

# PART 1: GENERAL INFORMATION

Instructions

## PART 2: SCHOOL IMPROVEMENT PLAN TEMPLATE

Section 1: Cover Page

Parent and Community Member Representatives:	Natalia Rosa		
Zone Executive Director Signature:		Date:	
School Principal Sgnature:		Date:	

must

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### Section 2: School Demographic Profile

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:	9 <sup>th</sup> & 10 <sup>th</sup> Grade
Student Enrollment:	200

### Section 3: School Improvement Strategies and Implementation Timeline

After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. /(

Waiver, each

F	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.	
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1.2 Learning Facilitators will design

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	Oreate and implement a data template tool to be used quarterly.  Oreate 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.	

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 variety every 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.

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

			objective and learning	percent of their		
			targets.	learning targets.		
			3	3 3		
		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.				
-	Dravida intervention	1000/ of	Croots and implement		•	•

Provide intervention 100% of support during WIN (What Learning I Need) intervention Facilitato period. tutilize all

100% of Learning Facilitators will utilize all student data to create personalized intervention supports for students. Oreate and implement teacher data tools to

2.2

		100%of	Create and implement	70% Students	MAP (NWEA) BOY,	
		eachers will be	a data template tool to	will increase in	MOY, EOY.	
		rained on how	be used quarterly.	math MAPMOY		
		o use data to		scores by 1	Quarterly Learning	
		nform		target point	Target Review.	
	i	nstruction.	Create and develop a	and/or will		
			goal setting template	achieve 50%		
		100% of	to be used quarterly.	percent of their		
2.3	I I	_earning		learning targets		
		Facilitators				
	l	participate in				
		data protocol				
		session and				
		hey will create				
		an instructional				
		goal at the end				
	C	of each				

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 scho Tm0s 0.48423.19-12(gn}s 0.48423.19-12 BOY)6(,)(s)11(w)6(il)t6(il)te and co q222 2(y.25 120.3 to 4.98 5s2 2284-8(n)3(g)14 continuous continuou

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%.

	All Evolutions staff will	100% of	Learning Facilitators			
3.1	implement the restorative framework for all students.	Evolutions team members will implement Restorative Framework.  School leadership including the Positive Youth Development and school principal will mediate student behavior following	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	I	I	1 I

#### PART 3: REQUIREMENT CHECKLISTS

#### Title I School-wide Program Checklist

Complete the Title I School- #WPDIZIO ##820 \*WWIZI(ODI) / IDEX comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I).

School-(100) Schoo Χ levels of student academic achievement. Χ 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. X Instruction by highly qualified teachers. Χ High-quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil service personnel, paren Sly (1800 oo Zp (1886 ZP)) v 368. Χ Strategies to attract highly qualified teachers to high-need schools Χ Strategies to increase parental involvement Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs

- X 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.
- X 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
- X Coordinat