

New Urban Arts
Rhode Island 21st Century Community Learning Centers – RFP 2017
Appendix H

School Improvement Plan Excerpts

This appendix consists of 2 parts:

Page 2 – Central High School Improvement Plan 2016-17

Page 6 – TAPA DRAFT School Improvement Plan 2017-19



School Improvement Plan

CENTRAL HIGH SCHOOL | 2016-2017



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 2015-2016.

| SMART Goal #1: Insert your LITERACY goal below. | | | | | | |
|--|---|--|--|--|--|--|
| ELA: By June 2017, Student Information System data will show a 3-5% increase on the PARCC assessment. In the last two years, CHS has made continued progress and will move from the 4.3% gain from 14/15 at 11.4%. | | | | | | |
| 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 | 3-5% pf students will increase in the PARCC assessment | 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 |

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 2015-2016.

| SMART Goal #3: Insert your CULTURE AND CLIMATE goal below. | | | | | | |
|---|---|---|--|--|---|---|
| By 2017, Central High School will increase graduation rates of students with regular diplomas from 70% to 74% as indicated in comparing the graduation rate at EOY 2016 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 |

PART 3: REQUIREMENT CHECKLISTS

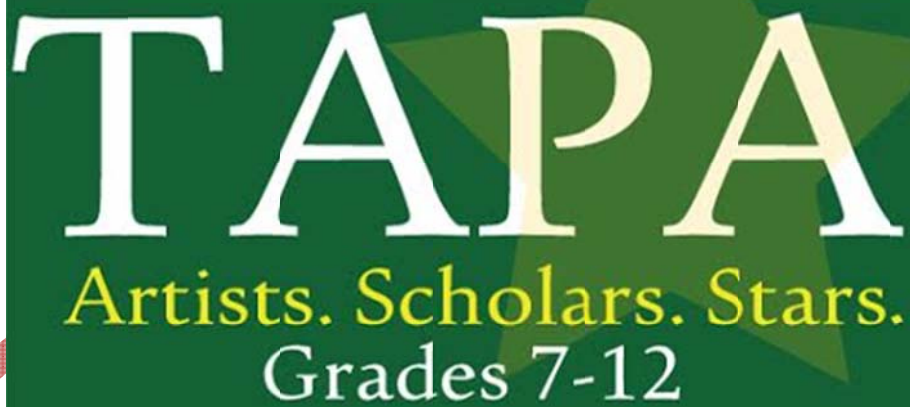
Title I School-wide Program Checklist

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

School Improvement Plan

TAPA: Trinity Academy for the Performing Arts 2017-2019



TAPA
Artists. Scholars. Stars.
Grades 7-12

9. EXTENDED LEARNING ACTIVITIES

| PRIORITY LEVEL | Current Strengths | Current Needs | What does TAPA do? | What should TAPA do? |
|----------------|---|---|--|--|
| 8 votes | <p>Afterschool tutoring program</p> <p>Multiple clubs</p> <p>Extended arts work beyond school hours</p> <p>Credit recovery program in development</p> <p>Students are performing out in the community</p> <p>Summer and afterschool programming with high teacher and student participation</p> | <p>Earlier start times for clubs... 4pm is too late to start</p> <p>Extended credit recovery and summer skills program</p> <p>Afterschool credit recovery</p> <p>Public speaking, like Toastmasters or debate</p> <p>More funding dedicated to extended learning activities</p> | <p>A lot of afterschool programs</p> <p>Summer skills program</p> <p>Credit recovery will launch soon</p> <p>Student-led dance team and breakdance crew.</p> <p>Faculty-led dance company</p> <p>Lessons, partnership with Community Music Works, Extraordinary Rendition Band</p> <p>Drum squad, theatre rehearsals, Thespian society, Shakespeare club</p> | <p>Our arts clubs should enter more competitions</p> <p>Develop a sports partnership with another charter (Cuffee?)</p> <p>Formalize a partnership with the Providence Afterschool Alliance (PASA)</p> <p>Have a PASA coordinator</p> <p>More summer programs, like MARS camp.</p> <p>Film programming afterschool</p> <p>More workshops led by visiting professionals</p> |

The top three areas identified for the focus of Schoolwide Improvement, with particular notes for improvement

1. Extended Learning Activities

- a. Scheduling for programming
- b. Expand our credit recovery program, offer throughout the year (afterschool, summer)
- c. Seek more funding, possibly through grants and partnerships
- d. Develop a relationship with an outside agency for afterschool and extended learning activities
- e. Partnership with other schools for programs we cannot provide, like sports
- f. Expand on summer arts programming, like MARS Camp
- g. More workshops on-site by visiting artists

2. Standards-Based Curriculum, Instruction, and Assessment

- a. More opportunities for advanced curriculum and instruction to help support our highest-achieving students
- b. More special education and paraprofessional supports in the classroom
- c. Increased blended learning and/or computer science in the classroom
- d. An increased focus on college readiness in writing and vocabulary
- e. Share best practices amongst ourselves and others about arts-integration
- f. Tie in-class curriculum to better yield success on PARCC and other assessments

3. Leadership and Governance

- a. Greater coordination and sharing best practices with other charter schools
- b. Develop clearer communication protocols for staff-board-admin.
- c. Launch leadership roles within the arts program

Schoolwide Improvement Planning

NEED: Expanding Extended Learning Activity Services

Summary: Create greater opportunities for students by identifying partners and creating programs outside the regular school day.

TIER ONE PRIORITY

- Further expansion of credit recovery and summer programming
- Solidify tutoring schedules between students and teachers
- Work with community partners to run summer and afterschool programs (example: New Urban Arts)
- Workshops hosted by local artists.

TIER TWO PRIORITY

- Launch “bridge” program to welcome new students
- Collaboration with other schools for programs we do not have (example: sports)
- Strengthen summer arts programming
- Collect student input on what arts they would like to see offered.
- Launching academic clubs afterschool
- Utilizing alumni connections to strengthen programs.

Section 4: School Priority Areas and SMART Goals

Priority Areas

Priority Areas: Based upon the analysis conducted, what 3 to 4 priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

(evidence in the notes on previous pages)

Expanding Extended Learning Activity Services

Strengthening Standards-Based Curriculum, Instruction, and Assessment

Streamlining Leadership and Governance Processes

SMART Goals

| Goal #1: Insert the first SMART goal below. | District strategic alignment: |
|---|---|
| Over the next two years, TAPA will expand extended learning activity services by creating greater opportunities for outside the regular school day and forging strong community connections. This will result in more opportunities for the students afterschool, in the summer, and through workshops. | Engaged students and families Highly-effective educators Student-centered instruction Systems that work Collaborative community |
| Goal #2: Insert the second SMART goal below. | District strategic alignment: |
| Over the next two years, TAPA will increase access to already-successful programs while also adding programs in effort to increase academic achievement. This will be evidence though different programs running at TAPA geared towards greater academic and artistic success. | Highly-effective educators Student-centered instruction Systems that work Collaborative community |
| Goal #3: Insert the third SMART goal below. | District strategic alignment: |
| Over the next two years, TAPA will create opportunities for all stakeholders (board, community members, student, staff, parents, family) to collaborate and set goals together. A positive and well-structured collaboration of all stakeholders will emerge. | Systems that work Collaborative community |

Section 5: School Improvement Strategies and Implementation Timeline

| Goal #1: Insert your first SMART goal below. | | | | | | | | | | | |
|---|---|--|---------|----|----|----|---------|----|----|----|--|
| Over the next two years, TAPA will expand extended learning activity services by creating greater opportunities for outside the regular school day and forging strong community connections. This will result in more opportunities for the students afterschool, in the summer, and through workshops. | | | | | | | | | | | |
| Summary: Briefly describe the school's comprehensive approach to produce gains in this goal area. | | | | | | | | | | | |
| TAPA's doors will be open longer, and for more stakeholders through an expansion of summer programming and afterschool academic work. Additionally, we will utilize the support of artists and alum to support the goal of expanding extended learning activities. | | | | | | | | | | | |
| Strategies: Identify a core set of strategies to achieve this goal. | Funding: If the strategy requires funding identify source: local or Title I | Performance Metric: Identify an indicator for each strategy. | 2016-17 | | | | 2017-18 | | | | Person Responsible |
| | | | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | |
| 1.1. Further expansion of summer academic programming | Title One | The Summer Skills program will be offered to all eligible students in need of remediation in math and reading in all grades. | | | | X | | | | | Teacher assigned as Summer Skills Director, and Guidance Counselor |
| 1.2. Solidify tutoring schedules and afterschool academic | Local | The school schedule will allow sets | X | | | | | | | | Curriculum and Instruction |

| | | | | | | | | | | | |
|---|--|---|---|--|--|---|--|--|--|--|---|
| programming between students and teachers | | days in the week for tutoring, at least two days per week | | | | | | | | | Coordinator |
| 1.3. Establish a community partner to run afterschool and summer programming | Local, Grants TAPA is working with New Urban Arts in submitting their 21 st Century Community Learning Center Grant. | TAPA will have a community partnership that hosts TAPA students in out-of-school time hours | X | | | | | | | | Dean of the Arts, and Director of Learning Supports |
| 1.4. Host workshops at TAPA by local artists. | Local, Grants | At least four local artists will host workshops at TAPA open to students and the community | | | | X | | | | | Dean of the Arts |
| 1.5. Launch a program for welcoming in newly accepted students, introducing them to our curriculum and mission. | Local | A program will be in place for incoming students | | | | X | | | | | Dean of Student Culture, and Guidance Counselor |
| 1.6. Continue and expand summer arts programming | Local, Grants | Arts camps at TAPA, as well as connections | | | | X | | | | | Dean of the Arts |

PART THREE: 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
- NA: 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

Appendix Three: Overview of TAPA's Community Partnerships

March 14, 2017

The following is an overview of TAPA's current Community/Artistic Partnerships. Some have been cultivated since TAPA's arrival to Downtown Providence in order to assure that our Arts programs will have sufficient space to rehearse and perform. In addition, since our current building is not available after 4:30pm most days, it has become important to identify alternative spaces to hold after school programming within the Arts. Lastly, some have been forged in order to begin to provide TAPA students with the opportunity to receive academic credit for Arts based off site learning.

134 COLLABORATIVE:

Contacts: Rev. Jack Johnson
Karen Gager, Managing Director

The Ask: Use of Fellowship Hall for Theatre Performance;
Opportunities for Students to work with music and theatre
Community service programming

The Plan: TAPA was able to use the Fellowship Hall for our Shakespeare Competition/ Q1 Showcase which had to be held the week we moved downtown.
Working with Pastor Jack on summer opportunities for students as well as identifying which community service programs would be best for our students.

AS220:

GRACE CHURCH:

Contact: Vince Edwards, Director of Music

The Ask: Thanks to Liz, she, Avi and Sara met with Vince to discuss the possibility of TAPA students joining his Youth Choir. Students would be able to take advantage of a robust learning experience, free piano and flute lessons as well as a 5 day summer Choral Camp and national and internationally touring.

The Plan: Avi will poll students to see who is interested in this opportunity. In addition, Pat will see if we can move our after school music rehearsals to Grace. In addition, Pat will see if the basement theatre location is still available for use.

NEW URBAN ARTS :

Contacts: Daniel Schleifer, Executive Director
Emily Ustach, Staff

The Ask: TAPA student access to after school programming in Music; Visual Arts; Poetry/Spoken Word

The Plan: Exploring the possibility of TAPA entering into a school/community based partnership through a 21st century grant obtained by NUA. This would allow our students to have access to certification on Ableton(music performance software) through a dual enrollment process. TAPA students would also have access to dance mentors; spoken word mentors; visual arts studios; summer arts internships; study buddies; life after school program mentors; receive academic credit for Arts based off site learning.

TRINITY REP COMPANY:

Contacts: Jordan Butterfield & Matt Tibbs, Teaching Artists