COMPREHENSIVE SCHOOL IMPROVEMENT PLAN MODEL TEMPLATE
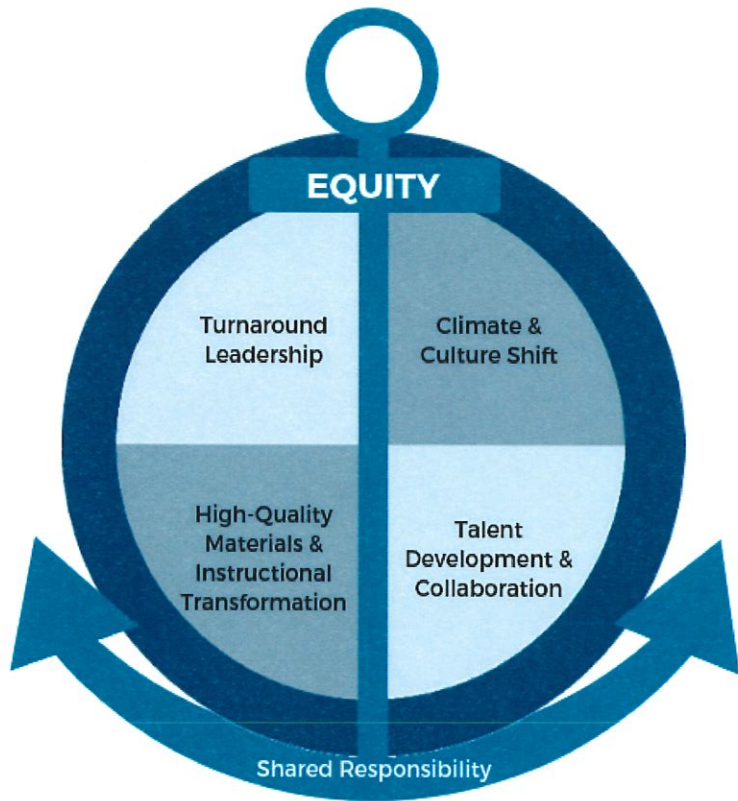
Rhode Island Department of Elementary and Secondary Education

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: Providence   **School:** Carl G. Lauro

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
DAVID HALLER	David Haller	Community member / grandparent	8/8/19
Suzanne Madden	S. Madden	Principal	8/8/19
Joe Cappuccilli	Joe Capp	a. Principal	8/8/19
Cassandra M Charles	Cassandra M Charles	a. Principal	8/8/19
Susan Chin	Susan Chin	Executive Director of Elementary	8/8/19
Bryan Principe	Bryan Principe	Parent	8/13/19
KAREN M SVOBODA	Karen M Svoboda	community member / Johnson & Wales Univ.	8/13/19
Dianna Barnett	D Barnett	Parent	8/13/19
Maria E Acevedo	Maria E Acevedo	G. Parent	8/13/19
ERIN PAPA	EP	Community member	8/14/19

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

Goal 1	Our goal is to score two points for ELA achievement and two points for ELA growth. ELA ACADEMIC PROFICIENCY: Based on our academic proficiency index of 22 from the 2017/2018, our goal is to have our ELA academic proficiency index of 40 or higher by the end of 2020/2021 school year Our intermediate goal is to have an academic proficiency index of 31 or higher by the end of the 2019/2020 school year.

2017/2018 Academic Proficiency BASELINE (index)					Totals
RICAS Proficiency Level	1	2	3	4	
points multiplier	0	0.33	1	1	
# students scoring at level	173	209	19	0	401
points earned	0	69.7	19	0	88.7
Index (Points divided by students x100)					22

2018/2019 Academic Proficiency GOAL 31 (index)					Totals
RICAS Proficiency Level	1	2	3	4	
points multiplier	0	0.33	1	1	
# students scoring at level	107	244	49	0	400
points earned	0	80.52	49	0	129.52
Index (Points divided by students x100)					32.38

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2019/2020 Academic Proficiency GOAL 40 (index)					Totals
RICAS Proficiency Level	1	2	3	4	
points multiplier	0	0.33	1	1	
# students scoring at level	40	300	60	0	400
points earned	0	100	60		160
Index (Points divided by students x100)					40

Based on 400 students

ELA GROWTH Based on our 2017/2018 growth index of 0.73 Our goal is to have our 2019/2020 school year growth index be 0.85 .

2017/2018 ELA Growth Index BASELINE 0.73	Low Growth	Moderate Growth	High Growth	Totals
# students	120	74	54	248
Points multiplier	0	1	2	
Points earned	0	74	108	182
Growth Index (points divided by students)				.73
2018/2019 ELA Growth Index GOAL 0.86	Low Growth	Moderate Growth	High Growth	Totals
# students	90	104	56	250
Points multiplier	0	1	2	
Points earned	0	104	112	216
Growth Index (points divided by students)				.86

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Intervention 1.1	Build a schoolwide culture of reading by implementing comprehension instruction utilizing complex, culturally responsive grade level text through collaboration strategies and sheltering strategies.
Intervention 1.2	Targeted small group instruction will include ARC Toolkits and station rotation model. Whole school adoption of ARC IRLA/ENIL assessment and ARC Toolkits. Teachers will plan and provide instruction on foundational reading skills. Station rotation model will be implemented using adaptive programs.
Intervention 1.3	Professional Development: Teachers will participate in a yearlong professional learning series on research based practices and program implementation.
Goal 2	MATH ACADEMIC PROFICIENCY: Based on our academic proficiency index of 21 from the 2017/2018, our goal is to have our MATH academic proficiency index of 40 or higher by the end of 2020/2021 school year Our intermediate goal is to have an academic proficiency index of 32 or higher by the end of the 2019/2020 school year.

2017/2018 Math Academic Proficiency BASELINE (index)					Totals
RICAS Proficiency Level	1	2	3	4	
points multiplier	0	0.33	1	1	
# students scoring at level	200	178	26	0	404
points earned	0	58.7	26	0	84.7
Index (Points divided by students x100)					21

2018/2019 Math Academic Proficiency GOAL (index)					Totals
RICAS Proficiency Level	1	2	3	4	
points multiplier	0	0.33	1	1	
# students scoring at level	107	244	49	0	400
points earned	0	80.5	49		129.5
Index (Points divided by students x100)					32

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2019/2020 Math Academic Proficiency GOAL 40 (index)					Totals
RICAS Proficiency Level	1	2	3	4	
points multiplier	0	0.33	1	1	
# students scoring at level	40	300	60	0	400
points earned	0	9	60	159 40	
Index (Points divided by students x100)					

Based on 400 students

Math GROWTH Based on our 2017/2018 growth index of 0.77, our goal is to have our 2019/2020 school year growth index be 0.85.

2017/2018 Math Growth Index BASELINE 0.73	Low Growth	Moderate Growth	High Growth	Totals
# students	122	84	61	267
Points multiplier	0	1	2	
Points earned	0	84	122	206
Growth Index (points divided by students)				.77
2018/2019 Math Growth Index GOAL 0.86	Low Growth	Moderate Growth	High Growth	Totals
# students	90	108	52	250
Points multiplier	0	1	2	
Points earned	0	108	104	212
Growth Index (points divided by students)				.85

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Intervention 2.1	Teachers will implement Eureka universally as the Tier One resource. Teachers will analyze data to identify students in need of Tier Two interventions.
Intervention 2.2	Teachers will engage in Professional Development opportunities to build a culture of professional learning through lab teachers, cognitive coaching and various professional learning communities

Goal 3	Our goal is to score 2 points for Student Absenteeism, having less than 15% of our students chronically absent by the end of 2021.			
		total students	# chronic/excessive students	chronic/excessive %
	2017/2018 (actual)	838	255	30.4%
	2018/2019 (goal)	800	184	23.0%
	2019/2020 (goal)	800	119	14.9%
Intervention 3.1	A three-tiered system of interventions to will be implemented to improve student attendance and decrease chronic absenteeism.			

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

Goal 1
Our goal is to score two points for ELA achievement and two points for ELA growth. ELA ACADEMIC PROFICIENCY: Based on our academic proficiency index of 22 from the 2017/2018, our goal is to have our ELA academic proficiency index of 40 or higher by the end of 2020/2021 school year Our intermediate goal is to have an academic proficiency index of 31 or higher by the end of the 2019/2020 school year. (See tables above for specific data by level of proficiency for SY 2018/2019 and SY 2019/2020. ELA GROWTH Based on our 2017/2018 growth index of 0.73 Our goal is to have our 2019/2020 school year growth index be 0.85. (See tables above for specific data on levels of growth for SY 2018/2019.

Intervention and Justification	Framework Domain(s):

1.1 Build a schoolwide culture of reading by implementing comprehension instruction utilizing complex, culturally responsive grade level text through collaboration strategies and sheltering strategies. This intervention will increase student engagement, establish a cultural competency, build interest and establish a love of reading.
1.2 Targeted small group instruction will include ARC Toolkits and station rotation model. Whole school adoption of ARC IRLA/ENIL assessment and ARC Toolkits. Teachers will plan and provide instruction on foundational reading skills. Station rotation model will be implemented using adaptive programs. This intervention will increase student engagement, embed the use of data as a practice to drive instruction and incorporate high quality curriculum materials.
1.3 Professional Development: Teachers will participate in a yearlong professional learning series on research based practices and program implementation. An identified need to provide high quality professional learning opportunities will be met. In addition, the need for time for teachers to collaborate will be met.
	1.1 High Quality Materials and Instructional Transformation
	    Talent Development and Collaboration
	
	1.2 High Quality Materials and Instructional Transformation
	    Talent Development and Collaboration
	
	1.3 Talent Development and Collaboration
	    Culture and Climate

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.	

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Currently, at Carl G. Lauro we use Reading Street and PPSD standard bundles for instruction with various other resources as supplements. These programs and resources are not always research based, culturally relevant, content based (in science and social studies) or high quality materials. These resources do not align to the rigor of the CCSS which may be contributing to a lack of student engagement and performance. In an effort to implement consistent high quality, standards based, culturally responsive, rigorous reading and writing instruction our school will be providing teachers with professional development and planning time using culturally responsive texts from ARC and other resources. We believe that this is going to support student engagement and will result in an increase of our students' ELA proficiency.

1.1 Build a Schoolwide Culture of Reading
- Teachers will plan using grade level focus standards and teach thematic, literacy based units across content areas.
  - The thematic unit will be science and/or social studies content focused with a clear alignment throughout the year and across grade level spans. Assessment of the units will include project and performance based assessments.
  - Quarterly PLC will be focused on planning using the Standards Bundles or ARC Literacy Labs and research units. The ARC will be a gradual roll-out based on the purchasing of materials for grade 1- 5 regular education classrooms, behavior intervention program classrooms, ESL classrooms and Dual Language classrooms (K-3).
    - PLC and collaborative time with grade level teams focused on selecting culturally relevant, complex grade level text to fit the themes at each grade level. These units will have a "real world" and cultural connections for students.
    - PLC and collaborative time crafting text based questions, identifying vocabulary to pre-teach and focus on discussion topics, collaborative strategies and creating formative assessments.
    - PLC time will be used to plan instruction with ARC Lit Labs and Research Units.

  - Kindergarten will continue implementing the Boston Public Schools Focus on K (developmentally appropriate literacy units).
    - The units embed enduring understandings, big ideas and essential.
    - The curriculum connects reading, writing, social studies, history, STEM, communication and the arts; all through a literature based, developmentally appropriate, language and vocabulary rich approach.
    - Students in kindergarten through grade 5 will present their culminating projects through showcase presentation or capstone projects.

- Writing instruction will focus on the three main text types (informational, narrative and argument) and writing in response to text.

- 100 book challenge through the ARC program to build a culture of reading implemented through the entire school and student engagement.
  - 100 BOOK CHALLENGE is an independent reading program designed to maximize the effectiveness of a school's reading curriculum. Its goal is to develop avid, lifelong readers, students whose proficiency in and love of reading enable them to flourish throughout their lives—in the classroom, on standardized tests, at the college of their choice, and in a life-enriching career—allowing all aspects of their experience to be enhanced by the information and perspectives gained from reading.
  - 100 BOOK CHALLENGE does this by dramatically increasing the amount of reading a student is expected to do. The program's high standards require a minimum of 30 minutes of independent reading a day in school and an additional 30 minutes of reading at home. It provides each

student with a selection of hundreds of books matched to their reading level (each reading level is designated by a different color) and allows students to choose the books they want to read. Students track the amount of reading they complete on log sheets that are signed by parents and are reviewed daily by their teacher. Teachers regularly hold individual conferences with students to be sure they are engaged with their books, to assess the students' understanding of the material they have read, and to set goals for future reading. (May 2019)

1.2 Targeted Small Group Instruction (data based)
- ARC IRLA/ENIL assessments and ARC Toolkits K-5 will be implemented in grades K – 5.
  - Teachers will assess students regularly using the IRLA or ENIL and input the data on Schoolpace.
  - On a regular basis, teachers will set and modify power goals for students accurately. Power goals are small target goals teachers set with students to move their reading level.
  - Teachers will implement small group and/or individualized targeted instruction on power goals.
  - Teachers will conference with students on a regular basis to discuss power goals, assess and give meaningful feedback. They have data conversations with students and students will be able to verbalize their own data and goals.
- Station Rotation model will be implemented including:
  - Teacher led instruction.
  - Collaborative activities and stations.
  - Computer based instruction incorporating adaptive programs.
  - Independent and partner reading.

Students who have IEPs, who are receiving tier 3 interventions or are English learners will be assessed and placed in the appropriate services and interventions based on the data. (Founts and Pennell BAS, IRLA and WIDA scores)

1.3 Professional Development
- Build a culture of professional learning, through lab teachers, cognitive coaching and various professional learning communities.
- Establish lab teachers to build capacity and expertise within the literacy content area, foster grade level collaboration and offer embedded professional learning among colleagues
  Lab teachers responsibilities will:
  - Attend ARC trainings.
  - Receive coaching from the Reading Coach and ARC Coach.
  - Model and lead embedded PD for other teachers.
  - Facilitate after school PD and/ or PLCs.
  - Open their classrooms to observations from their colleagues and support them outside of the contractual school day hours.
  - Meet with teachers to support the implementation of the IRLA assessment and toolkits, as well as support literacy instruction.
  - Other responsivities as identified by principal.

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- After school collaborative time will be facilitated for teachers by a coach, lab teacher and/ or a classroom teacher to look at data using Schoolpace and to plan instruction.
- Teachers will participate in Learning Walks or Instructional Rounds to observe instruction and give each other meaningful feedback
- Quarterly ELA PLCs will be focused on using the PPSD Standards Bundles to plan thematic units, collect/ identify resources and text, plan text based questions and plan formative assessments or to plan with ARC units.
- Parent trainings will be held to share literacy strategies and best practices with parents. The teachers will send home IRLA parent reports monthly, in parents' native language if possible. Social media coordinator will advertise these trainings and update social media with links for parents.
- Monthly PLCs will be facilitated by the EL coach on sheltering instruction for multilingual learners using the district developed PD curriculum.
  - o Teachers will discuss and learn strategies for how to provide multiple entry points for students to access grade level content without lowering expectations
  - o Teachers will "dig into" the cultural backgrounds of their students and learn how to make instructional and material culturally responsive
- Professional development opportunities will be embedded in the school day for teachers to attend literacy based training. Substitutes will be needed.

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.

Needs Assessment:

- Our ELA RICAS scores were in the lowest 5% of the Rhode Island schools
- 5% of our students grades 3, 4 and 5 were proficient (21 Ss)
- 8% grade 3 students proficient (10 Ss)
- 5% grade 4 students proficient (8 Ss)
- 3% grade 5 students proficient (3 Ss)
- Need to increase use of evidence based strategies to differentiate
- Educators school wide are not implementing high-quality ELA curriculum materials accessible to all students
- One-half of the teachers indicated on survey that they receive high-quality professional learning opportunities
- Area of growth is teacher's use of data from curriculum based formative assessments to make decisions about instruction
- Need for time to analyzed data and use time to make decisions about instruction based on data

Root Cause Analysis Results:
Curriculum and Instruction
- Lack of high quality curriculum materials
- Lack of student engagement
- Lack of rigor/alignment to Common Core State Standards
- Professional development needed

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Assessment and Data
- Professional Development needed on data analysis and use of data to differentiate instruction
- Lack of schoolwide assessment
- Time needed to analyze and use data at classroom, grade and school levels

Culture
- Professional Development needed to foster relationships with students
- Cultural competency
- More engagement and inclusion of parents on what we are teaching and how we are teaching their children
- Lack of culturally responsive text to build interest and love of reading

Evidence Basis – *What evidence basis is there for this action?*	Evidence Tier: Tier III	
Citation(s): **Tier 1** Edreports ARC **Efficacy of Blended Learning for Elementary Reading** Education Next- **Coaching** Education Week- **Coaching** **Tier 2** American Reading Company **Learning to Support English Language Learners' Text Comprehension** **Schoolwide Implementation of Blended Learning** **Giving Immediate Feedback to Students** **Change in Coaching** **Tier 3** **ARC Approach to Literacy**	*Proposed Funding Source:* SIG 1003 grant (Support) SIG 1003 grant (Support) SIG 1003 grant (Innovation) SIG 1003 grant (Innovation) SIG 1003 grant (Support) SIG 1003 grant (Innovation)	Proposed Funding Amount: $1,520 x 3 = $4,560 Lab Teachers plus $348.84 fringe $16,400 (41 teachers x 10 hours x $40) plus $1,254.60 (fringe) for after school collaborative planning time ARC Research Labs $1,850 x 4= $7,400+ $740 shipping= $8,140 ARC Lit Labs @ $3,400 x 24= $81,600 ARC Research Labs $1,850 x 8 classrooms=$14,800 $750 Social Media coordinator

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Thematic Social Studies Based Literacy Unit **Thematic Units (ESL Math, Science and Social Studies)** **Reimagining Teaching in BL** **Effective Blended Learning Looks Like** Using Student Achievement Data to Support Instructional Decision Making IRLA **Coaching culture**		

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

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Implementation Milestones						
	1.1 Teachers will launch a culture of reading in their classrooms through the 100 book challenge and use of Literacy Labs (as purchased). 1.2 All teachers will baseline students reading level using the IRLA/ENIL by September, All students will have Power Goals set by mid-October All students will receive targeted instruction by mid-October. 1.3 Embedded PD days scheduled and subs requested. Teams are scheduled to meet after school for collaborative time.	1.1 All teachers will have launched a home reading system by beginning of quarter. 1.2 All teachers will collect summative and formative data from the performance based or project based assessments. 1.2 All teachers will input data in Schoolpace monthly for all students. Targeted small group instruction using the ARC Toolkit will occur a minimum of times per week. 1.3 Embedded PD days will be completed as scheduled. Collaborative planning time will be held outside of the school day	1.1 Grade level celebrations will occur or students reading successes. All teachers will collect summative and formative data from the performance based or project based assessments 1.2 All teachers will finalize the EOY input of data. 1.3 Embedded PD days will be completed as scheduled. Collaborative planning time will be held outside of the school day	1.1 Teachers will launch a culture of reading in their classrooms through the 100 book challenge and use of Literacy Labs (as purchased). 1.2 All teachers will baseline students reading level in September 2020 using the IRLA/ENIL. All students will have Power Goals set by mid-October. All students will receive targeted instruction by mid-October.	1.1 All teachers will have launched a home reading system by beginning of quarter 2. All teachers will collect summative and formative data from the performance based or project based assessments. 1.2 All teachers will input conferencing notes for all students every 14 days (DL students every 30 days, entered in both English and Spanish). Targeted small group instruction using the ARC Toolkit will occur at least three times a week.	1.1 Grade level celebrations will occur for to celebrate students' reading successes. All teachers will collect and record data for the landmarks and other standards based projects. 1.2 All teachers will finalize the EOY input of data in Schoolpace.

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Leading Indicators		STAR MOY ELA and IRLA results shows students' making reading gains. IRLA progress monitoring results show students reading gains on Schoolpace. Teachers input data from conferences for each student monthly.	Teachers using IRLA assessment and toolkits with fidelity. IRLA EOY results show students reading gains on Schoolpace.	STAR ELA BOY results show improvement for EOY from prior year.	STAR MOY ELA and IRLA results show improving overall proficiency for all students. IRLA progress monitoring results show students reading gains on Schoolpace. Teachers input data from conferences for each student every 14 days (dual language teachers/ students every 28 days).	STAR ELA EOY results show improvement over EOY from prior year. IRLA EOY results show students reading gains on Schoolpace.
Lagging Indicators and Accountability Outcomes			ELA RICAS results show increase in proficiency. ELA RICAS results show increase in student growth.			ELA RICAS results show increase in proficiency. ELA RICAS results show increase in student growth.

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

Each student at Carl G. Lauro will be assessed for their reading level at the beginning of the school year. Differentiated instructional groups for core, interventions, and enrichment will be developed. Goals for each student will be identified and students will be progress monitored throughout the school year according to their Literacy Plan.

English Learners will be assessed for the English proficiency and differentiated instruction will be provided based on the data. The capacity of our teachers will be increased through the monthly professional development.

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Goal
MATH ACADEMIC PROFICIENCY: Based on our academic proficiency index of 21 from the 2017/2018, our goal is to have our MATH academic proficiency index of 40 or higher by the end of 2020/2021 school year Our intermediate goal is to have an academic proficiency index of 32 or higher by the end of the 2019/2020 school year. (See tables above for specific data by level of proficiency for SY 2018/2019 and SY 2019/2020.
Math GROWTH Based on our 2017/2018 growth index of 0.77, our goal is to have our 2019/2020 school year growth index be 0.85. (See tables above for specific data on levels of growth for SY 2018/2019.

Intervention and Justification	Framework Domain(s):
2.1 Teachers will implement Eureka universally as the Tier One resource. Teachers will analyze data to identify students in need of Tier Two interventions. This intervention will increase student engagement, embed the use of data as a practice to drive instruction and consistently incorporate high quality curriculum materials.	2.1 High Quality Materials and Instructional Information 2.2 Talent Development and Collaboration
2.2 Teachers will engage in Professional Development opportunities to build a culture of professional learning through lab teachers, cognitive coaching and various professional learning communities. . An identified need to provide high quality professional learning opportunities will be met. In addition, the need for time for teachers to collaborate will be met	

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.

Currently, at Carl G. Lauro we use PPSD standard bundles for instruction with various resources which are not always research based, high quality materials. These resources do not align to rigor and CCSS which may be contributing to a lack of student engagement and performance. Teachers have access to Eureka, a high quality program that is research based; however, teachers have not been properly trained to implement Eureka with fidelity, and as a result it is not used consistently. In an effort to implement this high quality, research based program, our school will be providing teachers with professional development to support implementation of Eureka across the school. We believe that this is going to support student engagement and will result in an increase of our students' math proficiency.

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2.1 Teachers will implement Eureka with consistency as the Tier One resource. Through utilizing adaptive programs and supplemental Tier 2 interventions, teachers will acquire understanding of pedagogical approaches offered within the materials and scope and sequence of the lessons.
- Targeted math interventions
  - Teachers will review student data to set tier 2 math goals for students who are not mastering grade level CCSS.
  - Implement small group differentiated instruction based on formative and summative data.
- Implement a station rotation model including:
  - Teacher led instruction station using Eureka for core instruction.
  - Collaborative activities and stations.
  - Computer based adaptive program station designed to meet individual students' needs where teachers will:
- Personalize learning by assigning specific student goals through Dreambox assign focus lessons.
- Five each student the speed/accuracy placement test on Reflex, set monthly goals and monitor progress.
- Utilize Zearn as a reinforcement to previously taught Eureka lessons.

2.2 Teachers will engage in Professional Development opportunities to build a culture of professional learning through lab teachers, cognitive coaching and various professional learning communities.
- Establish lab teachers to build capacity and expertise within the math content area, foster grade level collaboration and offer embedded professional learning among colleagues.
  - Lab teachers responsibilities will:
  - Attend trainings with a Eureka Consultant.
  - Model and lead embedded PD for other teachers.
  - Facilitate after school PD and/ or PLCs.
  - Open their classrooms to observations from their colleagues and support them outside of the contractual school day hours.
  - Meet with teachers to support the implementation of Eureka.
  - Other responsibilities as identified by principal.
- After school collaboration time facilitated by a coach, lab teachers and/or a classroom teacher to analyze and plan instruction using math data.
- Teachers will participate in Learning Walks or Instructional Rounds to observe instruction and give teachers meaningful feedback.
- Quarterly math PLCs will be focused on using the PPSD Standard Bundles to plan, collect/identify resources, and plan formative and summative assessments,
- Parent trainings will be held to share math strategies and best practices with parents. The social media coordinator will advertise these trainings and update school media with links for parents.
- Monthly PLCs will be facilitated by the EL Coach on sheltering instruction for multilingual learners using the district developed PD curriculum. During PLC, teachers will discuss strategies for how to provide multiple entry points for students to access grade level content without lowering expectations and will "dig into" the cultural backgrounds of their students and learn how to make instructional and material culturally responsive.
- Professional development opportunities will be embedded in the school day for teachers to attend math training on Eureka. Substitutes needed.
- Eureka consultant will provided professional learning opportunities to the math coach, the lab teachers, and to classroom teachers.

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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.

Needs Assessment:
- 6% of our students grades 3, 4 and 5 were proficient (28 Ss) (state 27% proficient)
- 11% grade 3 students proficient (15 Ss)
- 4% grade 4 students proficient (8 Ss)
- 4% grade 5 students proficient (5 Ss)
- Educators do not regularly receive support to modify and improve curriculum and content based on student performance to ensure it best meets students' needs as identified by data
- Educators need to use evidence based strategies to effectively differentiate instruction based on student needs.

Root Cause Analysis Results:

Curriculum and Instruction
- Lack of high quality curriculum materials
- Lack of student engagement
- Lack of rigor/alignment to CCSS
- Professional development needed

Assessment and Data
- Professional development needed on data analysis and use of data to differentiate instruction
- Lack of school wide assessment
- Time needed to analyze and use data at classroom, grade and school levels

Culture
- Professional development needed to foster relationships with students
- Cultural competency
- More engagement and inclusion of parents on what we are teaching and how we are teaching their children

Comprehensive School Improvement Plan Model Template

Evidence Basis – *What evidence basis is there for this action?*	Evidence Tier: **Choose an item.**	
Citation(s):	*Proposed Funding Source:*	Proposed Funding Amount:
Dreambox K-1 Tier 3	*SIG 1003 grant (Support)*	$7,053.05 Eureka manipulatives
Eureka K-5 Tier 2	*SIG 1003 grant (Innovation)*	$2,500 Zearn math adaptive program
Zearn Tier 2	*SIG 1003 grant (Support)*	$15,000 Eureka Professional Development
Reflex Gr.2-5 Tier 3	*SIG 1003 grant (Support)*	$1,520 x 3 = $4,560 Lab Teachers plus $348.98 fringe
Lab Teachers	*SIG 1003 grant (Support)*	$16,400 (41 teachers x 10 hours x $40) plus $1254.60 (fringe) for after school collaborative planning time
Coaching and Lab Teachers:		
Education Next Tier 1		
Education Week Tier 1	*SIG 1003 grant (Support)*	$ 3,900 + $390 shipping = $4,290 Bridges Math Intervention
Station Rotation Model Tier 3		
Math Labs Tier 1		

Comprehensive School Improvement Plan Model Template

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

Comprehensive School Improvement Plan Model Template

Implementation Milestones						
	2.1 Teachers will review student BOY data to group students for differentiated instruction. Teachers will review student data to set tier 2 goals for math interventions with guidance of the Math Coach and Lab Teacher during PLC. Teachers will set up station rotation model with Eureka direct instruction and an adaptive program station with the guidance of the Math Coach and Lab Teacher. 2.2 Math lab teachers will meet with Math coach to create quarterly plans/agendas.	2.1 Teachers will consistently be reviewing data as student groups are flexible. Below level students who are mastering grade level CCCSS will receive tier 2 interventions. Teachers will review student data and exit students who made gains, readjust math goals if needed, and create goals for other needed students. Teachers will meet with the MTSS team if minimal to no gains are being made. Teachers will input math RTIs with guidance of the Math Coach and Lab Teacher during PLC. Teachers will attend PD on Eureka and/or adaptive programs to gain understanding of pedagogical approaches offered within the materials and scope and	2.1 Teachers will tailor learning experiences based on their students' needs (i.e. provides multiple versions of activities for differentiation). Teachers will review all student tier 2 data and close RTIs with guidance of the Math Coach and Lab Teacher during PLC. Teachers will use Eureka pedagogical approaches to teach PPSD Quarterly Learning Targets/Standard Bundles. 2.2 Teachers will participate in Learning Walks or Instructional Rounds to observe instruction and give each other meaningful feedback around Quarterly Learning Targets for embedded PD.	2.1 Teachers will review student BOY data to group students and present content-based concepts through a variety of perspectives (learning styles) in order to engage learners. Teachers will review the previous year's tier 2 math group students and set goals. Teachers will set up station rotation model with Eureka direct instruction and an adaptive program station following the Standard Bundles. 2.2 Math coach and Lab Teachers will offer embedded PD quarterly around Eureka and adaptive programs (Zearn, Dreambox, Reflex)	2.1 Teachers will differentiate instruction and allow for multiple entry points through: scaffolding, gradual release, and adequate supports. 2.1 Teachers will review student data and exit students who made gains, readjust math goals if needed, and create goals for other needed students. Teachers will meet with the MTSS team if minimal to no gains are being made. Teachers will input math RTIs. 2.1 Teachers will participate in learning walks around math station rotation including Eureka direct instruction and adaptive programs.	2.1 Teachers will allow opportunities for learners to use voice and choice over the resources/ modalities to access, engage and demonstrate learning of the content within differentiated instruction. Teachers will review all student tier 2 data and close math RTIs. Teachers will give feedback and share out on the strengths and weaknesses of station rotation. Grade levels will create next steps and plans for tweaks and changes to the station rotation model. 2.2 Grade level math lab teacher and coach will provide PD (sub coverage needed)

Comprehensive School Improvement Plan Model Template

		sequence of the lessons to infuse during station rotation. 2.2 Math lab teachers and math coach will receive training and provide professional development to grade levels to build capacity and expertise.			2.2 Lab teachers will open their classrooms to observations from their colleagues and support them outside of the contractual hours	

Comprehensive School Improvement Plan Model Template

Leading Indicators					
Teacher data portfolios Tier 2 Math student lists Eureka and adaptive program usage reports Math coach and lab teachers quarterly agendas	Teacher data portfolios including student grouping Tier 2 Math student data Math RTIs MTSS calendar/student notes PD dates and attendee list Math training dates for Math coach/lab teachers Math lab teacher meeting agendas	Walkthrough notes by Math Coach Math RTIs Math quarterly planning around CCSS with differentiation Learning walks/instructional rounds Embedded PD dates and agendas	Teacher data on student groups Walkthroughs done by math coach focused on a variety of learning styles Tier 2 math group data Documented coaching cycles for station rotation using Eureka/adaptive programs. Embedded PD Eureka/adaptive programs agendas and notes	Walkthrough done by Math Coach focused on multiple entry points for differentiation Tier 2 math student data Math RTI data MTSS calendar and student notes Grade level learning walks Lab teacher meeting dates and agendas	Walkthrough done by Math Coach focused on student voice/choice within differentiation Math tier 2 student data Math RTIs Teacher PLC planning agendas PD by grade level meeting dates and agendas
Lagging Indicators and Accountability Outcomes					
		Math RICAS results show increase in proficiency Math RICAS results show increase in student growth			Math RICAS results show increase in proficiency Math RICAS results show increase in student growth

Comprehensive School Improvement Plan Model Template

Equity and Shared Responsibility – *How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.*
Each student at Carl G. Lauro will be assessed for their reading level at the beginning of the school year. Differentiated instructional groups for core, interventions, and enrichment will be developed. Goals for each student will be identified and students will be progress monitored throughout the school year according to their Literacy Plan. English Learners receive differentiated instruction based upon their English proficiency and prior knowledge.

Goal 3 Our goal is to score 2 points for Student Absenteeism, having less than 15% of our students chronically absent by the end of 2021.

	total students	# chronic/excessive students	chronic/excessive %
2017/2018 (actual)	838	255	30.4%
2018/2019 (goal)	800	184	23.0%
2019/2020 (goal)	800	119	14.9%

3.1 Intervention and Justification	Framework Domain(s):
A three-tiered system of interventions to will be implemented to improve student attendance and decrease chronic absenteeism.	Climate and Culture 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.

Currently, at Carl G. Lauro chronic and excessive absenteeism is a serious concern. At the end of 2018, 28% of our students had chronic attendance issues, 10% of which were excessive. As we look to a climate and culture shift at our school, we are making a concerted effort to support our students who struggle with attendance due to factors such as transportation, parent education, social emotional needs, and transportation barriers. Student attendance is a universal problem in education; however, at Carl G. Lauro we are going to implement interventions to target this issue in support of our students, teachers, and parents.

In order to address attendance we will implement a tiered system of intervention.

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Tier 1
- Teachers will maintain accurate attendance records daily.
- Teachers will clearly communicate to parents and students the importance of attendance and procedures to complete missed work.
- Teachers will document attendance intervention and response on Skyward and report any attendance problem to the principal/designee.
- Teachers will create classroom incentives and rewards recognizing students who have exemplary class attendance.
- School staff will review attendance data with parents during parent/teacher conferences; discipline meetings; IEP/504 Plan meetings; RTI target team meetings.
- Attendance Intervention Team in conjunction with the Safe and Caring Team (PBIS) will coordinate an Attendance Awareness Campaign (parent education through flyers, announcements, meetings at all parent engagement events, Kinvo, attendance postings on school's Social Media accounts, create a public service announcement to broadcast to community).
  - A crucial component of this campaign will include multi-lingual parent education; this will be delivered at Open House, Parent-Teacher Conferences, the Health and Wellness Fair and all family engagement activities (Social Media Coordinator).
  - Attendance Awareness Campaign will include engaging community and agency partners, particularly the local community health centers/health care providers regarding absences (provide poster for waiting rooms and handouts doctors can share with families, share chronic absence data with providers, invite social workers from Providence Community Health Center and St. Joseph's Health Clinic to meet directly with the Attendance Team to brainstorm additional collaborative interventions.
- Safe and Caring (PBIS) with Administrative support will have an Attendance Recognition Program to recognize and provide incentives for perfect attendance or most improved attendance as well as school-wide incentives and rewards recognizing students who have exemplary class attendance.
- Safe & Caring (PBIS) assist with implementation of school wide expectations on bus ride; provide training and education to bus staff on behavior expectation and positive reinforcement strategies ("Lauro Loot")
- Conduct surveys during parent engagement activities, parents at the main office/nurse to identify students with transportation concerns.
- Administration will enforce expectation of daily attendance.
- Administration will assist and support teachers with the implementation of attendance policies and procedures.
- Administration will inform parents, students, and school staff about district attendance policies and procedures.
- Administration will administer and supervise the attendance policies and procedures.
- Administration will establish and implement an attendance team to address attendance problems and ensure follow through on implementation of attendance interventions.
- Administration will maintain accurate records on student attendance and publish daily absence, tardy, and early dismissal data.

Comprehensive School Improvement Plan Model Template

	o Administration will inform student and his /her parent/guardian of child's absences and consequences for such absences.
	o Administration will work cooperatively with the student, parents/guardians, and attendance team to resolve attendance problems.
	o Administration will provide a copy of attendance policies and procedures to students and parents/guardians once a year.
Tier 2	
	o Attendance Intervention Team will work collaboratively with principal, parent/guardian and students to solve the problem.
	o Attendance Intervention Team will identify list of students with at-risk attendance concerns.
	o Attendance Intervention Team will send "Nudge" postcards to students identified to be at-risk.
	o Attendance Intervention Team will send attendance letters to students who are considered high-risk.
	o Attendance Intervention Team will outreach parents through Kinvo.
	o Attendance Intervention Team will continuously monitor attendance data during meetings with support of PPSD Data Specialist.
	o Collaborate with City Year around their mentor program targeting grade 3, 4 and 5 students identified as high risk for chronic attendance.
	o Refer families and collaborate with community partners through the School Based Mental Health counselor, when appropriate.
	o Teachers, parent engagement specialist, nurse, social workers, psychologist, administrators will identify students with transportation barriers via phone calls and other communication.
	o School Social Worker and/or School Psychologist will be a member of Attendance Intervention Team to identify need for further social-emotional support.
	o Parent Engagement Specialist will be a part of the Attendance Intervention Team to support a partnership between school, parent, and community, and creating a welcoming and inclusive school environment.
Tier 3	
	o Students will be referred to district Attendance Officer by the Attendance Intervention Team following the A8 referral process (documenting all Tier 1 and Tier 2 interventions)
	o Attendance Intervention Team (6 staff members identified through the in House posting process) will review data on a weekly bases to identify students in need of Tier 2 or Tier 3 interventions. The team will work with the identified student's family to determine the function of the attendance issues, develop a plan, implement the plan and monitor the plan. Interventions may include home visits, coordination with outside agencies, and assisting with problem solving of barriers to attendance.

Comprehensive School Improvement Plan Model Template

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.

Needs Assessment:
EOY 2018
- Excessive 10% (82 Ss)
- Chronic 28% (226 Ss)
- Moderate 32.5% (262 Ss)
- Low 30% (243 Ss)

Kindergarten EOY 2018 Chronic & excessive 48.3%

Root Cause Analysis Results:
Lack of parent awareness of importance of attending
- Parents do not know how sick is sick?
- Parents schedule vacations and trips during school year. To plan vacations/travel?
- When to schedule appointments
- Parents not aware of how absences affect student learning

Lack of capacity to analyze and act on attendance data
- Time needed for teachers and admin to effectively implement attendance protocols, including communication
- Time to effectively communicate attendance to parents
- School wide ownership of attendance

Transportation/ not neighborhood school
- Informing Registration about programs and successes
- Educating monitors/drivers/children on expectations for bus behavior/safety and how adults intervene when expectations not met

Social emotional
- Students not feeling safe or welcomed
- Parents not feeling welcome
- Parents not able to communicate due to language
- Students experiencing anxiety
- Student or parent experience previous trauma/negative experiences

Comprehensive School Improvement Plan Model Template

Evidence Basis – *What evidence basis is there for this action?*	Evidence Tier: Tier 1, Tier 2, Tier 3	

Citation(s):
• **Parent education**
   • Nudge theory - informing parents of student attendance profile (Tier 2)
   • Impact of Early Absenteeism on academic achievement (Tier 1)
   • Effects of attendance on student success (Tier 1)
   • Procedures for educating and Informing parents about the importance of attendance (Tier 1)
   • Attendance in early grades and Why it matters (Tier 1)
 	
• **Processes and protocols at school**
   • Nudge theory - informing parents of student attendance profile (Tier 2)
   • Risk factors that plague struggling schools (Tier 1)
   • Procedures for educating and Informing parents about the importance of attendance (Tier 1)
   • Effects of attendance on student success (Tier 3)
   • Attendance in early grades and Why it matters (Tier 3)
   • Attendance and Illnesses, intervention with nurses (Tier 3)
   • Correlation between September attendance and Chronic absence for the year (Tier 3)
   • ACE Score (Trauma) and Chronic Absenteeism (Tier 1)
   • School climate and Chronic Absenteeism (Tier 1)
 	
• **Transportation**
	Proposed Funding Source:
	
	SIG 1003 grant (Innovation)
	
	SIG 1003 grant (Innovation)
	
	SIG 1003 grant (Innovation)
	
	SIG 1003 grant (Innovation)
	
	SIG 1003 grant (Support)
	
	SIG 1003 grant (Innovation)
		Proposed Funding Amount:
		
		Public Service Announcements $2000 (radio station rotations)
		
		Attendance Intervention Team $25/hour x 6 teachers x twice a week for 36 weeks: $10,800 $860.63=$12,110.63
		
		Supplies and Materials for :
		• Family Attendance Activities (games, craft supplies and art supplies) $3,000
		• SEL Activities: Kindness Ambassadors (t-shirts, paper and art supplies) and Choice Clubs (STEM materials and arts and craft materials) $4,000
		
		Attendance incentives $5056.07
		
		Social Media coordinator $750

Comprehensive School Improvement Plan Model Template

• Educating registration • Education bus staff on bus behavior management strategies • How to improve attendance with transportation (Tier 3) • Students that take the bus have better attendance (Tier 3)		

Implementation and Outcome Milestones

	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	All teachers will be trained on the attendance process and protocol at orientation. All teachers will be trained on the use of KINVO at orientation. Teachers will receive a list of at-risk students. Safe and Caring will develop a schedule for school-wide quarterly attendance assemblies. The Safe and Caring Team will develop a plan to share bus	Attendance Intervention Team will create a tiered system of interventions and place the Tier 2 and Tier 3 students accordingly. School-wide assemblies celebrating attendance will have been conducted for the first two quarters. The Safe and Caring Team will have shared bus behavior expectations and Lauro Loot with the bus drivers and bus monitors. They will check in with bus	Data on Tier 2 and Tier 3 intervention plans will be analyzed to determine effectiveness. School-wide assemblies celebrating attendance will have been conducted all four quarters. The Safe and Caring Team will assess the communication with bus drivers and monitors to see if behavior on the bus improved	All teachers will be trained on the attendance process and protocol at orientation. All teachers will be trained on the use of KINVO at orientation. Safe and Caring will develop a schedule for school-wide quarterly attendance assemblies. The Safe and Caring Team will develop a plan to share bus behavior expectations and Lauro Loot with bus drivers and monitors.	Identified students requiring Tier 2 and Tier 3 intervention will have an attendance intervention plan in place. School-wide assemblies celebrating attendance will have been conducted for the first two quarters. The Safe and Caring Team will have shared bus behavior expectations and Lauro Loot with the bus drivers and bus monitors. They will check in with bus staff on peaks and	Data on Tier 2 and Tier 3 intervention plans will be analyzed to determine effectiveness. School-wide assemblies celebrating attendance will have been conducted all four quarters. The Safe and Caring Team will assess the communication with bus drivers and monitors to see if behavior on the bus improved

Comprehensive School Improvement Plan Model Template

behavior expectations and Lauro Loot with bus drivers and monitors. The attendance team will meet bi-weekly to review data and conduct personalized outreach to targeted students. Attendance Awareness Campaign begins (Public service announcements broadcasted, flyers going home, School Social Media Accounts promote attendance, information at orientation & open house). Students will be recruited for the Kindness Ambassadors. They will meet and develop their mission statement.	staff on peaks and pitfalls and assist in modifying. The attendance team will meet bi-weekly to review data and conduct personalized outreach to targeted students. Attendance data will be shared with. parents at events, meetings, parent/teacher conferences. Attendance Awareness Campaign continues, focused on attendance before and after school breaks. The Kindness Ambassadors will meet at least bi-weekly.	(Using bus behavior referral data). The attendance team will meet bi-weekly to review data and conduct personalized outreach to targeted students. Attendance data will be shared with parents at events, meetings, parent/teacher conferences. Attendance team will analyze data to identify peaks and pitfalls and develop a plan for the next school year.	The attendance team will meet bi-weekly to review data and conduct personalized outreach to targeted students. Attendance Awareness Campaign begins (Public service announcements broadcasted, flyers going home, School Social Media Accounts promote attendance, information at orientation & open house). Students will be recruited for the Kindness Ambassadors.	pitfalls and assist in modifying. The attendance team will meet bi-weekly to review data and conduct personalized outreach to targeted students. Attendance data will be shared with parents at events, meetings, parent/teacher conferences. The Kindness Ambassadors will have scheduled time to meet at least bi-weekly and developed their mission statement. Attendance Awareness Campaign continues, focused on attendance before and after school breaks.	(Using bus behavior referral data). The attendance team will meet bi-weekly to review data and conduct personalized outreach to targeted students Attendance data will be shared with parents at events, meetings, parent/teacher conferences. Attendance team will analyze data to identify peaks and pitfalls and develop a plan for the next school year.

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Leading Indicators	Daily/monthly attendance data Behavior referrals on the bus Parent survey	Daily/monthly attendance data Behavior referrals on the bus Parent Survey	Daily/monthly attendance data Behavior referrals on the bus Parent Survey	Daily/monthly attendance data Behavior referrals on the bus Parent Survey	Daily/monthly attendance data Behavior referrals on the bus Parent Survey	Daily/monthly attendance data Behavior referrals on the bus Parent Survey
Lagging Indicators and Accountability Outcomes	Review Tableau data at the end of September Daily attendance announcement posted in main office		EOY Attendance Data			EOY Attendance Data

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

Tier 1 attendance initiatives will be provided in English and Spanish. The team will be cognizant of other languages in the school and have materials translated for the families. The attendance team will look at attendance data weekly to determine if a student requires Tier 2 or Tier 3 interventions. At Tiers 2 and 3, the team will work with the family to assist with problem solving barriers to attendance. The team will help to determine the function of the chronic attendance and develop plan that meets the student's and families' needs. The plan will be assessed to see if it is effective as noted by improvement in attendance. If the plan is ineffective, changes to the plan will be determined by the attendance team. We will know if our work is having an impact on our subgroups by reviewing the disaggregated data.

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.

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Americorps City Year corps members will have the following roles:
- Support the students with the 100 Book Challenge with identified students grades 3-5
- Provide small group targeted instruction based on data from the IRLA using the ARC Toolkit for identified students grades 3-5
- Support station rotation in ELA and Math lessons in grades 3-5 classrooms.
- Provide assistance through their mentor program targeting students in grades 3-5 identified as high risk for chronic absenteeism.

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?

The plan will be revised based upon review of data. The first review of data will be when the 2019 RICAS scores are received. During the 2019-2020 school year, the plan will be reviewed quarterly by the Community Advisory Board and the School Based Team. If needed, the plan will be revised after RIDE announces the recipients of the competitive funding.

Goal 1: Teacher capacity will increase in regards to use of ARC resources, use of data to plan rigorous instruction aligned to the CCSS and culturally responsive teaching.

Goal 2: Teacher capacity will increase in regards to use of Eureka resources, use of data to plan rigorous instruction aligned to the CCSS and culturally responsive teaching.

Goal 3: A school wide ownership of attendance will be established. Our students, parents and community will have received knowledge regarding attendance.

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?

How will the plan and work associated with it be available to the public? A page will be added to the Carl G. Lauro website specific to the CSIP. Data and progress will be shared on this site as well as updates to strategies and interventions implemented at Lauro.

How will we communicate the information within the plan and the progress against the plan be shared with:

Comprehensive School Improvement Plan Model Template

- Parents: We will share a summary of the goals and interventions with the parents via paper copy, on the website and on Facebook. Kinvo messages and Parentlink calls will be sent to inform parents of this. Updates will be done at a minim of once a quarter.
- School staff: We have begun a series of 3 PD sessions to be held in June with our faculty to begin to unpack the CSIP the making Meaning protocol is being used to examine the text and to identify implications for our work. An additional PD session is being scheduled in August for the faculty to "dig deeper' into the plan and the next steps as well as to begin to plan how we will implement at the classroom, grade and school level. Updates, including current data and revisions to the plan, will be shared in the school's weekly bulletin. Staff and faculty also have access to the webpage and the Facebook page. The plan will be shared and reviewed at orientation day. When updates are made the plan will be shared electronically with staff.
- Students: teachers will share a summary of the plan and goals and interventions with the students, in a developmentally appropriate manner. Updates will be shared during morning announcements including data and revisions to interventions.
- CAB and other stakeholders. Over the past few months we have regularly met with our CAB and shared progress and drafts electronically and in paper. A meeting of the CAB and ILT was held in early June. The CAB will be apprised of our 2019 RICAS results when received and any modifications to the plan. The CAB will be updated in regards to our Innovation completive grant when we are aware of receipt of funding. Primary means of communication will be email. When the plan is updated it will be emailed to the CAB members and paper copies will be available at school.