

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Scott Barr

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Classical High School

(As it should appear in the official records)

School Mailing Address 770 Westminster Street

(If address is P.O. Box, also include street address.)

City Providence State RI Zip Code+4 (9 digits total) 02903-4019

County Providence County

Telephone (401) 456-9145 Fax (401) 456-9155

Web site/URL http://www.classicalhighschool.org E-mail scott.barr@ppsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Christopher Maher E-mail christopher.maher@ppsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Providence Public Schools Tel. (401) 456-9100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Nicholas Hemond

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 22 Elementary schools (includes K-8)
 - 7 Middle/Junior high schools
 - 10 High schools
 - 0 K-12 schools
- 39 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	132	144	276
10	116	176	292
11	123	165	288
12 or higher	123	125	248
Total Students	494	610	1104

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 10 % Asian
 - 18 % Black or African American
 - 44 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 25 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2015	1124
(5) Total transferred students in row (3) divided by total students in row (4)	0.023
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 0 %
1 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Approximately 37 different students representing many language backgrounds feed into Classical High School. Students speak Arabic, Armenian, Cantonese, French, German, Greek, Haitian Creole, Hausa, Hebrew, Hmong, Igbo, Italian, Japanese, Khmer, Korean, Mandarin, Portuguese, Russian, Spanish, Tagalog and many others.

7. Students eligible for free/reduced-priced meals: 66 %
Total number students who qualify: 733
8. Students receiving special education services: 1 %
9 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 4 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 2 Other Health Impaired
- 3 Specific Learning Disability
- 0 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 8
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers including those teaching high school specialty subjects	70
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 161:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	93%	94%	92%	94%	94%
High school graduation rate	98%	99%	99%	99%	99%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	285
Enrolled in a 4-year college or university	81%
Enrolled in a community college	16%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	1%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Classical High School, a demanding college preparatory examination school, serves a diverse community and provides its students with the means to achieve high standards in a rigorous learning environment.

Classical encourages its students to pursue academic, athletic, artistic, and personal growth so that they will experience success in colleges and universities, and will demonstrate excellence and leadership within the global and local community.

16. For public schools only, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

The Classical High School admissions process is clearly defined in Providence School Department policy. To ensure equal educational opportunities, Classical High School continues to engage in a viable recruitment program to attract culturally diverse populations that reflect the demographics of the city. Each year approximately one thousand students apply for admissions to Classical High School. Of these candidates, only about three hundred are eventually accepted. Acceptance to Classical High School is determined by an Admissions Committee which reviews the student profile of each prospective student. The composition of the Admissions Committee includes the following:

- 1) CHS Assistant Principal in Charge of Admissions
- 2) Representative from Central Administration Designated by the Superintendent
- 3) Representative from the Equity and Access Office
- 4) Classical High School Faculty Member
- 5) Director of Guidance
- 6) 2 Parents
- 7) Student Representative from the Classical Senior Class

The Admissions Committee will independently evaluate each profile without knowledge of census/residency data and select candidates that seem most likely to succeed at Classical High School. Notice of acceptance/rejection will be sent to homes and sending schools sometime in January of the given year.

Appeals of the Admissions Committee decision are made by the sending school Principal and subsequent appeals may be filed with the Deputy Superintendent and the Superintendent, in that order.

PART III – SUMMARY

Founded in 1843 in Providence, Rhode Island, Classical High School is a demanding college preparatory examination school, which serves a diverse community and provides its students with the means to achieve high standards in a rigorous learning environment. Classical High School is located in Providence, Rhode Island. Providence, the capital city of Rhode Island was traditionally a manufacturing city during the 19th and 20th centuries. Providence now has a predominantly service oriented economy, anchored by eight hospitals and seven institutions of higher learning.

Classical High School has been identified by the Rhode Island Department of Education as the most diverse high school in the state of Rhode Island, and is annually recognized as one of the highest achieving high schools statewide and nationally. This diversity in race, ethnic background and socio economic status enriches the experience of the students by exposing them to many cultures and unique customs in an environment of tolerance and acceptance. This is a testament to the dedication of the students and faculty, the rigorous expectations the school has for its students, and the support of parents and other community members. The school's core values and beliefs are actively reflected in the culture of the school, which drive teaching and learning and guide the school's policies, procedures, decisions, and resource allocations. Students are encouraged to pursue personal growth through academic, athletic, and artistic opportunities so that they will experience success in colleges and careers.

In the New England Association of Schools and Colleges 5-year report, Classical students reported that equal access to educational opportunities and support of faculty, staff, and parents attributed to their academic success. Early on, students develop an understanding that they are responsible for their growth through development and self-monitoring of personal learning goals. Students' personal learning goals are the result of opportunities they have had to explore a variety of post-secondary pathways of interest. Students participate in a multitude of extracurricular activities ranging from academics to athletics. For example, teachers and students advise and lead over thirty clubs and activities, not including athletics, such as Academic Decathlon, Debate, World Language Clubs, Yearbook Club, Math Team, School Newspaper, and social events. Students are encouraged to be ethical members of the school community by utilizing effective personal management strategies, decision-making skills, and are not afraid to take risks to further their learning experiences.

Unique from other schools in the district, Classical provides all students equitable access to engage in cross-cultural exchanges and travel abroad. For example, a relationship between Classical High school and Chosei High School in Japan was developed in 2013. To date, a total of 30 Classical students have been hosted by families from Chosei High School. In return, Classical High School families and faculty have hosted the Chosei High School students. Additionally, each spring, students travel to countries such as Scotland, England, France, Spain, Italy and Greece.

Administrators, faculty, and school support staff maintain a welcoming and positive school climate for students and foster an inclusive environment through student organizations and extracurricular activities. The Student Senate and Student Class Government meets regularly with school administrators and faculty advisors to facilitate the review or revision of school procedures and policies. Student Senate and Government members actively participate and collaborate in the governance of the building. This structure is an embedded support to empower student voice, which has always been one of the major linchpins of the school community. Student grade level meetings are held regularly in order to communicate to students their rights and responsibilities as citizens of the Classical community.

The Student Assistance Counselor leads and coordinates the Gay Straight Alliance (GSA) student group. This position is funded to allow the group to meet weekly to provide workshops and information sessions for parents centered on social media, transitions to and during high school as well as how to handle anxiety and stress at school. The GSA championed the creation of a gender neutral restroom for student use, which was recently completed. The group also hosts the annual Love is Love Day where the entire school community shows their support for gender and marriage equality by wearing sponsored t-shirts.

A longstanding academic tradition is the Cum Laude Honor Society, which recognizes the induction of high achieving juniors and seniors into this highly respected academic society. Several examples of academic recognition include the Anthony Medal writing competition sponsored by the English Department, the national Poetry Out Loud competition, and Science Olympiad. Classical students have been successful in receiving numerous accolades such as a student won the grand prize in 2011 at the National Poetry Out Loud finals and winning the Rhode Island Science Olympiad competition thirteen out of the last fifteen years. Other competitions and awards include the Ocean Bowl, an oceanography competition, a Science Bowl, the Arrigan Award, the Outstanding Language Award, a Providence Teachers Union scholarship, a Siemens National Science Award, as well as various achievement awards offered through state and national organizations.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

By 2021, the Providence Public School's (PPSD) Teaching and Learning Vision is that all students can achieve their unlimited potential when their school communities hold all students to high standards and expectations, put students at the center of their own learning, meet student's academic and social emotional needs, and ensure access to a culturally and linguistically relevant learning experiences. Each content area will have a culturally relevant standards-based curriculum, which will support educators working with students to determine personalized learning goals that are aligned to mastery. These expectations will continue to ensure that Classical High School students graduate from high school and are college and career ready. This shift is to support school-based decision making in service of a personalized learning model.

The goal for 2017 has successfully been met in identifying and communicating priority and major standards to be taught in English Language Arts, Mathematics, Science, Social Studies, World Language, Unified Arts, and Physical Education/Health.

In an effort to best support student learning, English Language Arts and Mathematics teachers received Common Core State Standards (CCSS) Quarterly Standards Bundles to plan instruction. Teachers utilize the bundles to plan differentiated instruction to ensure access and equity for all students to achieve grade level mastery. The standards bundles also guided the development of district wide, interim standards-based assessments for the 2016-2017 school year to allow teachers to progress monitor student proficiency of the quarterly standards, and provide individualized instructional support as needed.

Classical High School adopted the College Board English Language Arts SpringBoard resource for all students. SpringBoard is the foundational component for the College Board's College Readiness System. SpringBoard provides a robust Pre-Advanced Placement program that encourages participation and preparation of a greater diversity of students. The SpringBoard curriculum incorporates a variety of culturally relevant texts and opportunities for students to learn how culture shapes, impacts and influences identity and perception.

The adoption of the CCSS and Next Generation Science Standards (NGSS) required significant curriculum revisions in Mathematics, Social Studies and Science. The curricula revisions have been a collaborative process involving teacher leaders across PPSD. The adoption of the NGSS expands the role of cross disciplinary learning, linking the scientific disciplines through the Cross Cutting Concepts and providing opportunities for integration of English Language Arts, Mathematics, and Social Studies. Science courses aligned to the NGSS will make curriculum more coherent and explicit. One of the major revisions for Mathematics was the shift to an emphasis on inquiry and problem solving. The purpose was to focus on developing students higher order thinking skills and allowing opportunities for authentic, student-driven learning. Students apply what they have learned in Mathematics to solve problems that arise in everyday life, society, and the workplace. The Social Studies department has focused its revision on identifying more culturally relevant texts and resources to build connections and support student success, including piloting an Ethnic Studies course.

Classical students led the district wide student rally at the administration building to call for the addition of an ethnic studies course to the high school curriculum. The students were invited to meet with the district curriculum director and Superintendent to discuss revamping the curriculum to be more inclusive of the world. An Ethnic Studies curriculum was developed at Classical High School and a new course will be offered in the Fall of 2017. Classical students have been involved in the work of designing the curriculum for the course in partnership with Direct Action for Rights and Equality, the Providence Youth Student Movement and members of the Providence School Board. Teachers, key Classical students, Brown University faculty members, leadership from our local NAACP chapter, and Project ARISE (South East Asian Support Network) developed four units of study for the Ethnic Studies course during an intensive summer summit in 2016. By 2019, PPSD we will have implemented a revised three course social studies sequence in all high schools based upon the outcomes from the pilot. In addition, the English Language Arts

curriculum is being vetted for culturally relevant content, resources, and opportunities that are inclusive of the depth and breadth of the diversity of our city. The goal of this process is for students to examine their own attitudes, beliefs, biases, and critically analyze how it connects to their position in this society.

Classical's cores values and Mission Statement clearly guides the school procedures and decisions. Classical offers a total of 23 Advanced Placement (AP) courses, more than any other high school in Rhode Island, offering courses in Math, English, Science, Social Studies, World Language, and Art. Enrollment for AP courses is open to all students, providing a pathway to access and equity for all. In 2016, 1157 AP exams were administered, and the percentage of students who scored a three, four, or five, enough to earn college credit, was 70%. In 2017, 572 students are enrolled in AP courses. Many students choose to take the AP test each year, earning college credits.

The Social Studies department has provided various opportunities for experiential learning: students visited Washington D.C. (2014-2015) for civic engagement where they learned about responsibility to the community and to work collaboratively with a diverse body of students from around the nation. Another trip is planned for the Fall of 2017.

2. Other Curriculum Areas:

Classical High School offers a menu of non-core subject courses, or electives. These courses are accessible to all students and offer the opportunity for students to further explore their individual interests or discover a new pathway to learning. There are over 30 different non-core subject courses offered each semester or yearly.

The Visual and Performing Arts courses at Classical create student learning experiences that highlight the importance of the relationship between art and social, political and economic systems. The addition of new resources has increased opportunities to support the development of individual student artistic growth. This academic year we have an additional full-time educator of Visual Arts and expanded our course offerings to include Art History (13 enrolled), several more sections of Introductory Art (183 enrolled), and Calligraphy (132 enrolled). Drawing (17 enrolled), Ceramics (27 enrolled) and AP Art (16 enrolled), are additional Art electives. Performing Arts electives include Theater and Film (total of 166 enrolled).

Thanks to the energy and vision of our new Music Director and the support from our Alumni Association, our program has grown exponentially. The elective music courses include Introduction to Music, (135 enrolled), Band (34 enrolled), and Instruments (45 enrolled). We now have a school band that is 20 strong and a school chorus. We will be offering a new Music Appreciation course partnered with New Urban Arts next school year.

Students learn the impact of physical activity on their health and wellness in the Physical Education, Health and Nutrition courses. Current research about the impact of physical activity on health provides our physical educators the rationale to support programs and policies to get people moving and active for life. Students are given multiple opportunities to take responsibility, learn how to resolve conflict in an appropriate way, and why sportsmanship, teamwork, and cooperation are essential components of team sports. Physical educators plan for skill and concept instruction that provides adequate time for practice, skill development, and feedback based on appropriate skill analysis. Classical has Physical Education and Health classes for all grades and also has an active athletic program that has a high student participation rate. Additionally, approximately 600 out of 1150 students participate in at least one school team sport. A First Aid elective course is also available (56 enrolled).

Students are required to take two consecutive years of a world language in order to graduate from high school in Rhode Island. Classical offers a variety of languages including Spanish, French, Italian, Japanese and Latin. Students who complete the four-year sequence of Latin courses, including two years of AP Latin, graduate with the Classical Latin Diploma, one of Classical's long-established and honored traditions. The World Language department encourages students to participate in, communicate and explore cultural experiences through cuisine, attendance at language-based events, host exchange students, and offerings of international trips to foreign countries.

The Junior Research and Technology Seminar course is offered to Grade 11 students and has been revised to focus on inquiry, higher order thinking, and cross-disciplinary learning. The topic focus during the Junior Research Seminar is student-driven and emphasizes authentic learning opportunities, such as learning how to conduct research and producing a culminating research paper on a topic of personal interest and presenting a final exhibition guided by a rubric aligned to the CCSS. This course is a Classical graduation requirement and challenges students to conduct independent research that is an expectation and characteristic of college level courses. Elective courses in Creative Writing (23 enrolled), and Journalism (23 enrolled), are also offered to support student interest in writing and communication.

Students can also pursue their interest in non-core areas and earn college credits through Advanced Placement courses and Early Enrollment Program with Rhode Island College and the University of Rhode Island. In 2016, Classical has added Advanced Placement elective courses for students such as AP Computer Science (27 enrolled), AP Psychology (76 enrolled), and AP Statistics (38 enrolled). AP Psychology was introduced in the Social Studies Department and is in its second year of implementation. In addition, Psychology (76 enrolled), Law and Society (26 enrolled), and Ethnic Studies (71 enrolled) are additional electives offered through the Social Studies Department; and Physiology (70 enrolled) and Forensics (84 enrolled) are offered through the Science Department.

3. Instructional Methods, Interventions, and Assessments:

A hallmark of Classical is that all students receive meaningful and equitable access to rigorous and high quality, evidence based academic, linguistic, and social emotional instruction. The instruction is aligned to the CCSS and utilizes a variety of modalities, including but not limited to technology or project based approaches, to engage students and reduce barriers to learning by providing a comprehensive system of student supports. The School Improvement Plan literacy goal is to maintain benchmark of approximately 99% proficient on the Evidence-Based Reading and Writing portion of the Grades 9 and 10 PSAT and 98% for the Grade 11 PSAT in 2016-2017. The mathematics goal is to increase the benchmark of approximately 59% proficient on the Math portion of the Grades 9, 74% 10 PSAT and 68% for the Grade 11 PSAT in 2016-2017 by 5%.

The following three strategies are being implemented to maintain the literacy student achievement and increase the mathematics student achievement: Keys for Learning Project, Multi-Tiered Systems of Support (MTSS), and Instructional Rounds.

Classical High School is one of four schools selected to participate in the Keys for Learning Project funded by the Nellie Mae Educational Foundation. PPSD has contracted with Generation Ready to provide job-embedded coaching and professional development to participating teachers, students, and district content specialists from a total of four high schools. Five teachers representing of each core content area (English Language Arts, Mathematics, Science, Social Studies, and World Language) and three students (current ninth and tenth graders) from Classical will participate in the project. The following list of Keys for Learning strategies, which have been identified by district staff and community members, is a draft to anchor the work of the project: Setting the Purpose for Language and Learning, Integrating Knowledge for Learning, Promoting Authentic Collaboration, Deepening Critical Thinking, Developing a Culturally Responsive Classroom Environment, Using Assessment and Data as Tools for Learning, and Personalizing Instruction for ALL Learners. This project will launch the creation of student-centered Professional Learning Communities (PLCs), teachers will lead professional development for participating high school faculty for leading the Classical High School staff to become the leaders of the initiative. The participating students will participate in PLCs focusing on the vision of students sharing how they learn best in this station and developing strategies for teachers. The students will monitor the long term impact of the project with annual meetings during the Superintendent Student Cabinet meeting to review impact data, feedback from students, and additional tools added. This project fits into the district's strategic plan to support increasing achievement through standards-based instruction with students at the center of learning. The goal is that by 2021 all classrooms will utilize the keys for learning developed by our own teachers and students.

PPSD has a MTSS policy, a coordinated and collaborative approach to problem-solving that attempts to

bring together systems and supports available within the school district and use them to support the growth and development of the whole child. The implementation of an MTSS process is essential to identifying and intervening as soon as possible in order to meet the individual academic, social-emotional, and language development of all students. The belief at Classical is that every student is everyone's responsibility and that MTSS can serve to ensure a high level of rigor in core instruction, and increase opportunities for students who may be prepared to engage in advanced coursework beyond the core curriculum. Our aim is to ensure that every student is provided a high-quality core education coupled with personalized supports and enriching opportunities as often and to the degree necessary to promote successful student outcomes.

In the current school year, Classical participated in Instructional Rounds, a collaborative process developed at Harvard University, through which a team of teachers and school leaders learn more about their practice in order to develop a collective understanding of teaching and learning. During rounds, teams visit classrooms to observe and collect data around an essential focus question of practice: What opportunities do students have to engage in higher order questioning, discussions, and cognitively demanding tasks? Patterns that emerged from the rounds process at Classical provided us with quantitative and qualitative data to inform our School Improvement Plan and strategic planning goals.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

As our mission states, Classical provides a rigorous academic program while supporting the unique identity and needs of our diverse learning community. Classical's student support structure includes five full-time guidance counselors, the school nurse, special educator, and student assistance counselor. Additionally, a school social worker, school psychologist, and intervention specialist are on-site one day per week for evaluation team meetings and connecting directly with students. The team assesses referred students' educational, social, and emotional needs. They develop and implement modifications and accommodations for intervention(s) and expect that all students will have universal access to high quality core instruction, differentiated learning opportunities, tiered interventions and student-centered standards-aligned supports. This team is the linchpin of the multi-tiers of support, ensuring the support of the whole child academically, socially-emotionally and linguistically.

To meet the overwhelming demands for mental health needs within our community requires that each member of the student support team works together. Response to Intervention is the first step in the process of referring at-risk students for academic, emotional or social support. Faculty and staff have been trained in the procedures to provide intervention strategies for all student needs through the Teacher Support Team (TST) during common planning times. Faculty, staff, and parents make referrals to the TST. Once a referral is given to the student's assigned guidance counselor, the counselor collects all pertinent information (attendance records, assessment results, grades, discipline referrals) for that student and provides it to a TST designee.

The positive relationships throughout the school community reflect the mission, core values and beliefs of Classical. The majority of faculty at Classical feel valued because they have opportunities to innovate, collaborate and participate in peer feedback protocols to grow professionally. Opportunities include teacher led professional learning communities school wide, departmental and cross-district. Classical remains one of the most pursued schools in the district for educators to work in because of the unique structures and opportunities available for them to advance their professional growth.

Classical has an Instructional Leadership Team, which includes up to seven faculty members who meet to discuss major issues and initiatives. This team has been productive in advising and offering positive input with regards to the governance of the school. Classical also has a School Improvement Team made up of students, teachers and parents. This team is vital to the governance of the building; there are bylaws that are adhered to and fully carried out. This particular body has the ability to introduce changes to and make positive additions to the school climate. For example, final exam exemption policies as well as mid-term and final exam format scheduling are reviewed through this team. Some teachers and students also participate on the Superintendent's Advisory Board to provide insight on school activities and procedures.

2. Engaging Families and Community:

Teachers at Classical share a professional growth goal focused on increasing parent engagement. Every teacher of our school community sets specific, measurable, attainable, reasonable, and time bound goals to improve engagement with families. The faculty utilizes many best practice suggestions such as establishing set office hours, providing a course syllabus, and maintaining consistent communication.

The Classical Parent Association provided technical assistance to help develop an increased web presence by re-designing our website to include an electronic newsletter, link to teacher websites, translation options, and a Google calendar of events. The student information system, Skyward, also has many parent-friendly features including a parent portal where all families can access student assignments, review academic progress and communicate directly with faculty and staff.

The mission of the Classical Alumni Association is to preserve and support the school's tradition, build and

maintain relationships among its alumni and friends, raise funds for both school and Association activities and enhance the educational experience of current students. The Classical Annual Fund receives contributions of an unrestricted nature given by alumni, parents and friends. Unrestricted contributions allows the Association to support important programs not provided for in the school department budget. Contributions to the Annual Fund support the areas of greatest need at the school as identified by the Principal in consultation with faculty and staff as well as the Alumni Association's Allocations Committee. Contributions to the Annual Fund also help the Association support alumni programming, specifically the Distinguished Alumni Awards, Golden Circle Luncheon and other alumni events designed to bring alumni closer to each other and the school. The Classical High School Alumni Association hosts various events during the year for all graduates, current students, and supporters of Classical High School. Classical faculty are awarded grants to attend the annual Advanced Placement training to ensure high academic standards for student learning.

3. Professional Development:

All academic departments utilize scheduled common planning time (CPT) each Wednesday morning for 90 minutes, to plan and reflect on instruction related to personalizing instruction, inquiry learning, close reading, annotating texts, higher order thinking skills, and discuss student testing data.

PPSD funding for school-based professional development (PD) has been drastically reduced. As a result, instructional strategies regarding content-based literacy, effective use of homework, discussion and questioning techniques in the classroom, and student self-assessment practices continue to be developed at the departmental level during common planning time. Teachers continue to use strategic grouping to meet the needs of all learners. An example is utilizing the STAR Renaissance Learning Platform to strategically group students based on Lexile, proficiency, and scaled score data in order to differentiate instruction.

The hope of the Instructional Leadership Team (ILT) is to develop professional learning communities (PLCs) through the Keys for Learning Project. This will build the capacity of the participating teachers, as they lead their respective departments. The PLCs will take place during CPT and will be developed by the participating teachers and students with the support of monthly job-embedded coaching and PD.

As a result of the Instructional Rounds process, a recommendation the Classical ILT chose was to implement the Student Discourse Cycle through the development of model classrooms in the 2017-2018 school year. This will be led by the teacher leaders, and the focus will be on increasing opportunities for student discourse.

In-school PD for Smart Board training took place in the 2014-2015 school year. The addition of SmartBoards in the classroom allows teachers to integrate displays, software, content, and visuals to create more rich, vibrant, interactive and engaging lessons. In addition, the English teacher leader has participated in training sessions on SpringBoard online, the central resource for the English curriculum, and Google Classroom. This training has been disseminated to other faculty members during CPT.

The AP Summer Institute provides teachers in all AP content areas PD that enhances their knowledge of their academic subject and content-specific pedagogy. These opportunities are typically funded by either alumni grants or scholarships from the College Board. Several teachers applied to be readers for the AP exam and were accepted for Spring 2017. These teachers will share their knowledge and skills during departmental CPT in Fall 2017.

4. School Leadership:

In Spring 2016, the Providence School District hired a new superintendent of schools. The new Superintendent believes that our educators and staff are committed to creating engaging learning environments and meeting every student's educational needs. The Superintendent cites that this is being accomplished through personalized learning strategies that honor each student's learning pace and style. The district has invested in technology for our students and professional development for our educators to make this a reality in more and more schools. PPSD has shifted toward greater school-based decision-

making, where each school community can help shape the educational experience of the students it serves. The leadership is committed to a number of initiatives and partnerships – from dual language programs to mental health support – that address common barriers to student success and help us help children better focus on their education.

The Teacher Leaders of each academic area meet with the administration team weekly as part of their responsibility for knowledge of content, key learning strategies and guiding colleagues in their professional growth. They have increased responsibility as well as at the district level, especially as changes are made to curriculum, training and teacher evaluation systems. Much of their work has concentrated on the Instruction recommendations.

Classical's Teachers Union representative (Building Delegate) plays an integral role in shaping and implementing the school's improvement strategy. The Building Delegate represents his/her peers in the decision-making process and works collaboratively with the Instructional Leadership Team (ILT) and the school's leadership team to identify and execute bold reform strategies. The Building Delegate and administrators work collaboratively to resolve any school issues. Disputes, differences, or policies are first be presented to the ILT for resolution. In the rare instance that an issue cannot be resolved by the ILT, the issue will be presented to the joint teacher's union and district School Improvement Intervention Team (SIIT) for a decision.

The school leadership team at Classical has been instrumental in shaping the conditions for high quality teaching and learning and its contributions to growth in student achievement. Administrators have successfully built systems of distributed leadership across disciplines to empower the faculty in leading professional learning communities and decision making focused on improving student learning. The role of administrators at Classical has shifted to focus on students at the center of all decisions.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Classical High School's greatest strength has been and continues to be the amazingly talented, diverse and successful student body we welcome on campus every day. Our mission is to provide students the opportunities to achieve high standards in a rigorous learning environment so they will experience success in colleges and universities, and will demonstrate excellence and leadership within the global and local community.

We believe that students are successful because they have the opportunity to actively participate in decisions regarding their learning pathways. Students set academic and social goals, receive consistent feedback on their progress, and meet regularly with support staff and peers to discuss their progress. Teachers offer a before and after school tutorial program to support students with their learning goals. In addition, guidance counselors meet with students regularly to review their academic progress and address their social and emotional needs.

Classical has received numerous national recognitions for student achievement for many years. Nationally, Classical has been awarded the Gold Medal by the prestigious U.S. News and World Report ranking it as one of the top high schools in the nation. In addition, the Washington Post named Classical as one of the most challenging high schools in the country. In 2015-2016, students achieved the highest composite scores on PARCC compared to high schools across the state.

At the state level we have continued to maintain our "Commended" status; an indicator of academic success. Classical achieved the number one overall composite score for public high schools in our state. This honor reflects our focused efforts at ensuring our school mission is achieved. Specifically, it acknowledges the strength of our high performing school culture, core rigorous academic program and overall success of our school community. In addition, we have observed one of the largest cohorts to receive admission to Brown University in recent years with 13 students being accepted in 2016. We also continue to see many students, five in 2016 and four in 2017, nominated as Presidential Scholars by the United States Department of Education. We have increased our graduation rate to 99% with 98% attending college.

Finally, Classical continues to thrive in spite of the many social, economic and political challenges facing our students and families. In fact, it is our students who demonstrate courage in the face of struggle. They are inclusive, and welcoming and through their wisdom and strength push our community to be better each day as we continue to Strive, to Seek, to Find, and Not to Yield.