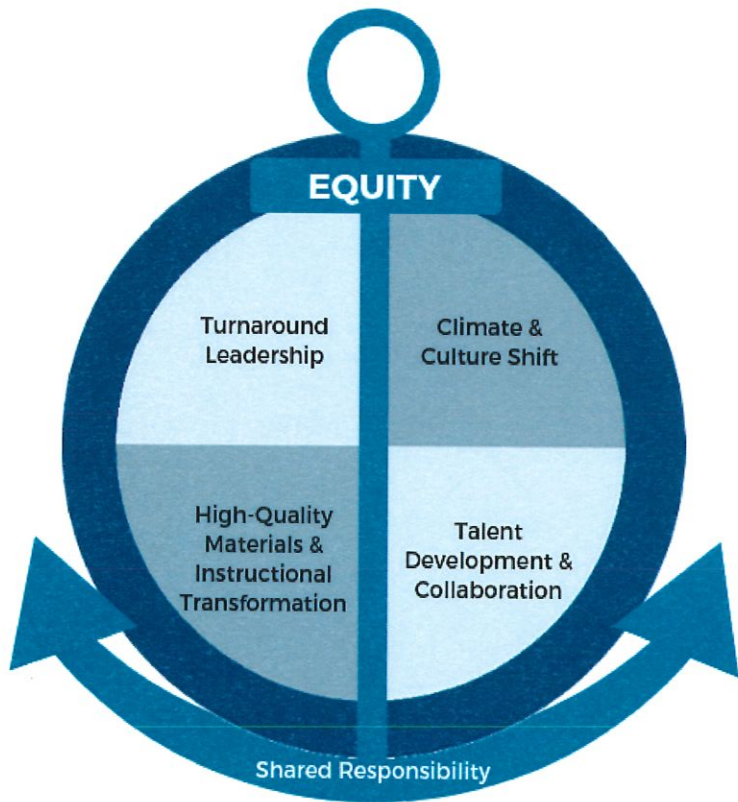# COMPREHENSIVE SCHOOL IMPROVEMENT PLAN MODEL TEMPLATE

Rhode Island Department of Elementary and Secondary Education

EQUITY

Turnaround Leadership

Climate & Culture Shift

High-Quality Materials & Instructional Transformation

Talent Development & Collaboration

Shared Responsibility

Office of School Improvement
Division of the Deputy Commissioner

Comprehensive School Improvement Plan Model Template

<u>**Essential Elements of a School Improvement Plan & Guidance for Using this Model Template**</u>

The following represents an overview of the information that must be submitted to the Rhode Island Department of Education as part of a school's written improvement plan—a plan intended to guide and monitor the work of implementing the identified strategies to reach the intended goals, aligned with the state accountability system. To the greatest extent possible, the format of the written document should be made useful for the purposes of monitoring and communicating the plan within the school or district community. As such, RIDE strongly suggests that written documentation be **no longer than twelve pages of content**, excluding any appendices or additional information. Whether choosing to use this model template or another, please attend to the details below regarding the essential elements any plan submitted to RIDE should include:

1. **Engagement and Plan Development:** Describe the process the school community took to develop this improvement plan—this includes both the Community Advisory Board and the school-based collaborative team.
   Must include details about:
   - *Which, why, and how various stakeholder groups were involved*
   - *Timeline of plan development*
   - *Evidence of LEA approval*

2. **Outcome Goals and Aligned Interventions:** Describe the **three student outcome goals** the school plans to address. Please note that these goals should be rooted in the metrics that compose the Rhode Island State Accountability System.
   Must include details about:
   - *Data-centered rationale for choosing each goal and the root-causes identified through the needs assessment*
   - *Specific, measurable, applicable, realistic, and time bound (SMART) goal statements around specific student outcomes*
     - *Time span of no more than three to four years; for some schools that were re-identified, this time span is actually no more than two years*
     - *Must include baseline data in goal statement (e.g. By the end of the 2019-2020 school year, the percentage of 3rd graders who score at proficient or above on the state assessment will increase from 20% to 50%)*

3. **Plan to Implement Evidence-Based Interventions:** Describe **no more than five unique evidence-based interventions** that will be put in place to address the outcome goals and how each intervention will be successfully implemented.
   Must include details about:
   - *No more than five unique evidence-based interventions to address goals and root causes*
   - *Context-based rationale for choosing these intervention strategies*
     - *How is the intervention aligned with the practices outlined in Rhode Island Framework for Comprehensive School Improvement?*
     - *How does this intervention build upon— or depart from— existing efforts?*
     - *What capacity does the school have to implement the Intervention?*
     - *What evidence is there to suggest this evidence-based intervention will be successful in this particular context?*
   - *Any special considerations for specific populations of students, if applicable—in particular, multilingual learners and differently-abled students*
   - *Resources and funding to be leveraged for implementation*
   - *Professional support and learning opportunities to enable implementation*
   - *Timeline for implementation, including quarterly implementation milestones*
   - *How the SEA and LEA can support implementation or address foreseen challenges*

4. **Continuous Improvement, Monitoring, and Communication:** Describe how the evidence-based intervention and student outcome goals will be monitored and how stakeholders, including the Community Advisory Board and school-based collaborative team, will be kept informed of progress.
   Must include details about:
   - *Process for monitoring both implementation milestones and progress toward outcome goals; Process and timing for revising the plan as needed, at least annually*
   - *Communication protocols for sharing the plan and progress on the plan with stakeholders, including school staff, parents, students, and CABs*

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LEA: PPSD

School: ROBERT BAILEY

Plan Period: _____

Date Last Modified: _____

As Rhode Island transitions to the full implementation of the *Every Student Succeeds Act*, and aligns school improvement processes and procedures with the new federal law, the Rhode Island Department of Education has committed to providing model resources to the field, while also allowing the field to select the resources that best suit their needs—so long as they still provide the necessary information. **For more information on the essential elements of a school improvement plan, please see the previous page.**

The Comprehensive School Improvement Plan (CSIP) model template is one such resource. After working with the Community Advisory Board to complete the Needs Assessment and Root Cause Analysis, **schools should complete all sections of the CSIP before completing the application for School Improvement 1003 Grant awards—both are due to RIDE on May 15, 2019.** If necessary, subsequently upon receipt of any School Improvement 1003 Grant awards, schools should revise Section 2 and Section 3, as needed.

Section 1: Engagement & Plan Development – School Improvement Collaborative Team Members

Name	Signature	Role + Perspective (*why are you participating?*)	Date
Carolina Creel	Carolina Creel	Principal	08-08-2019
Edilberto Irejo	BAIREJO	CAB	08-08-2019
SUSAN CHIN	Susan Chin	Executive Director of Elementary	08-08-2019
MARK WEBER	MWeber	CAB Member	8/13/2019
~~Shane Lee~~			
Shane Lee	Shane Lee	CAB Member	5/13/2019

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Section 2: Overview Dashboard – Summary of Outcome Goals and Aligned Interventions

The section below is intended to provide a quick dashboard-style summary of **up to three goals and up to five unique, aligned, evidence-based interventions** a school community and associated LEA has selected as the focus of their comprehensive school improvement plan. Please recall that these goals and associated interventions should be aligned to the Rhode Island State Accountability System metrics, as well.

Subsequently, in Section 3, each individual unique intervention will be unpacked further, and more information provided on the evidence basis, the implementation milestones, and the leading and lagging indicators. *The tables in each section can be copied and pasted to allow for the unique needs of each school community and LEA.*

Goal 1	Bailey Elementary would like to reach a 2 Star threshold on the RICAS ELA. We need an academic proficiency index score of 40 or higher. To achieve that, we need the following distribution or a similar distribution of students across these proficiency levels: <table><tr><td>Proficiency</td><td>Level 1 (0)</td><td>Level 2 (.33)</td><td>Level 3 (1)</td><td>Level 4 (1)</td><td>'</td></tr><tr><td># of Students (193)</td><td>51 (26%)</td><td>95 (49%)</td><td>42 (22%)</td><td>5 (3%)</td><td>78.35/193= .4059</td></tr></table>
Intervention 1.1	In grades K-5, implement literacy instruction which includes Reading, Writing, Language, Speaking and Listening and follow as written.
Intervention 1.2	Establish a schoolwide focus on data driven instruction.
Intervention 1.3	Provide professional development to facilitate adult learning around pedagogy and program implementation.
Intervention 1.4	Improve communication with parents.
Goal 2	Bailey Elementary would like to reach a 2 Star threshold on the RICAS Math. We need an academic proficiency index score of 40 or higher. To achieve that, we need the following distribution or a similar distribution of students across these proficiency levels: <table><tr><td>Proficiency</td><td>Level 1 (0)</td><td>Level 2 (.33)</td><td>Level 3 (1)</td><td>Level 4 (1)</td><td></td></tr><tr><td># of Students (193)</td><td>30 (16%)</td><td>126 (65%)</td><td>32 (17%)</td><td>5 (3%)</td><td>78.58/193 = .4071</td></tr></table>
Intervention 2.1	In grades K-5, implement mathematics instruction aligned to the standards.
Intervention 2.2	Establish a schoolwide focus on data driven instruction.

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Interventio n 2.3	Provide professional development to facilitate adult learning around pedagogy and program implementation.
Interventio n 2.4	Improve communication with parents.
Goal 3	Create a culture of professional collaboration and collective responsibility as stated by the Keys For Learning #3, *Promoting Authentic Collaboration* in order to meet Goal 1 and Goal 2.
Interventio n 3.1	Provide professional development to facilitate adult learning around pedagogy and program implementation.
Interventio n 3.2	Establish a schoolwide focus on data driven instruction.
Interventio n 3.3	Improve communication with parents.

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Section 3: Planning for Implementation – Evidence-Based Intervention Details

Goal 1					
Bailey Elementary would like to reach a 2 Star threshold on the RICAS ELA. We need an academic proficiency index score of 40 or higher. To achieve that, we need the following distribution or a similar distribution of students across these proficiency levels:					
Proficiency	Level 1 (0)	Level 2 (.33)	Level 3 (1)	Level 4 (1)	
# of Students (193)	51 (26%)	95 (49%)	42 (22%)	5 (3%)	78.35/193= .4059

1.1 Intervention and Justification	Framework Domain(s): High Quality Curricular Materials and Instructional Transformation
In grades K-5, implement literacy instruction which includes Reading, Writing, Language, Speaking and Listening and follow as written.	

Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) of the Rhode Island Comprehensive School Improvement Framework will drive successful execution.

Daily Integrated Core Literacy Instruction

Our school will continue to utilize the Common Core State Standards aligned resources: *Teachers College Reading and Writing Project Units of Study for Reading and Writing, Lexia Core5 Reading, and Leveled Literacy Intervention Systems for K-2.* In our grades 3, 4, and 5, we are adopting the *Wit and Wisdom* English Language Arts resource from Great Minds to strengthen our alignment to core standards and raise achievement, especially in Writing. We will align our instruction more closely to the structures defined in these resources, vetting any outside resources through the grade level teams.

Within the core instruction, we will focus on:

Writing – Writing proficiently is critical to success on the RICAS test. Students need daily, standards driven writing instruction. Teachers utilize a gradual release framework and model writing strategies and techniques for and with children. Teachers will collect student work samples to score and analyze with colleagues, and provide relevant feedback to students.
Close Reading with Text Dependent Questions
Volume of Reading (independent or small group)
Read Aloud with Structured Conversations

Instructional Schedules ELA

Grades 1-2 ELA	
40 minutes	Reading Workshop
40 minutes	Writing Workshop
60 minutes	Small Group Reading and Foundational Skills, Lexia

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20 minutes	Read Aloud

Grades 3-5 ELA	
90 consecutive minutes	*Wit and Wisdom*
45-60 minutes	Differentiated volume of reading and small group reading, Lexia
15 minutes	Read Aloud

Summit 4-5 Classrooms	
60 minutes	Student directed learning
90 minutes	Project based learning
10 minutes	Mentoring

Kindergarten ELA	
during breakfast	Dictation
20 minutes	Read Aloud
45 minutes	Centers
30 minutes	Writing Workshop
10 minutes	Story Acting
60 minutes	Working on Words (shared reading and interactive writing)

Relevant Results of Needs Assessment and Conclusions of Root Cause Analysis – Please share the most germane and revelatory outcomes of the needs assessment and root cause analysis that led the school to select this particular intervention to address the challenge at hand.

Our elementary school is identified as CSI for being ranked in the bottom 5% of all schools statewide for achievement in ELA as measured by the RICAS exam. Our needs assessment revealed that our school is at 14% overall in student achievement in ELA on the RICAS.

- The shifts in RICAS require important shifts in instruction. There is a need for professional learning in understanding, mapping, and instructing to align with them.
- We need more time to plan at grade levels and across grade levels.
- We are using new RICAS aligned writing curricula to help teachers better prepare students for the rigorous demands of the assessment.
- Speaking/Writing domain scores from ACCESS reveal an area of need in speaking/writing for our EL students.
- 7% of students with IEPs were proficient in ELA on the RICAS.
- 10% of ELs were proficient in ELA on the RICAS.

Our root cause analysis suggest:
- Teachers need professional development.
- Lack of writing/reading curriculum.

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- Challenges with meeting instructional minutes
- Curriculum is not followed to fidelity
- More embedded support for English learners
- Better use of formative assessment data
- Need for improved working relationships with students

Evidence Basis – *What evidence basis is there for this action?*		Evidence Tier: Tier I	
Citation(s): *Process Writing Approach* *Reading and Writing Units of Study* Great Minds Wit and Wisdom English *EdReports.gov* Reading Foundational Skills – *What Works Clearinghouse*		*Proposed Funding Source:* *School Improvement (1003) Support Grant* *Title 1 School Level Discretionary Budget*	*Proposed Funding Amount:* *$34, 758.00* *$33,718.73*

Implementation and Outcome Milestones

Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY

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Implementation Milestones					
Purchase ELA curricular supports 1st consultancy training by Great Minds *Wit and Wisdom: Launch* for grades 3-5 completed Schedules in grades K-5 will reflect 160 minutes of instruction with fidelity, according to the resource used. Changes to schedules will be vetted through the ILT. Schedules in grades 3-5 will reflect 90 consecutive minutes of *Wit and Wisdom* instruction daily as closely as possible. K-2 Foundational Skills Focus Work: Purchase foundational skills materials for grades K and 2 and small group reading materials, including support for adult learning with text for	2nd consultancy training by Great Minds *Wit and Wisdom: Module & Lesson Study* for grades 3-5 completed Schedules in grades K-5 will reflect 160 minutes of instruction with fidelity, according to the resource used. Changes to schedules will be vetted through the ILT. 1st consultancy: Professional Learning with consultant on Pre-A, Emergent, and Early Routines for small group reading completed in K-2 Schedules in grades K-2 will reflect daily instruction workshop and literacy components as closely as possible. Changes to schedules will be vetted through the ILT.	Teachers engaged in 2 sessions of the professional learning series from Great Minds *Wit and Wisdom* Schedules in grades K-5 will reflect 160 minutes of instruction with fidelity, according to the resource used. Changes to schedules will be vetted through the ILT. 2nd consultancy: Professional Learning with consultant on Assessments, Grouping, Model Lessons completed in K-2 Teachers implementing structures in classrooms with fidelity.	100% of Grades 3-5 teachers in non-Summit classrooms implementing *Wit and Wisdom* with high fidelity 3rd consultancy training by Great Minds *Wit and Wisdom: Evidence Based Writing* for grades 3-5 completed Schedules in grades K-5 will reflect 160 minutes of instruction with fidelity, according to the resource used. Changes to schedules will be vetted through the ILT. 3rd consultancy: Professional Learning with consultant on Timing, Pace, Lesson Components, Model Lessons completed in K-2 Summit teachers will also continue to implement the Summit Learning Model with fidelity	Teachers in grades 3-5 identifying collaborative professional learning opportunities to continue growth in Evidence Based Writing instructional capacity. Schedules in grades K-5 will reflect 160 minutes of instruction with fidelity, according to the resource used. Changes to schedules will be vetted through the ILT. Teachers in grades K-2 identifying collaborative professional learning opportunities to continue growth in Reading Foundational Skills and small group reading instructional capacity. 4th consultancy: Professional Learning with consultant on Progress Monitoring, Model Lessons completed	Teachers in grades 3-5 identifying collaborative professional learning opportunities to continue growth in Evidence Based Writing instructional capacity. Schedules in grades K-5 will reflect 160 minutes of instruction with fidelity, according to the resource used. Changes to schedules will be vetted through the ILT. Teachers in grades K-2 identifying collaborative professional learning opportunities to continue growth in Reading Foundational Skills and small group reading instructional capacity. Teachers collaborating and planning lessons in with moderate fidelity. Teachers observe

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professional study for teachers. Schedules in grades K-2 will reflect daily instruction workshop and literacy components as closely as possible. Summit teachers will also continue to implement the Summit Learning Model with fidelity. Teachers learning and practicing in classrooms with proposed structures.	Teachers implementing structures in classrooms with moderate fidelity. Summit teachers will also continue to implement the Summit Learning Model with fidelity.	Summit teachers will also continue to implement the Summit Learning Model with fidelity		Teachers collaborating and planning lessons in with moderate fidelity. Teachers observe each other and give feedback using protocols with moderate fidelity Summit teachers will also continue to implement the Summit Learning Model with fidelity	each other and give feedback using protocols with moderate fidelity Summit teachers will also continue to implement the Summit Learning Model with fidelity

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Leading Indicators					
		STAR MOY ELA results show improvement over BOY Walkthrough data show teachers in grades 3-5 (non-Summit) implementing *Wit and Wisdom* with moderate fidelity and show Summit teachers continuing to implement the Summit Learning Model with Fidelity. Walkthrough data show teachers in grades K-2 implementing small group reading with moderate fidelity	Walkthrough data show teachers in grades 3-5 (non-Summit) implementing *Wit and Wisdom* with moderate fidelity and show Summit teachers continuing to implement the Summit Learning Model with Fidelity. Walkthrough data show teachers in grades K-2 implementing small group reading with moderate fidelity	STAR Reading results in grades 2-5 at BOY show improvement over BOY from prior year STAR Early Literacy results in grade 1 at BOY show improvement over BOY from prior year	Walkthrough data show teachers in grades 3-5 (non-Summit) implementing *Wit and Wisdom* with high fidelity and show Summit teachers continuing to implement the Summit Learning Model with Fidelity. *Wit and Wisdom* End-Module assessments results will show improving overall proficiency for all students. Walkthrough data show teachers in grades K-2 implementing small group reading with high fidelity	Walkthrough data show teachers in grades 3-5 (non-Summit) implementing *Wit and Wisdom* with high fidelity and show Summit teachers continuing to implement the Summit Learning Model with Fidelity. STAR Reading assessments results will show improving overall proficiency for all students Walkthrough data show teachers in grades K-2 implementing small group reading with high fidelity

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			The percentage of students scoring 1-4 on the RICAS ELA will show the following increases/decreases or a similar distribution: **Students scoring 1:** 61(35%) to 58(30%) **Students scoring 2:** 88(51%) to 91(47%) **Students scoring 3:** 24(14%) to 33(17%) **Students scoring 4:** 1(<1%) to 2(1%)			The percentage of students scoring 1-4 on the RICAS ELA will show the following increases/decreases: **Students scoring 1:** 61(35%) to 51(26%) **Students scoring 2:** 88(51%) to 95(49%) **Students scoring 3:** 24(14%) to 42(22%) **Students scoring 4:** 1(<1%) to 5(3%)

Lagging Indicators and Accountability Outcomes

Equity and Shared Responsibility – *How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.*

Our collaborative team, including the Instructional Leadership Team/School Improvement Team and the Community Advisory Board identified the root causes of under achievement in our school as a lack of fidelity to core curriculum and to the Common Core State Standards. Our data shows our Regular Education students and English Language Learner students are performing similarly, so both need access to core instruction which allows them to engage in productive struggle and gives them the tools they needs to master the Common Core State Standards. This should help us close the achievement gap between them and the state of Rhode Island.

Our most vulnerable subgroup is Students with Disabilities as identified by their low performance on the RICAS Assessment. Students with Disabilities need core instruction differentiated using scaffolds that keep the core rigor intact so students can engage in the important work of productive struggle. Our Special Education teachers would benefit from access to in-house coaching from a special education coach. Since this is not available at present, we will ensure our Special Education teachers attend and participate in our collaborative planning time where they will learn to use the interventions we are using for all students, with differentiation and scaffolds to address Students with Disabilities. If implemented with fidelity our hope is to close that achievement gap. Our community advisory board will examine the data with us periodically and continue to identify areas of growth which we can adjust to respond to throughout the two years of implementation.

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Goal 2 Bailey Elementary would like to reach a 2 Star threshold on the RICAS Math. We need an academic proficiency index score of 40 or higher. To achieve that, we need the following distribution of students across these proficiency levels:

Proficiency	Level 1 (0)	Level 2 (.33)	Level 3 (1)	Level 4 (1)	
# of Students (193)	30 (16%)	126 (65%)	32 (17%)	5 (3%)	78.58/193 = .4071

2.1 Intervention and Justification	Framework Domain(s):
In grades K-5, implement mathematics instruction aligned to the standards.	**High Quality Curricular Materials and Instructional Transformation**

Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) of the Rhode Island Comprehensive School Improvement Framework will drive successful execution.

Daily Integrated Core Mathematics Instruction - In the 2019-2020 school year, our school will continue to utilize the Common Core Standards aligned resources: *Eureka Math* from Great Minds, *Investigations in Number, Data, and Space 3* from Pearson, and *Zearn Math* from Zearn, for grades K-5, including the Summit classrooms. We will align our instruction more closely to the structures in these resources, vetting any outside resources through the grade-level teams.

Within the core instruction, we will focus on:

90 consecutive minutes of math instruction daily:

Grades K-5 Math			
5-7 minutes	Fluency		
45 minutes (choose A, B, or C)	A 15 min Mini Lesson 30 min Student Practice	B 45 min Deep Problem Solving *Upside-Down Model*	C 30 min Student Practice 15 min Mini Lesson
10-12 minutes	Student Debrief		
30 minutes	Zearn Math – Personalized Learning		

Fluency for Number Sense – In the 2019-2020 school year all students will receive daily instruction and practice with the fluency practices outlined in the *Eureka Math* resource. This will be coach supported in classrooms and during collaborative planning.

Student Debrief – In the 2019-20 school year, all daily lessons will include a student debrief. This is building on our work with student-to-student discourse so students can make connections from speaking and listening to writing about their math reasoning.

Problem Solving – We will continue working with problem solving using and building on knowledge obtained from previous professional learning through and MSP Grant from RIDE (ENCORE, grades 3-5, 2016-17 and Bank Street, grades K-2, 2017-18). We will employ the "Upside-Down" model of *Teaching Through Problem Solving* to solve rigorous tasks at least weekly. In grades K-2 our approach will be to nurture and develop student reasoning to the level of rigor

necessary to be able to access RICAS items in higher grades. We will utilize RICAS-like items in grades 3-5, as they are aligned to the content focus, to help students learn the structure and language of these rigorous tasks.

Zearn Math – Students will continue using Zearn Math with teacher conferring. Students in grades 1-5 will use Zearn Notes to record their work in Math Chat.

Relevant Results of Needs Assessment and Conclusions of Root Cause Analysis – Please share the most germane and revelatory outcomes of the needs assessment and root cause analysis that led the school to select this particular Intervention to address the challenge at hand.

Our elementary school is identified as CSI for being ranked in the bottom 5% of all schools statewide for achievement in Math as measured by the RICAS exam.

Our needs assessment revealed that our school is at 10% overall in student achievement in Math on the RICAS.

Our root cause analysis suggests:
- Teachers need more time to work on pacing of lessons in our resources
- Rigor may be compromised by instructors using materials that are questionably aligned to the CCSSM
- All students may not be getting CORE curriculum lessons
- 90 minutes of math is not happening every day.
- Students do not engage in rigorous problem solving at least weekly.
- Classroom instruction does not always include fluency, to support number sense, at grades K-5
- Classroom instruction does not always include a student debrief, to support student content language and discourse.
- Math instruction is not always formative assessment driven.
- Math instruction is not always differentiated

Evidence Basis – *What evidence basis is there for this action?*	**Evidence Tier: Tier I**	
Great Minds Eureka Math edreports What Works Clearinghouse, *Teaching Math to Young Children* What Works Clearinghouse, *Developing Mathematical Problem Solving*	*Proposed Funding Source:* School Improvement (1003) Support Grant Title 1 School Level Discretionary Budget	*Proposed Funding Amount:* $5000.00 $33,718.72

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Implementation and Outcome Milestones ELA						
	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY

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PLC work in CPT on the following structures: **Continue and strengthen -** • Workshop Model • Problem Solving **Re-learn and focus to implement fully -** • Fluency • Student Debrief Schedules will reflect 90 consecutive minutes of math instruction daily. Changes to schedules will be vetted through the ILT. Teachers learning and practicing in classrooms with proposed structures. Summit teachers will also continue to implement the Summit Learning Model with Fidelity.	PLC work in CPT will continue on the following structures: **Continue and strengthen -** • Workshop Model • Problem Solving **Re-learn and focus to implement fully -** • Fluency • Student Debrief Schedules with 90 consecutive minutes of math instruction will be followed with fidelity. Changes to schedules will be vetted through the ILT. Teachers implementing structures in classrooms with moderate fidelity. Summit teachers will also continue to implement the Summit Learning Model with Fidelity.	PLC work in CPT will continue on the following structures as needed: **Continue and strengthen -** • Workshop Model • Problem Solving **Re-learn and focus to implement fully -** • Fluency • Student Debrief Schedules with 90 consecutive minutes of math instruction will be followed with fidelity. Changes to schedules will be vetted through the ILT. Teachers implementing structures in classrooms with fidelity. Summit teachers will also continue to implement the Summit Learning Model with Fidelity.	Training with Eureka Math in Fluency Practice PLC work in CPT: • collaborate and plan lessons and classroom observations to strengthen implementation of instruction • Observe and give feedback to each other using protocols Schedules with 90 consecutive minutes of math instruction will be followed with fidelity. Changes to schedules will be vetted through the ILT. Teachers collaborating and planning lessons in with moderate fidelity. Teachers observe each other and give feedback using protocols with moderate fidelity	PLC work in CPT: • collaborate and plan lessons and classroom observations to strengthen implementation of instruction • Observe and give feedback to each other using protocols Schedules with 90 consecutive minutes of math instruction will be followed with fidelity. Changes to schedules will be vetted through the ILT. Teachers collaborating and planning lessons in with fidelity. Teachers observe each other and give feedback using protocols with fidelity Summit teachers will also continue to implement the Summit Learning Model with Fidelity.	Teachers identifying individualized professional learning opportunities to continue growth. Schedules with 90 consecutive minutes of math instruction will be followed with fidelity. Changes to schedules will be vetted through the ILT. Teachers collaborating and planning lessons in with fidelity. Teachers observe each other and give feedback using protocols with fidelity Summit teachers will also continue to implement the Summit Learning Model with Fidelity.

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				Summit teachers will also continue to implement the Summit Learning Model with Fidelity.		
Leading Indicators	Eureka Pre and End-Module assessments results will show improving overall proficiency for all students.	Walkthrough data shows teachers implementing structures with moderate fidelity and show Summit teachers continuing to implement the Summit Learning Model with Fidelity. Eureka Pre and End-Module assessments results will show improving overall proficiency for all students.	Walkthrough data shows teachers implementing structures with high fidelity and show Summit teachers continuing to implement the Summit Learning Model with Fidelity. STAR Math assessments results will show improving overall proficiency for all students. Kindergarten Counting and Cardinality Assessment will show improving overall proficiency for all Kindergarten students.	Eureka Pre and End-Module assessments results will show improving overall proficiency for all students.	Walkthrough data shows teachers implementing structures with moderate fidelity and show Summit teachers continuing to implement the Summit Learning Model with Fidelity. Eureka Pre and End-Module assessments results will show improving overall proficiency for all students.	Walkthrough data shows teachers implementing structures with high fidelity and show Summit teachers continuing to implement the Summit Learning Model with Fidelity. STAR Math assessments results will show improving overall proficiency for all students. Kindergarten Counting and Cardinality Assessment will show improving overall proficiency for all Kindergarten students.

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Lagging Indicators and Accountability Outcomes			The percentage of students scoring 1-4 on the RICAS Math will show the following increases/decreases: **Students scoring 1:** 75(43%) to 53(27%) **Students scoring 2:** 83(47%) to 102(53%) **Students scoring 3:** 16(9%) to 24(12%) **Students scoring 4:** 1(<1%) to 2(1%)		The percentage of students scoring 1-4 on the RICAS Math will show the following increases/decreases: **Students scoring 1:** 75(43%) to 30(16%) **Students scoring 2:** 83(47%) to 126(65%) **Students scoring 3:** 16(9%) to 32(17%) **Students scoring 4:** 1(<1%) to 5(3%)

Equity and Shared Responsibility – *How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.*

Our collaborative team, including the Instructional Leadership Team/School Improvement Team and the Community Advisory Board identified the root causes of under achievement in our school as a lack of fidelity to core curriculum and to the Common Core State Standards. Our data shows our Regular Education students and English Language Learner students are performing similarly, so both need access to core instruction which allows them to engage in productive struggle and gives them the tools they needs to master the Common Core State Standards. This should help us close the achievement gap between them and the state of Rhode Island.

Our most vulnerable subgroup is Students with Disabilities as identified by their low performance on the RICAS Assessment. Students with Disabilities need core instruction differentiated using scaffolds that keep the core rigor intact so students can engage in the important work of productive struggle. Our Special Education teachers would benefit from access to in-house coaching from a special education coach. Since this is not available at present, we will ensure our Special Education teachers attend and participate in our collaborative planning time where they will learn to use the interventions we are using for all students, with differentiation and scaffolds to address Students with Disabilities. If implemented with fidelity our hope is to close that achievement gap. Our community advisory board will examine the data with us periodically and continue to identify areas of growth which we can adjust to respond to throughout the two years of implementation.

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Goal 3
Create a culture of professional collaboration and collective responsibility as stated by the Keys For Learning #3, *Promoting Authentic Collaboration* in order to meet Goal 1 and Goal 2.

Intervention and Justification (1.3; 2.3; 3.1)	Framework Domain(s): Talent Development and Collaboration
Provide professional development to facilitate adult learning around pedagogy and program implementation.	

Description of Evidence-Based Intervention – *Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) of the Rhode Island Comprehensive School Improvement Framework will drive successful execution.*

Our school will

EL PD - Training General Education teachers to use supports to improve EL instruction
- 4 hours of mandated PD during CPT SY 2018-19
  Striving for Equity for our English Learners
  - Session #1 Getting to know our ELs
  - Session #2 Second Language Learners and responding to English Learners needs in a Culturally Responsive Way
  - Session #3 Writing strong language objectives to support English Learners
  - Session #4 Checking for mastery of Content and Language Objectives
- 10 hours of mandated PD during CPT SY 2019-20
- Additional PD SY 2020-21

Literacy PD – contingent on funding and/or PLUs
- Curriculum – Workshop Model (what are the barriers to getting to all the pieces?). Understanding the gradual release model, lesson pacing, and importance of teaching *all* components of lessons.
- New curriculum grades 3-5 – Great Minds *Implementation, Module and Lesson Study, Writing in Wit and Wisdom*
- K-2 Looking at Primary Assessments and Data for Differentiated Instruction including Small Group Reading
- Writing – creating benchmarks and looking at student work in Year 2 and beyond
- Boston Public Schools *Focus on Early Literacy* Kindergarten curriculum work – scaling work up to Grades 1 and 2

Math PD – contingent on funding and/or PLUs
- Curriculum – Workshop Model. Time management (what are the barriers to getting to all the pieces?). Mapping, Consolidation of modules, Mapping out the fluencies.
- Fluency – Becoming more familiar with Eureka fluencies and identifying other important fluencies. Practicing instruction of fluency. Mapping grade-level and cross grade-level fluency. Understanding the importance of fluency.
- Deeper Problem Solving – connecting MSP grant work to instruction, Using RICAS-like items in weekly instruction. Strategies for the language of problem solving. Using vocabulary and graphic organizers.

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- Student Debrief – Understanding the importance of the debrief. Using timers during instruction.

Relevant Results of Needs Assessment and Conclusions of Root Cause Analysis – *Please share the most germane and revelatory outcomes of the needs assessment and root cause analysis that led the school to select this particular intervention to address the challenge at hand.*

Our needs assessment revealed that when asked the question, "At your school, how valuable are the available PD opportunities?" on Surveyworks, 61% of teachers responded negatively. When asked, "How often do you participate in professional learning communities?" 61% responded negatively.

Root Causes:
- District required PD might not meet school needs
- Lack of consistency in curriculum across the district reduces opportunities for consistent PD from the district
- PD is not related to what teachers are teaching
- Professional Learning needs to be aligned with instructional needs
- Support of implementing curriculum with classroom teachers is inconsistent
- Teacher's contract does not support professional learning
- Lack of funding
- Lack of PD support for teachers of EL students
- Teachers may feel that they have no input into content of PD
- Learning new curriculum while teaching is frustrating for teachers (hard to stay ahead with planning)

Evidence Basis – *What evidence basis is there for this action?*	**Evidence Tier: Tier I**	
Citation(s): High- Quality Curricula and Team Based Professional Learning	*Proposed Funding Source:*	*Proposed Funding Amount:* $39, 758.00

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		School Improvement (1003) Support Grant	

Implementation and Outcome Milestones

	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	ELA Purchase ELA curricular supports 1st consultancy training by Great Minds *Wit and Wisdom: Launch* for grades 3-5 completed Schedules in grades K-5 will reflect 160 minutes of instruction with fidelity, according to the resource used. Changes to schedules will be vetted through the ILT. Schedules in grades 3-5 will reflect 90 consecutive minutes of *Wit and Wisdom* instruction daily as closely as possible. K-2 Foundational Skills Focus Work:	ELA 2nd consultancy training by Great Minds *Wit and Wisdom: Module & Lesson Study* for grades 3-5 completed Schedules in grades K-5 will reflect 160 minutes of instruction with fidelity, according to the resource used. Changes to schedules will be vetted through the ILT. 1st consultancy: Professional Learning with consultant on Pre-A, Emergent, and Early Routines for small group reading completed in K-2 Schedules in grades K-2 will reflect daily instruction workshop	ELA Teachers engaged in 2 sessions of the professional learning series from Great Minds *Wit and Wisdom* Schedules in grades K-5 will reflect 160 minutes of instruction with fidelity, according to the resource used. Changes to schedules will be vetted through the ILT. 2nd consultancy: Professional Learning with consultant on Assessments, Grouping, Model Lessons completed in K-2 Teachers implementing structures in	ELA 100% of Grades 3-5 teachers in non-Summit classrooms implementing *Wit and Wisdom* with high fidelity 3rd consultancy training by Great Minds *Wit and Wisdom: Evidence Based Writing* for grades 3-5 completed Schedules in grades K-5 will reflect 160 minutes of instruction with fidelity, according to the resource used. Changes to schedules will be vetted through the ILT. 3rd consultancy: Professional Learning with consultant on Timing, Pace, Lesson Components, Model	ELA Teachers in grades 3-5 identifying collaborative professional learning opportunities to continue growth in Evidence Based Writing instructional capacity. Schedules in grades K-5 will reflect 160 minutes of instruction with fidelity, according to the resource used. Changes to schedules will be vetted through the ILT. Teachers in grades K-2 identifying collaborative professional learning opportunities to continue growth in Reading Foundational Skills and small group	ELA Teachers in grades 3-5 identifying collaborative professional learning opportunities to continue growth in Evidence Based Writing instructional capacity. Schedules in grades K-5 will reflect 160 minutes of instruction with fidelity, according to the resource used. Changes to schedules will be vetted through the ILT. Teachers in grades K-2 identifying collaborative professional learning opportunities to continue growth in Reading Foundational Skills and small group

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Purchase foundational skills materials for grades K and 2 and small group reading materials, including support for adult learning with text for professional study for teachers. Schedules in grades K-2 will reflect daily instruction workshop and literacy components as closely as possible. Summit teachers will also continue to implement the Summit Learning Model with fidelity. Teachers learning and practicing in classrooms with proposed structures.	and literacy components as closely as possible. Changes to schedules will be vetted through the ILT. Teachers implementing structures in classrooms with moderate fidelity. Summit teachers will also continue to implement the Summit Learning Model with fidelity.	classrooms with fidelity. Summit teachers will also continue to implement the Summit Learning Model with fidelity	Lessons completed in K-2 Summit teachers will also continue to implement the Summit Learning Model with fidelity	reading instructional capacity. 4th consultancy: Professional Learning with consultant on Progress Monitoring, Model Lessons completed Teachers collaborating and planning lessons in with moderate fidelity. Teachers observe each other and give feedback using protocols with moderate fidelity Summit teachers will also continue to implement the Summit Learning Model with fidelity	reading instructional capacity. Teachers collaborating and planning lessons in with moderate fidelity. Teachers observe each other and give feedback using protocols with moderate fidelity Summit teachers will also continue to implement the Summit Learning Model with fidelity
Math PLC work in CPT on the following structures:	Math PLC work in CPT will continue on the following structures:	Math PLC work in CPT will continue on the	Math Training with Eureka Math in Fluency Practice	Math PLC work in CPT: • collaborate and plan	Math Teachers identifying individualized professional learning

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Continue and strengthen - • Workshop Model • Problem Solving **Re-learn and focus to implement fully -** • Fluency • Student Debrief Schedules will reflect 90 consecutive minutes of math instruction daily. Changes to schedules will be vetted through the ILT. Teachers learning and practicing in classrooms with proposed structures. Summit teachers will also continue to implement the Summit Learning Model with Fidelity.	**Continue and strengthen -** • Workshop Model • Problem Solving **Re-learn and focus to implement fully -** • Fluency • Student Debrief Schedules with 90 consecutive minutes of math instruction will be followed with fidelity. Changes to schedules will be vetted through the ILT. Teachers implementing structures in classrooms with moderate fidelity. Summit teachers will also continue to implement the Summit Learning Model with Fidelity.	following structures as needed: **Continue and strengthen -** • Workshop Model • Problem Solving **Re-learn and focus to implement fully -** • Fluency • Student Debrief Schedules with 90 consecutive minutes of math instruction will be followed with fidelity. Changes to schedules will be vetted through the ILT. Teachers implementing structures in classrooms with fidelity. Summit teachers will also continue to implement the Summit Learning Model with Fidelity.	PLC work in CPT: • collaborate and plan lessons and classroom observations to strengthen implementation of instruction • Observe and give feedback to each other using protocols Schedules with 90 consecutive minutes of math instruction will be followed with fidelity. Changes to schedules will be vetted through the ILT. Teachers collaborating and planning lessons in with moderate fidelity. Teachers observe each other and give feedback using protocols with moderate fidelity	lessons and classroom observations to strengthen implementation of instruction • Observe and give feedback to each other using protocols Schedules with 90 consecutive minutes of math instruction will be followed with fidelity. Changes to schedules will be vetted through the ILT. Teachers collaborating and planning lessons in with fidelity. Teachers observe each other and give feedback using protocols with fidelity Summit teachers will also continue to implement the Summit Learning Model with Fidelity.	opportunities to continue growth. Schedules with 90 consecutive minutes of math instruction will be followed with fidelity. Changes to schedules will be vetted through the ILT. Teachers collaborating and planning lessons in with fidelity. Teachers observe each other and give feedback using protocols with fidelity Summit teachers will also continue to implement the Summit Learning Model with Fidelity.

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				Summit teachers will also continue to implement the Summit Learning Model with Fidelity.		
Leading Indicators	ELA	ELA STAR MOY ELA results show improvement over BOY Walkthrough data show teachers in grades 3-5 (non-Summit) implementing *Wit and Wisdom* with moderate fidelity and show Summit teachers continuing to implement the Summit Learning Model with Fidelity. Walkthrough data show teachers in grades K-2 implementing guided reading with moderate fidelity	ELA Walkthrough data show teachers in grades 3-5 (non-Summit) implementing *Wit and Wisdom* with moderate fidelity and show Summit teachers continuing to implement the Summit Learning Model with Fidelity. Walkthrough data show teachers in grades K-2 implementing guided reading with moderate fidelity	ELA STAR Reading results in grades 2-5 at BOY show improvement over BOY from prior year STAR Early Literacy results in grade 1 at BOY show improvement over BOY from prior year	ELA Walkthrough data show teachers in grades 3-5 (non-Summit) implementing *Wit and Wisdom* with high fidelity and show Summit teachers continuing to implement the Summit Learning Model with Fidelity. *Wit and Wisdom* End-Module assessments results will show improving overall proficiency for all students. Walkthrough data show teachers in grades K-2 implementing guided	ELA Walkthrough data show teachers in grades 3-5 (non-Summit) implementing *Wit and Wisdom* with high fidelity and show Summit teachers continuing to implement the Summit Learning Model with Fidelity. STAR Reading assessments results will show improving overall proficiency for all students Walkthrough data show teachers in grades K-2 implementing guided

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					reading with high fidelity	reading with high fidelity
	Math Eureka Pre and End-Module assessments results will show improving overall proficiency for all students.	Math Walkthrough data shows teachers implementing structures with moderate fidelity and show Summit teachers continuing to implement the Summit Learning Model with Fidelity. Eureka Pre and End-Module assessments results will show improving overall proficiency for all students.	Math Walkthrough data shows teachers implementing structures with high fidelity and show Summit teachers continuing to implement the Summit Learning Model with Fidelity. STAR Math assessments results will show improving overall proficiency for all students. Kindergarten Counting and Cardinality Assessment will show improving overall proficiency for all Kindergarten students.	Math Eureka Pre and End-Module assessments results will show improving overall proficiency for all students.	Math Walkthrough data shows teachers implementing structures with moderate fidelity and show Summit teachers continuing to implement the Summit Learning Model with Fidelity. Eureka Pre and End-Module assessments results will show improving overall proficiency for all students.	Math Walkthrough data shows teachers implementing structures with high fidelity and show Summit teachers continuing to implement the Summit Learning Model with Fidelity. STAR Math assessments results will show improving overall proficiency for all students. Kindergarten Counting and Cardinality Assessment will show improving overall proficiency for all Kindergarten students.
Lagging Indicators and Accountability			ELA The percentage of students scoring 1-4 on the RICAS ELA will show the following increases/decreases			ELA The percentage of students scoring 1-4 on the RICAS ELA will show the following increases/decreases:

		or a similar distribution: **Students scoring 1:** 61(35%) to 58(30%) **Students scoring 2:** 88(51%) to 91(47%) **Students scoring 3:** 24(14%) to 33(17%) **Students scoring 4:** 1(<1%) to 2(1%)			**Students scoring 1:** 61(35%) to 51(26%) **Students scoring 2:** 88(51%) to 95(49%) **Students scoring 3:** 24(14%) to 42(22%) **Students scoring 4:** 1(<1%) to 5(3%)
		Math The percentage of students scoring 1-4 on the RICAS Math will show the following increases/decreases: **Students scoring 1:** 75(43%) to 53(27%) **Students scoring 2:** 83(47%) to 102(53%) **Students scoring 3:** 16(9%) to 24(12%) **Students scoring 4:** 1(<1%) to 2(1%)			Math The percentage of students scoring 1-4 on the RICAS Math will show the following increases/decreases: **Students scoring 1:** 75(43%) to 30(16%) **Students scoring 2:** 83(47%) to 126(65%) **Students scoring 3:** 16(9%) to 32(17%) **Students scoring 4:** 1(<1%) to 5(3%)

Equity and Shared Responsibility – *How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.*

Our collaborative team, including the Instructional Leadership Team/School Improvement Team and the Community Advisory Board identified the root causes of under achievement in our school as a lack of fidelity to core curriculum and to the Common Core State Standards. Our data shows our Regular Education students and English Language Learner students are performing similarly, so both need access to core instruction which allows them to engage in productive struggle and gives them the tools they needs to master the Common Core State Standards. This should help us close the achievement gap between them and the state of Rhode Island.

Our most vulnerable subgroup is Students with Disabilities as identified by their low performance on the RICAS Assessment. Students with Disabilities need core instruction differentiated using scaffolds that keep the core rigor intact so students can engage in the important work of productive struggle. Our Special Education teachers would benefit from access to in-house coaching from a special education coach. Since this is not available at present, we will ensure our

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Special Education teachers attend and participate in our collaborative planning time where they will learn to use the interventions we are using for all students, with differentiation and scaffolds to address Students with Disabilities. If implemented with fidelity our hope is to close that achievement gap. Our community advisory board will examine the data with us periodically and continue to identify areas of growth which we can adjust to respond to throughout the two years of implementation.

Intervention and Justification Improve communication with parents.(1.4; 2.4; 3.3)	**Framework Domain(s): Climate and Cultural Shift**

Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) of the Rhode Island Comprehensive School Improvement Framework will drive successful execution.

We will create a plan to improve communication with parents. This plan will address:
- Streamlining systems of communication with one app (Class Dojo, Kinvolve, video conferencing (Zoom), etc).
- Scheduling at least 3 engagement activities across the school year.
- Creating a structure for conferences to ensure consistency across all grades.
- Using curriculum home/school guides to keep parents informed about what their child is learning
- Quarterly classroom celebration: Showcasing student work and soliciting family input and involvement
- Developing of the Bailey's Family and Community Academy

Relevant Results of Needs Assessment and Conclusions of Root Cause Analysis – Please share the most germane and revelatory outcomes of the needs assessment and root cause analysis that led the school to select this particular intervention to address the challenge at hand.

Our needs assessment revealed that 72% of parents and community members surveyed say they don't meet with teachers at school. We did not get enough data to understand whether parents feel that their goals for their children and the school's goals are aligned.

Root Causes:
- How much communication is sent home?
- We need to give parents more advance notice.
- Parent surveys. What are the barriers and obstacles that keep parents from coming in?
- Utilizing multiple means of communication.
- What apps are the most effective for communicating with parents? Choose a school-wide tool.
- Build a grade-level communication tool (newsletter?)
- School needs to have flexible scheduling to accommodate families during Parent-Teacher Conferences.
- Create a welcoming climate starting at the front door of the school.
- School needs to create a comfortable climate during parent-teacher conferences so parents feel able to share their child's needs.
- Structure of the conference should be a problem-solving approach led by data.
- School needs to see families as allies and keep conferences positive.
- Use a template for conferences so a similar structure happens in all classrooms.

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- Create a checklist of the parent conference discussion to be shared with parents. (Based on CC?)
- Recognize that parents are valuable and the importance of creating partnerships with them.
- Expand the PTO to help create opportunities for parents to get together at the school.
- Create a designated space for parents to meet.
- Connect fun activities with information we need to impart to parents.
- Ask for support from the FACE office.

Evidence Basis – *What evidence basis is there for this action?*		Evidence Tier: Tier I	
Citation(s): Family Engagement in Education		Proposed Funding Source:	Proposed Funding Amount:

Implementation and Outcome Milestones

	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	School teams will: • Choose a communication app to use school-wide. • Schedule parent engagement activities across the school year. • Create a structure for conferences to ensure consistency across grades. • Will begin to identify which letters, guides and communications they will	Teams will implement: • Chosen communication app • Scheduled parent engagement activities • Consistent structures for conferences across grade • Curriculum communication with parents with moderate fidelity. • Launch of the Bailey's Family and Community Academy	Teams will implement: • Chosen communication app • Scheduled parent engagement activities • Consistent structures for conferences across grade • Curriculum communication with parents with moderate fidelity. • Bailey's Family and Community Academy is	Teams will implement: • Chosen communication app • Scheduled parent engagement activities • Consistent structures for conferences across grade • Curriculum communication with parents with moderate fidelity. • Developing and assessment tool to measure the	Teams will implement: • Chosen communication app • Scheduled parent engagement activities • Consistent structures for conferences across grade • Curriculum communication with parents with fidelity. • Begin to disseminate the assessment tool	Teams will implement: • Chosen communication app • Scheduled parent engagement activities • Consistent structures for conferences across grade • Curriculum communication with parents with fidelity. • Analyzing the data and creating first benchmark

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			fully in operation	impact of the Bailey's Family and Community Academy with the support of RPA and FACE		
	use to disseminate information about curriculum topics and begin sending them home. • Will begin the implementation of a Bailey's Family and Community Academy(design and set up) • Volunteer recruitment for school activities					
Leading Indicators	Create/Choose communications to disseminate curriculum information to parents.	Communication app is used with moderate fidelity. Parent activities for Q1 and Q2 are planned, prepared, and completed.	Communication app is used with fidelity. Parent activities for Q3 and Q4 are planned, prepared, and completed.	Communication app is used with fidelity. Calendar goes out to families with activities for the school year.	Communication app is used with fidelity. Parent activities for Q1 and Q2 are planned, prepared, and completed.	Communication app is used with fidelity. Parent activities for Q3 and Q4 are planned, prepared, and completed.

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<table>
<tr>
<td rowspan="2"></td>
<td rowspan="2"></td>
<td>Curriculum communications were disseminated to parents for Q1 and Q2 with moderate fidelity.</td>
<td>Consistent structures for Parent-Teacher conferences were applied for all grades.

Curriculum communications were disseminated to parents for Q3 and Q4 with moderate fidelity.</td>
<td></td>
<td>Curriculum communications were disseminated to parents for Q1 and Q2 with fidelity.</td>
<td>Consistent structures for Parent-Teacher conferences were applied for all grades.

Curriculum communications were disseminated to parents for Q3 and Q4 with fidelity.</td>
</tr>
<tr>
<td rowspan="1" style="writing-mode: vertical-lr;">Lagging Indicators and Accountability Outcomes</td>
<td></td>
<td>*Surveyworks* Family-School Relationships survey will show:
Double the number of parents taking the survey, from 21 to 42.
An increase of 5 percentage points from 28% to 33% in the average of favorable responses to the *Family Engagement* section of the survey.</td>
<td></td>
<td></td>
<td>*Surveyworks* Family-School Relationships survey will show:
Double the number of parents taking the survey, from 42 to 84.
An increase of 7 percentage points from 33% to 40% in the average of favorable responses to the *Family Engagement* section of the survey.</td>
</tr>
</table>

Equity and Shared Responsibility – *How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.*

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Our collaborative team, including the Instructional Leadership Team/School Improvement Team and the Community Advisory Board identified the root causes of under achievement in our school as a lack of fidelity to core curriculum and to the Common Core State Standards. Our data shows our Regular Education students and English Language Learner students are performing similarly, so both need access to core instruction which allows them to engage in productive struggle and gives them the tools they needs to master the Common Core State Standards. This should help us close the achievement gap between them and the state of Rhode Island.

Our most vulnerable subgroup is Students with Disabilities as identified by their low performance on the RICAS Assessment. Students with Disabilities need core instruction differentiated using scaffolds that keep the core rigor intact so students can engage in the important work of productive struggle. Our Special Education teachers would benefit from access to in-house coaching from a special education coach. Since this is not available at present, we will ensure our Special Education teachers attend and participate in our collaborative planning time where they will learn to use the interventions we are using for all students, with differentiation and scaffolds to address Students with Disabilities. If implemented with fidelity our hope is to close that achievement gap. Our community advisory board will examine the data with us periodically and continue to identify areas of growth which we can adjust to respond to throughout the two years of implementation.

Intervention and Justification	**Framework Domain(s): High Quality Materials and Instructional Transformation**
Establish a schoolwide focus on data driven instruction.	

Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) of the Rhode Island Comprehensive School Improvement Framework will drive successful execution.

We will create a comprehensive data plan for the school which will include:

- Identifying the data we will collect
- Using the Cycle of Inquiry Process to look at data
- Professional Learning opportunities for teachers in data collection, interpreting data, and calibrating data aligned to the CCSS.
- Creating and developing school data teams to support professional learning on using data for school improvement that leads to changing the school culture as related to data use.
- A designated monthly CPT for looking at, learning about, and analyzing data.

Relevant Results of Needs Assessment and Conclusions of Root Cause Analysis – Please share the most germane and revelatory outcomes of the needs assessment and root cause analysis that led the school to select this particular intervention to address the challenge at hand.

Our needs assessment revealed that 39% of teachers surveyed may not use assessment data always to make instructional decisions.

Root Causes:

- The school lacks a comprehensive assessment plan for data collection (literacy/math/science/social studies)
- Formative assessment systems are inconsistently used.
- Assessment systems for TST and RTII are used inconsistently.
- Teachers need more support with workable ways to collect formative/observational data.
- Teachers may need more support interpreting data

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- Teachers may need more practice looking at and calibrating formative assessment/rubrics aligned to CCSS
- Teachers may not be triangulating a variety of data points to drive instruction because of time constraints.
- We often run out of time to meet as teams and look at data.
- Teachers may need more support in understanding the standards
- Teachers may need more support in understanding/grading report cards

Evidence Basis – *What evidence basis is there for this action?*	Evidence Tier: Tier I	
Citation(s): Using Data for Effective Decision Making Making Data Teams Work Top Five Tips for Effective Data Teams Using Data: Data Enquiry Cycles	*Proposed Funding Source:*	*Proposed Funding Amount:*

Implementation and Outcome Milestones

	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	• Designate a monthly CPT dedicated to data • Create data teams • Team will identify the data we will collect by grade level • Team will identify how we will collect the data and begin collecting it • Work with RPA	• Teachers collect exit tickets, quizzes, pre and post assessments and other check-ins to plan for instruction • Engage in professional learning with RPA about how to use summative data to plan for curriculum. • Engage in professional	• Teachers continue to collect exit tickets, quizzes, pre and post assessments and other check-ins to plan for instruction • Continue to engage in the *Cycle of Inquiry* and use it to plan for instruction. • Look at formative and summative	• Continue to engage in the *Cycle of Inquiry* and use it to plan for instruction. • Teachers use exit tickets, quizzes, pre and post assessments and other check-ins to ensure adequate student understanding and growth • Teachers use CCSS	• Continue to engage in the *Cycle of Inquiry* and use it to plan for instruction. • Teachers use exit tickets, quizzes, pre and post assessments and other check-ins to ensure adequate student understanding and growth • Teachers use CCSS	• Continue to engage in the *Cycle of Inquiry* and use it to plan for instruction. • Teachers use exit tickets, quizzes, pre and post assessments and other check-ins to ensure adequate student understanding and growth • Teachers use CCSS

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	support to plan for opportunities for professional learning for the staff in summative data. • Plan for opportunities for professional learning for teachers in formative assessment • Create a plan, including a calendar, to support collection of data	learning in *Cycle of Inquiry* and using it to plan for instruction. • Use the *Cycle of Inquiry* for looking at the formative data and planning for instruction. • Create a plan and begin using it for looking at summative data and planning for curriculum.	data to make decisions for next school year.	checklists to track students' proficiency	checklists to track students' proficiency	checklists to track students' proficiency • Look at formative and summative data to make decisions for next school year.
Leading Indicators	A monthly CPT is dedicated to data. Data teams are created.	A monthly CPT is dedicated to data. Data teams convene.	A monthly CPT is dedicated to data. Grade level data teams look at formative and	A monthly CPT is dedicated to data. Data teams convene.	A monthly CPT is dedicated to data. Data teams convene.	A monthly CPT is dedicated to data. Grade level data teams look at formative and

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	Team decides how data will be collected and disseminates information to staff Data to be collected is defined and information disseminated to staff. Teachers and staff are provided with Professional Learning on summative and formative assessment.	Teachers are collecting progress monitoring data. Data is used within the *Cycle of Inquiry* to plan for instruction.	summative data to make decisions for the next school year.	Teachers are collecting progress monitoring data. Data is used within the *Cycle of Inquiry* to plan for instruction	Teachers are collecting progress monitoring data. Data is used within the *Cycle of Inquiry* to plan for instruction	summative data to make decisions for the next school year.
Lagging Indicators and Accountability Outcomes			**ELA** The percentage of students scoring 1-4 on the RICAS ELA will show the following increases/decreases or a similar distribution: **Students scoring 1:**			**ELA** The percentage of students scoring 1-4 on the RICAS ELA will show the following increases/decreases: **Students scoring 1:** 61(35%) to 51(26%) **Students scoring 2:**

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		61(35%) to 58(30%) **Students scoring 2:** 88(51%) to 91(47%) **Students scoring 3:** 24(14%) to 33(17%) **Students scoring 4:** 1(<1%) to 2(1%) **Math** The percentage of students scoring 1-4 on the RICAS Math will show the following increases/decreases: **Students scoring 1:** 75(43%) to 53(27%) **Students scoring 2:** 83(47%) to 102(53%) **Students scoring 3:** 16(9%) to 24(12%) **Students scoring 4:** 1(<1%) to 2(1%)			88(51%) to 95(49%) **Students scoring 3:** 24(14%) to 42(22%) **Students scoring 4:** 1(<1%) to 5(3%) **Math** The percentage of students scoring 1-4 on the RICAS Math will show the following increases/decreases: **Students scoring 1:** 75(43%) to 30(16%) **Students scoring 2:** 83(47%) to 126(65%) **Students scoring 3:** 16(9%) to 32(17%) **Students scoring 4:** 1(<1%) to 5(3%)

Equity and Shared Responsibility – *How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.*

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Our collaborative team, including the Instructional Leadership Team/School Improvement Team and the Community Advisory Board identified the root causes of under achievement in our school as a lack of fidelity to core curriculum and to the Common Core State Standards. Our data shows our Regular Education students and English Language Learner students are performing similarly, so both need access to core instruction which allows them to engage in productive struggle and gives them the tools they needs to master the Common Core State Standards. This should help us close the achievement gap between them and the state of Rhode Island.

Our most vulnerable subgroup is Students with Disabilities as identified by their low performance on the RICAS Assessment. Students with Disabilities need core instruction differentiated using scaffolds that keep the core rigor intact so students can engage in the important work of productive struggle. Our Special Education teachers would benefit from access to in-house coaching from a special education coach. Since this is not available at present, we will ensure our Special Education teachers attend and participate in our collaborative planning time where they will learn to use the interventions we are using for all students, with differentiation and scaffolds to address Students with Disabilities. If implemented with fidelity our hope is to close that achievement gap. Our community advisory board will examine the data with us periodically and continue to identify areas of growth which we can adjust to respond to throughout the two years of implementation.

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Section 4: Continuous Improvement – Communication and Shared Responsibility

Partners *(if applicable)*
In the space below, please describe the role of any lead partners or providers, and how they will be held accountable for implementing particular activities or supports. RIDE recognizes that some LEAs may have performance-based contracting requirements—considering these details might be helpful in explaining the nature of the partnership.
Our major partners are as follows: **Great Minds** – They are a non-profit group of education leaders designing comprehensive curriculum in both Math and ELA, aligned to the Common Core State Standards at every grade. They will provide 4 days of on-site training, both foundational and sustaining, to lead our teachers in the implementation of curriculum. Our contract stipulates that trainings will occur periodically over the next two school years, and trainings will be responsive to teacher and implementation needs. We will hold our partner accountable for meeting all terms of our contract, or they will risk forfeiting payment for the services they fail to provide. **Reading Consultant** – TBD, leading the teachers through a professional book study and providing on-site visits with classroom models and demonstrations that is data driven. There will be a contract for providing the professional learning and we will hold our partner accountable for meeting all terms of our contract, or they will risk forfeiting payment for the services they fail to provide. **Summit Learning** - Summit Learning is the foundation of Summit Public Schools' 15 years of success and is based on collaborations with nationally acclaimed learning scientists, researchers and academics from institutions including the Buck Institute of Education and the Carnegie Foundation for the Advancement of Teaching, among others. They have been our partners for two years during which time our Summit teachers received professional coaching from them. We will continue to work with them and will attend bi-yearly convenings. They are being held accountable by the Providence School District and are required to have bi-weekly meetings with the principal for support. **Rhode Island Department of Education** – We work with them on the Rhode Island Kindergarten Curriculum Pilot Project. This is an interdisciplinary kindergarten curriculum developed by the Boston Public Schools (BPS). This innovative curriculum supports children in reaching Common Core State Standards by taking advantage of how young children learn best. The grant was funded through Rhode Island's Race to the Top - Early Learning Challenge Grant. A mentor was assigned to the school and they are holding us accountable to fulfill the elements of the grant. **Inspiring Minds/United Way of Rhode Island** – They are a non-profit education agency founded in 1963. They are a city-wide service that provides volunteers to schools in Providence to work with small groups of students, develop trusting relationships, and engage in structured activities around classroom and homework-related topics. There is an application process and we enter into an agreement with the organization. They place students with us who have required pre-service hours to complete towards their educational program. We hold each other accountable to fulfill our agreements.
Continuous Improvement and Sustainability
In the space below, please describe how the work and the outcomes will be sustained beyond the funding and the implementation period outlined. In doing so, it may be worthwhile to consider the following questions: what will be the process for revising this plan, as needed? How often will the plan be revisited for revision on a regular basis?

Comprehensive School Improvement Plan Model Template

The Instructional Leadership Team and the Community Advisory Board will check in on our plan quarterly, assessing the status of each intervention against our milestones, leading and lagging indicators referenced above in our two-year monitoring plan. During these quarterly meetings, we may make adjustments to our implementation timeline, but do not anticipate making major changes to the overall direction of our interventions. At the end of each school year, if there are major areas where we have fallen short, or where our priorities have shifted in a significant way, we will use the summer to revisit and revise our plan to establish a new course or commit to maintaining our current course, as needed. All changes will be guided by input from the ILT and the CAB and will be reviewed and approved by our LEA before being submitted for consideration to Rhode Island Department of Education.

Our work will be sustainable because we are investing in the expansion of the capacity of our teachers and curricular resources, both of which will involve initial investments but have long-term benefits that will persist far beyond the period of the grants. We will continue to invest local dollars in ongoing professional learning at the same level as we commit to in this plan.

Transparency and Communication

In the space below, please describe how this plan and the work associated with it will be transparently available to the public. Additional, please articulate a plan or protocol for communicating the information within this plan, and the progress against this plan, with parents, school staff, students, and other stakeholders, including the Community Advisory Board. Worthwhile questions to consider might be: how will this be shared and disseminated? Who will be told? How will this be updated and disseminated?

Our school improvement plan will be presented to the faculty prior to the beginning of our school year. The faculty have been included in several steps in the development of the plan, so most will be familiar with the general direction we are going, but we will review the data that informed the needs assessment, the conclusions of the root cause analyses conducted by the CABs and school team, and the selected interventions along with our goals and milestones for the next two years. We will periodically update the entire faculty every quarter on our status of implementation, sharing the same data we will review at the quarterly meetings with the CABs. CABs will routinely visit the school between these quarterly meetings to see implementation on the ground. Our LEA and the state will also be welcome to visit several times a year, as they desire.