 the 2017-2018 school year, PCTA will increase the number of college and career proficient students by an average of 5% while decreasing the number of non-proficient students 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?
1.1	Use of protocols in PLC to create weekly Common Core aligned lessons during CPT to effectively measure students' progress in the curriculum and provide intervention when	Review the quarterly standard bundles and the recommended strategies from	Curriculum Mapping Guide submitted weekly.	More than 80% of Students will score proficient on these assessments.	Students' outcome will be measured twice a quarter in CPT during Cycle of Inquiry	<ul style="list-style-type: none"> Assessment coordinator program After school

	necessary.(ESEA Waiver Interventions L.III.2 dramatically increase common planning time and implement a system for its effective utilization, both horizontally, and vertically).	the curriculum. Dissect the weekly lessons to analyze strategies and presentation methods through collaborative discussion				tutorial
1.2	Effectively train teachers to use Khan Academy linked to Collegeboard and CollegeBoard Skills Insight to improve student's ELA performance on PSAT/SAT in all grades (ESEA Waiver Interventions C-II.4 Implement an instructional monitoring system to ensure that the curriculum is being implemented and traditionally underserved students have access to the academic core).	100% of teachers participating in training and effectively using Khan Academy linked to Collegeboard and CollegeBoard Skills Insight during weekly intervention time.	100% of teachers will post the monthly student usage report and Performance on practice test via student screen shots.	At least 2 PSAT full practice I tests by mid-year to monitor average 2.5% growth	2 PSAT full practice tests will be administered per semester.	
1.3	Faithful implementation of approved curriculum program (Summit, Springboard, ELD, IXL).	Teachers will follow the best practices recommended by each curriculum.	Daily best practices will be measured using the walk through checklist as	80% of students, using Summit will be on track. 65% of students reaching 50 SGP	Summit students will be measured by the PLT platform.	<ul style="list-style-type: none"> After school tutorial

			provided by each curriculum	and decreasing urgent intervention students by 5% each semester.	Springboard and ELD students will be measured with STAR. At BOY and MOY.	
1.4	Refine the RTII and EWS process to close the achievement gap and decrease course retention.	100% of teachers will complete the RTII and EWS	Monthly Skyward reports. Weekly EWS attendance reports	85% or more identified students participating in intervention activities (assessment coordinator, and after-school tutoring)	Monthly assessment coordinator reports After-school tutoring weekly attendance report	Assessment coordinator After-school tutorial
1.5	Continue blended learning in all ELA classrooms with teachers to provide personalization, differentiation, and authentic engagement	Work with teacher leaders, district staff, and Summit consultant to enhance blended learning classrooms	Daily walkthrough data	95% of students interacting with technology to accelerate their growth	Daily walkthrough data	Chromebooks

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.						
For the 2017-2018 school year, PCTA will increase the number of college and career proficient students by an average of 5% while decreasing the number of non-proficient students 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	Use of protocols in PLC to create weekly Common Core aligned lessons during CPT to effectively measure students’ progress in the curriculum and provide intervention when necessary.(ESEA Waiver Interventions L.III.2 dramatically increase	Review the quarterly standard bundles and the recommended strategies from the curriculum.	Curriculum Mapping Guide submitted weekly.	More than 80% of Students will score proficient on these assessments.	Students’ outcome will be measured twice a quarter in CPT during Cycle of Inquiry	<ul style="list-style-type: none"> Assessment coordinator program After school tutorial

	common planning time and implement a system for its effective utilization, both horizontally, and vertically).	Dissect the weekly lessons to analyze strategies and presentation methods through collaborative discussion				
2.2	Effectively train teachers to use Khan Academy linked to Collegeboard and CollegeBoard Skills Insight to improve student's Math performance on PSAT/SAT in all grades (ESEA Waiver Interventions C-II.4 Implement an instructional monitoring system to ensure that the curriculum is being implemented and traditionally underserved students have access to the academic core).	100% of teachers participating in training and effectively using Khan Academy linked to Collegeboard and CollegeBoard Skills Insight during weekly intervention time.	100% of teachers will post the monthly student usage report and Performance on practice test via student screen shots.	At least 2 PSAT full practice I tests by mid-year to monitor average 2.5% growth	2 PSAT full practice tests will be administered per semester	
2.3	Faithful implementation of approved curriculum program (Summit, Agile Mind, IXL).	Teachers will follow the best practices recommended by each curriculum.	Daily best practices will be measured using the walk through checklist as provided by each curriculum	80% of students, using Summit will be on track. 65% of students reaching 50 SGP and decreasing	Summit students will be measured by the PLT platform. Agile Mind students will be measured with STAR.	<ul style="list-style-type: none"> After school tutorial

				urgent intervention students by 5% each semester.	At BOY and MOY.	
2.4	Refine the EWS process to close the achievement gap and decrease course retention.	100% of teachers will complete the EWS	Weekly EWS attendance reports	85% or more identified students participating in intervention activities (assessment coordinator, and after-school tutoring)	Monthly assessment coordinator reports After-school tutoring weekly attendance report	Assessment coordinator After-school tutorial
2.5	Continue blended learning in all math classrooms with teachers to provide personalization, differentiation, and authentic engagement	Work with teacher leaders, district staff, and Summit consultant to enhance blended learning classrooms	Daily walkthrough data	95% of students interacting with technology to accelerate their growth	Daily walkthrough data	Chromebooks

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.						
For the school year 2017-2018, our target is to increase our graduation and attendance rate to 90%, and decrease suspension 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?
3.1	Implement a 9 th grade research-based summer transition academy in June that will ensure the success of all incoming 9 th grade students. (ESEA Waiver Intervention I-II.3 Develop and implement support system for students transition	Invite all incoming 9 th grade students Prepare and deliver a comprehensive program to address	Complete and monitor a program check list that ensures all the components of the programs are implemented. Mailing list/phone log of parents (to be contacted three times	Increase student retention to at least 90%. students will attend summer transition academy Increase student	Quarterly Skyward reports Summer transition program attendance report	Bootcamp lunch Transportation

	across break grades).	PSAT skills gap and the four indicators of at risk behavior (attendance, time management, suspension, and retention).	before program starts)	attendance of incoming freshmen to 92%		
3.2	Continue to refine the support of Grade-level performance and attendance Coordinators (teachers /teacher assistants who will track, support and monitor student progress)	Communicate with at least 95% of students with attendance and performance problems and their parents to change the behavior.	Monitor their attendance and performance after each conversation and provide follow up to parents.	Monthly Attendance and Grade Level Coordinator Report and call logs	Increase attendance for 9 th graders to 92%. Increase retention of 9 th graders 92%. Increase course passing rate by 5%.	Attendance and Performance level coordinators. After-school tutorial.
3.3	Create a more culturally responsive school to support students and parents by instituting rituals and routines to generate enthusiasm	100% of teachers using Skyward as their grade book. Teacher participation	Quarterly Skyward report Parent and student sign in sheet/Yearly	Increase graduation rate to 90% 80% of students will pass their	Yearly calendar of events Attendance reports from scheduled dates of	none

	from students. Use of on line grading system to provide students with timely feedback	in creation of school calendar of activities. Greater communication from teachers about students' progress	calendar of activities Signed teacher log for school activities	courses. 90% of students will have a daily average attendance above 90%. Greater student participation in activities	activities.	
3.4	Implement Individual Learning Plan (ILP), Personal Graduation Plan (PGP), and Biannual credit audit, FAFSA, scholarships, and college application (ESEA Waiver Interventions I.III.2 – Review student course-taking patterns and make substantial changes to school schedule and student placement to ensure access to rigorous academic core).	100% of guidance counselors will do 100% of their credit audits twice a year, facilitate FAFSA and scholarship application completion for 75% of students, and facilitate college applications for 80% of qualified students	100% of students courses audited twice a year 90% of students completing Richer Picture goals twice a year.	100% of students will participate in their credit audits 92% of students will complete their Richer Picture goals 80% of students will complete their FAFSA and fill out scholarship applications 85% of qualified	Richer Picture School Completion report (SSP report) monitored monthly. Senior Exit survey monitored in the spring. Audit completion report from counselors biannually.	

		100% of advisors and guidance counselors will have 92% of their students complete their Richer Picture goals and senior exit survey.		students will apply to college		
3.5	Utilize CTE teachers as advisors for all 4 years to increase personalization and support for students to progress toward graduation.	<p>100% of teachers implementing advisory curriculum weekly</p> <p>100% of advisors collecting emergency forms and Richer Picture goals weekly</p>	Grade Distribution Report quarterly	<p>At least 92% of students completing Richer Picture goals, with their advisors.</p> <p>At least 80% of students will engage in advisory curriculum (Skills PDP)</p>	<p>Grade distribution Report quarterly</p> <p>Administration will check quarterly.</p>	none
3.6	Data wall with monthly goals posted and announced to involve	100% of teachers taking	Daily attendance report	90% of students will attend all classes during	<p>Daily attendance report</p> <p>Monthly update of data</p>	none

	students in attendance monitoring.	accurate attendance in every period Guidance will post attendance % monthly on data wall	Monthly update of data wall	the 2015-16 school year	wall	
3.7	Virtual Learning, credit recovery, assessment coordinator, and tutoring	Guidance counselors will identify and refer students who are at risk three times a quarter	Referral forms submitted three times a quarter	90% of students will participate in the intervention activities	90% of students will pass their quarter classes	GLC, assessment coordinator, credit recovery, and after-school tutorial
3.8	Post-secondary exposure and preparation	100% of guidance counselors will organize presentations by and facilitate student visits to colleges,	Guidance calendar for SY17-18 as needed Sign-in sheet for events as needed	At least 92% of qualified students will participate in presentations by colleges, universities, technical schools and post-secondary	Sign-in sheet for events as needed	Transportation

		<p>universities, technical schools, and post-secondary employers</p> <p>100% of teachers will support and participate in presentations by colleges, universities, technical schools and post-secondary employers</p>		employers		
3.9	Monthly Suspension Data Review	Review the percentage of suspension every month to identify the common cause and possible at	Admin team	Meet with at least 90% of the students who are already suspended to discuss ways to avoid recurrence or repeated	At least 5% of the students will avoid suspension	none

		risk students. Convene focus groups to address the issue and possible solutions		suspensions.		
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SMART Goal #4: Insert your CTE Goals here goal below. Include sub group targets that will help close achievement gaps.						
For the school year 2017-2018, our target is to meet or exceed all RIDE Outcome measures						
	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?
4.1	Offer all students who completed all four years	100% of teachers will	Custom form on skyward will be	All students must have an	Quarterly Skyward reports	Perkins IV

	in a CTE program multiple opportunities to earn industry-recognized credentials whenever applicable to the program.	receive training on how to prepare students to be successful in these assessments	completed by 100% of teachers as students complete industry-recognized credentials	industry safety certificate(SP2, OSHA 10)	Quarterly Advisory Board Discussions	
4.2	Provide students access to career-based and work-site learning experiences which may include : vendor visits, presentations from industry personnel, and other construction workers and internships)	100% of teachers will ensure that every student has multiple opportunities for these experiences	Monthly reports from CTE instructors detailing these experiences. Yearly Perkins narrative goals	100% of students exposed to these activities over their four year program.	Quarterly career-based and work-site form	Perkins IV
4.3	Prepare students for post-secondary success	Use of effective curriculum and sound instructional practices to ensure post-secondary success.	RIDE Outcome measure report Tableau Classroom daily walkthrough.	90% of students being on track to complete their CTE course	Quarterly Skyward Report Monthly RIDE Report	Perkins IV
4.4	Ensure that facilities are safe and equipment used for instructional or	Teachers will become more responsive to	Monthly Lab inspection report	Reduce the number of unsafe practices.	Quarterly Lab safety report Daily instructor Accident	Perkins IV

	training purposes are current with business and industry standards.	safety issues and facility needs			Poster	
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SMART Goal #5: Insert your ADDITIONAL SCHOOL WIDE PRIORITY goal below.

Improve parental involvement and school culture to attract highly qualified teachers.

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 while attracting highly qualified teachers.

	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?
5.1	Create post and distribute a calendar of school events and important dates to parents.	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	Student and parent sign-in sheet for each event	Parent refreshments
5.2	Send a phone communication to parents 2 weeks, 1 week and 3 days before the event.	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
5.3	Announce the event in the weekly bulletin and daily announcements to increase awareness of event to students and	At least 80% of teachers will attend three parent-teacher	Quarterly sign-in sheet	At least 200 students at every parent teacher conference, at least 150 during incoming freshmen during open house and 125 incoming freshmen	Student and parent sign-in sheet at each event	Parent refreshments

	faculty	conferences		during freshmen orientation.		
5.4	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
5.5	Develop Parent Academy and Parent Executive Team with grade-level representatives.	Connect with community partners (OIC) to provide parents additional classes (Welding, ESL, Automotive)	Reports on parental attendance and involvement	Students, with parents involved, will have a greater attendance average than students whose parents are not involved	Quarterly attendance reports	none
5.6	Develop a system to recognize students and teachers of the month	More teachers will work toward developing and maintaining the characteristics of teacher of the month	Teacher of the month monthly nominations	More students will work harder to reach the standards of students of the month	Monthly nomination list	Parent refreshment

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, 11, 13, 15, and 16**
- ☐ **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, 11, 12, 14, and 17**
- ☐ **Component 3:** Instruction by highly qualified teachers. **List Page number(s) where this is located: 7, 8, 11, 12, 16, and 17**
- ☐ **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, 11, and 12**
- ☐ **Component 5:** Strategies to attract highly qualified teachers to high-need schools **List Page number(s) where this is located: 20, 21, and 22**
- ☐ **Component 6:** Strategies to increase parental involvement **List Page number(s) where this is located: 20, 21, and 22**

- ☐ **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: 7, 8, 10, 11, 12, 13, 16, and 17**
- ☐ **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: 8, 12, 13, 14, 15, 16, and 17**
- ☐ **Component 10:** Coordination and integration of Federal, State, and local services and programs **List Page number(s) where this is located: 7, 8, 10, 11, 12, 13, 14, 15, 16, and 17**

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:** _____