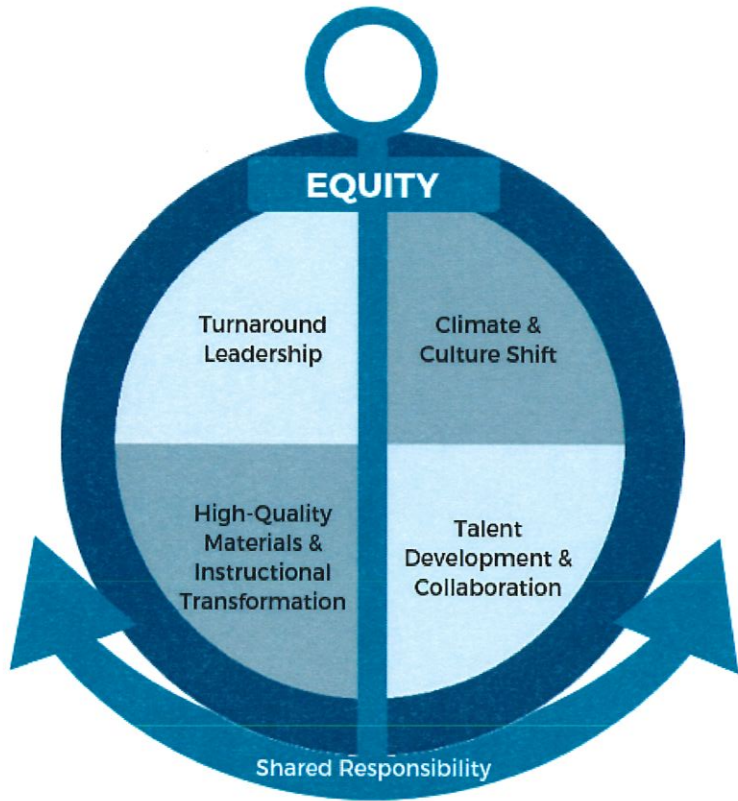


# COMPREHENSIVE SCHOOL IMPROVEMENT PLAN MODEL TEMPLATE

Rhode Island Department of Elementary and Secondary Education



Office of School Improvement  
Division of the Deputy Commissioner

### **Essential Elements of a School Improvement Plan & Guidance for Using this Model Template**

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 3<sup>rd</sup> 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*



**Sanacore, Christopher**

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**To:** Serrano, Angelina  
**Subject:** RE: CSIP Follow Up

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**From:** Serrano, Angelina [mailto:aserrano\_8839@email.nic.edu]  
**Sent:** Monday, August 12, 2019 11:21 AM  
**To:** Sanacore, Christopher <Christopher.Sanacore@ppsd.org>  
**Subject:** Re: CSIP Follow Up

Hi Christopher ,

I agree with the changes . I consent for approval of the changes .

Thanks !

Sent from my iPhone

On Aug 12, 2019, at 10:28 AM, Sanacore, Christopher <[Christopher.Sanacore@ppsd.org](mailto:Christopher.Sanacore@ppsd.org)> wrote:

Hi Angelina,

Thanks for speaking with me on the phone briefly. Your Zone Director and school leadership team for Lima should have sent you copies of the CSIP for your review. If you are satisfied with the changes, please confirm via and I can mark you down as approving the CSIP so we can forward the document to RIDF this week. Thank you so much for your time and dedication to the CAB process and I look forward to connecting with you in the next few weeks.

Best,

Chris Sanacore

\*\*\*\*\*This information may be confidential and/or privileged. Use of this information by anyone other than the intended recipient is prohibited. If you received this in error, please inform the sender and remove any record of this message.\*\*\*\*\*

## 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.*

<b>Goal 1</b>	Improve the percentage of students that score proficient or above on the ELA RICAS assessment in grades 3 through 5 from 13% to 26% by the end of 2021
<i>Intervention 1.1</i>	Adopt a school wide (Grades 2-5) English Language Arts system (American Reading Company) and differentiated and intervention support (IRLA - Independent Reading Level Assessment Framework) to improve all student's mastery of literacy standards.
<i>Intervention 1.2</i>	All teachers (100%) will engage in year- long professional development series including: <ul style="list-style-type: none"> <li>• In -program high quality professional development with the American Reading Company consultants</li> <li>• Embedded professional development with observation and demonstration cycles</li> <li>• Collaborative cycles of feedback of instructional practices</li> </ul>
<i>Intervention 1.3</i>	All teachers (100%) will engage in collaborative data chats utilizing in-program assessments, lesson planning, and student goal setting. This will take place with administrators and teachers, teachers and students, students and parents.
<i>Intervention 1.4</i>	All teachers (100%) will engage in 20 hours of professional development on best practices for English Language Learners
<b>Goal 2</b>	Improve the percentage of students that score proficient or above on the Math RICAS assessment in grades 3 through 5 from 10% to 20% by the end of 2021.
<i>Intervention 2.1</i>	All teachers (100%) will engage in year- long professional development series with Eureka Math Resource including: <ul style="list-style-type: none"> <li>• Embedded professional development with observation demonstration cycles</li> <li>• Collaborative feedback cycles of instructional practices</li> <li>• CPT for 10 months each school year, utilizing protocols to understand, analyze and discuss the grade level progressions of The Math Common Core State Standards to align our school based teaching/learning resources, student achievement data, current teaching practices to support all students.</li> </ul>
<i>Intervention 2.2</i>	All teachers (100%) will engage in collaborative data chats utilizing in-program assessments, lesson planning, and student goal setting. This will take place with administrators and teachers, teachers and students, students and parents
<i>Intervention 2.3</i>	All teachers (100%) will engage in 20 hours of professional development on best practices for English Language Learners
<b>Goal 3</b>	By the 2021-2022 school year, the percentage of teachers that felt the school has a positive work environment in which the principal treats them fairly and creates environment of open communication, will increase from 39% responding favorably to 60% responding favorably.
<i>Intervention 3.1</i>	All teachers (100%) will engage all staff in: <ul style="list-style-type: none"> <li>• Revision/creation of a shared vision and mission as a key strategy for strengthening staff motivation and commitment.</li> <li>• Collaboratively revising / creating protocols in breaking down the school vision into specific short- term goals to guide planning and ensure coherence/alignment in both collaborative and autonomous decisions.</li> </ul>

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

<p><b>Goal 1:</b> Improve the percentage of students that score proficient or above on the ELA RICAS assessment in grades 3 through 5 from 13% to 26% by the end of 2021.</p>	
<p><b>Intervention and Justification:</b></p> <p><b>1.1 Intervention and Justification</b>            Adopt a school wide English Language Arts system (American Reading Company) and differentiated and intervention support system (IRLA- Independent Reading Level Assessment framework) to improve student’s mastery of literacy standards.</p> <p><b>1.2 Intervention</b>            All teachers (100%) will engage in year - long professional development series including:</p> <ul style="list-style-type: none"> <li>• In -program high quality professional development with the American Reading Company consultants</li> <li>• Embedded professional development with observation and demonstration cycles</li> <li>• Collaborative cycles of feedback of instructional practices</li> </ul> <p><b>1.3 Intervention</b>            All teachers (100%) will engage in collaborative data chats utilizing in-program assessments, lesson planning, and student goal setting. This will take place with administrators and teachers, teachers and students, students and parents.</p> <p><b>Intervention 1.4</b>            All teachers (100%) will engage in 10 hours of professional development on best practices for English Language Learners.</p>	<p><b>Framework Domain(s):</b>  <b>High Quality Materials and Instructional Transformation</b></p>
<p><i>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.</i></p>	
<p><b>1.1 Intervention - Adopt Core Reading and Differentiated Intervention Support</b>            All grade level students and teachers will have access to a highly rated core comprehensive literacy program designed to strengthen our school’s capacity, as well as Charles N. Fortes Elementary. This will ensure that the entire complex, grades kindergarten through 5, is placing literacy and agency at the forefront, utilizing ARC’s Thematic Inquiry Core Curriculum and differentiated Intervention support.</p>	

This system will directly support all students, including our large ELL population and students with special education. All students will be supported to; read, write, discuss, think, investigate, and solve problems at ever-increasing levels of proficiency. This adoption will include the kindergarten and grade 1 students at Charles N. Fortes Elementary School. Charles N. Fortes and Alfred Lima are housed in the same building, The Leviton Complex. The students and families start their academic journey at Charles N. Fortes in kindergarten. Over 90% of those students transition to Alfred Lima in grade 2. Our two schools serve the same students and families from kindergarten to grade 5.

Student's academic performance will be accelerated and teachers will have access to immediate student data (formative assessments), to inform instructional practice. Research on American Reading Company describes:

Grade-Level Instruction with sequenced lessons that provide supports to ensure all students engage successfully with complex texts, rich content and an academic community.

- Differentiated support with project based learning and leveled research libraries that ensure all student build knowledge regardless of current reading level.
- Formative assessment that is student driven showing students where they are, where they need to be and the steps in between.
- College ready writing with daily practice and deep content knowledge.

With the adoption of ARC's personalized learning system, IRLA teachers will diagnostically assess students one to one and input relevant data into an electronic system from the American Reading Company called Schoolpace. Students and teachers will regularly set reading goals, conference on progress and provide individualized instruction and feedback.

### **1.2 Intervention - Professional Development**

All teachers will attend professional development trainings on the American Reading Company's core reading and writing system as well as the intervention system with the company's coaches. The American Reading Company coach will provide embedded professional development in classrooms with modeling and demonstration cycles. The reading coach, grade level teams and/or a Rhode Island College professor will collaborate on cycles of inquiry around best practices.

Two different professional learning communities of 5-8 teachers, (one cohort per year, over the next two years), from Lima and Fortes will have the opportunity to participate in embedded professional development focused on observation: learning about our students as readers and writers and one on one conferring. Both elements are direct skills and strategies utilized in the American Reading Company ELA System to personalize student learning for all of our students. Teachers participating within the PLC will have the opportunity to earn PLU's.

### **1.3 Intervention - Data Systems**

Administrators, teachers, students and parents will engage in data chats to regularly set goals, monitor progress and accelerate student achievement. All of our teachers, students, and members of our leadership team will participate in a data driven dialogue/chat protocol three times yearly utilizing an action plan template to map next steps to better support student learning. Data driven dialogue participants will analyze current data, action plan and progress monitor to address literacy achievement gaps. Parents will also have the opportunity to participate in student and teacher co-facilitated Data Driven Dialogues/Chats.

### **1.4 Intervention -Professional Development for English Language Learners**

Due to our growing ELL population and our need to deliver lessons that address the academic and linguistic needs of our English learners, our classroom teachers, special education teachers and teacher assistants, will participate in 20 hours of professional development on best practices for English Language Learners over the next two years. Teachers will gain knowledge in the interrelated components of lesson preparation, building background, comprehensive input, strategies, interaction, practice/application, lesson delivery, review and assessment.

*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 Based Assessment** revealed a critical need for increased achievement in ELA. Specifically, our overall achievement in ELA from 2017-2018 school year was 13%. Our grade 3 results revealed 12.88 % were proficient. Our grade 4 results revealed 14.19% of students were proficient. Our grade 5 results revealed 13.51% of students were proficient.

Our **root cause analysis in curriculum and instruction** revealed:

- all students in grades 2 through 5 do not have equitable access to a core reading program (American Reading Company)
- all students in grades 2 through 5 do not have differentiated and intervention support materials (IRLA)

Our **root cause analysis around professional development** revealed:

- all teachers have not had equitable opportunities for professional development around reading, writing and intervention
- all teachers have not had equitable opportunities for demonstration cycles and embedded coaching

Our **root cause analysis around data systems** revealed:

- teachers have not had regular opportunities to analyze data, set goals or engage in cycles of inquiry around best practices in instruction and lesson planning
- students have not had regular access to data, opportunities to set goals or set a course for learning

Our **root cause analysis around English Language Learners** revealed:

- all teachers have not had equitable opportunities for professional development on the linguistic and academic needs of English Language Learners
- all teachers have not had equitable opportunities to study and plan for lesson delivery around the academic and linguistic needs of English Language Learners

Evidence Basis – <i>What evidence basis is there for this action?</i>	Evidence Tier: <b>Choose an item.</b>	
<p><i>Citation(s):</i></p> <p>A quasi-experimental design study of American Reading Company:  <a href="https://www.americanreading.com/documents/report-ducette_2001.pdf">https://www.americanreading.com/documents/report-ducette_2001.pdf</a></p> <p>EdReports on American Reading Company  <a href="https://www.edreports.org/reports/overview/arc-american-reading-company-core-2017">https://www.edreports.org/reports/overview/arc-american-reading-company-core-2017</a></p> <p>A Study of the Independent Reading Assessment  <a href="https://www.americanreading.com/documents/report-measurement-inc.pdf">https://www.americanreading.com/documents/report-measurement-inc.pdf</a></p> <p>Learning Policy Institute  <a href="https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf">https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf</a></p>	<p><i>Proposed Funding Source:</i></p> <p>School Improvement (1003) Support Grant Funding</p> <p>School Improvement Innovation Grant Funding</p>	<p><i>Proposed Funding Amount:</i> <i>Amount:</i></p> <p><b>Support Grant: 51,250.00</b></p> <ul style="list-style-type: none"> <li>• ARC Grade 3 Information Unit (1850 X 3 =5550)</li> <li>• ARC Grade 3 Genre study (1850 X 3 = 5550)</li> <li>• ARC Grade 3 Toolkit (1950 x 3 = 5850)</li> <li>• ARC Toolkit: level: white (450 x 2 =900)</li> </ul> <ul style="list-style-type: none"> <li>• ARC Grade 5 lit lab (3400 x 3 = 10200)</li> <li>• ARC Grade 5 Informational Unit 1850 x 2= 3700)</li> <li>• ARC Grade 5 Toolkits (2400 x 4 = 9600)</li> <li>• ARC 3 day Professional Development 8700.00</li> <li>• ARC Toolkit purple</li> </ul> <p><b>Innovation Grant Funding: \$101, 520.00</b></p> <p><b>\$52,170.00</b></p> <p>ARC Toolkit Y-2G (2 X 1400 = 2800)            ARC take home kits (675 X 8 = 5400)            ARC Gr. 3 Informational Unit (1850 X 2=3700)            ARC Gr. 3 Genre Study (1850 X 2 = 3700)</p>



<https://learningforward.org/wp-content/uploads/2017/08/job-embedded-professional-development.pdf>

ARC Gr. 3 Argument Unit (1850 X 5 = 9250)  
 ARC Gr. 5 Genre Study (1850 X 4 = 7400)  
 ARC Gr. 5 Argument (1850 X 4 =7400)  
 ARC Gr. 5 Informational Unit (1850 X 2= 3700)  
 I-Pads 10-pack X 3 (\$ 8820.00)

**\$24, 050.00**

ARC Gr. 1 Informational (1850 X 2 = 3700)  
 ARC Gr. 1 Argument (1850 X 2 = 3700)  
 ARC Gr. 1 Argument Unit in Spanish (1850 X 1 = 1850)  
 ARC Gr. 1 Information Unit in Spanish (1850 x 1 = 1850)  
 ARC Gr. 1 Genre Study (1850 X 2 =3700)  
 ARC Gr. K Informational Unit (1850 X 4 = 7400)  
 ARC Gr. K Information Unit in Spanish (1850 X 1 = 1850)

**\$25, 300.00**

Furniture for lab classroom (2800.00)  
 Sub-award for RIC (\$20,000.00)  
 Lab classroom writing materials (\$2000.00)  
 professional literature (\$500.00)

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

Implementation Milestones

<p><b>1.1 Intervention</b> Purchase American Reading Company curricular supports for grades 3 and 5 for Alfred Lima (Support grant) and for grades Kindergarten and grade 1 for Charles N. Fortes (Innovation Grant). Grades 2 and 4 have the ARC program but 3 and 5 do not.</p> <p><b>1.2 Intervention</b> One day of American Reading Company professional development completed for classroom teachers.</p> <p>Meet and plan with RIC professor and teachers to align observation and 1:1 conferring with students around ARC</p> <p>Collaborative feedback cycles established for grade level teams/coaches/RIC.</p> <p>Protocol for classroom observations collaboratively created</p> <p>Grade level teachers will utilize Goal setting/strategic thinking process to accelerate student growth towards proficiency in ELA.</p>	<p><b>1.1 Intervention</b> All students benchmarked and diagnostically targeted with in program placement data (IRLA). Data entered in Schoolpace.</p> <p><b>1.2 Intervention</b> Two days of American Reading Company professional development completed for classroom teachers.</p> <p>One feedback cycle completed for grade level teams/coaches/RIC.</p> <p>Grade level teachers will review goal, actions steps and progress monitoring of student growth towards proficiency in ELA. Grade level teachers will adjust intervention/strategy as needed.</p> <p>Teachers, admin., coaches and RIC revisit/adjust year -long CPT/Professional Development Calendar and grade level focusing on their self -identified</p>	<p><b>1.1 Intervention</b> All updated student diagnostic data entered into Schoolpace</p> <p><b>1.2 Intervention</b> One day of American Reading Company professional development completed for classroom teachers (total of 4)</p> <p>One feedback cycle completed for each grade level team/coaches/ RIC.</p> <p>Grade Level teachers will review Goal, actions steps and progress monitoring of student growth towards proficiency in ELA. Grade level teachers will analyze student EOY student data and reflect on student growth and the process.</p> <p>Teachers, admin., coaches and RIC revisit/reflect/debrief year- long CPT/Professional</p>	<p><b>1.1 Intervention</b> All students benchmarked and diagnostically targeted with in program placement (IRLA). Data entered in Schoolpace.</p> <p><b>1.2 Intervention</b> One day of American Reading Company professional development completed for classroom teachers.</p> <p>Meet and plan with RIC professor and teachers to align observation and 1:1 conferring with students with ARC</p> <p>Revise protocol as necessary.</p> <p>Grade level teachers will utilize Goal setting/strategic thinking process to accelerate student growth towards proficiency in ELA.</p> <p>Teachers, admin., coaches and RIC create year -long CPT/Professional Development Calendar for each grade level focusing on their self -</p>	<p><b>1.1 Intervention</b> All students benchmarked and diagnostically targeted with in program placement (IRLA). Data entered in Schoolpace.</p> <p><b>1.2 Intervention</b> Two days of American Reading Company professional development completed for classroom teachers.</p> <p>One feedback cycle completed for each team/coaches/RIC (3 cycles completed)</p> <p>Grade level teachers will review Goal, actions steps and progress monitoring of student growth towards proficiency in ELA. Grade level teachers will adjust intervention/strategy as needed.</p> <p>Teachers, admin., coaches and RIC revisit/adjust year- long CPT/Professional Development Calendar and grade level focusing on their self- identified</p>	<p><b>1.1 Intervention</b> All updated student diagnostic data entered into Schoolpace.</p> <p><b>1.2 Intervention</b> One day of American Reading Company professional development day completed for classroom teachers (total of 4)</p> <p>One feedback cycle completed for each team/ coaches/ RIC (4 completed).</p> <p>Grade level teachers will review Goal, actions steps and progress monitoring of student growth towards proficiency in ELA. Grade level teachers will analyze student EOY student data and reflect on student growth and the process.</p> <p>Teachers, admin., coaches and RIC revisit/reflect/debrief year- long CPT/Professional</p>
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<p>Teachers, admin., coaches and RIC, collaboratively create year- long CPT/Professional Development Calendar for each grade level focusing on their self- identified yearly goal and grade level student needs.</p> <p><b>1.3 Intervention</b> <b>All teachers and administrators</b> have met one on one to analyze classroom <b>BOY</b> data (STAR ELA, I-Ready and IRLA) utilizing a data driven dialogue protocol to target classroom and school wide academic gaps and set goals</p> <p><b>All teachers and students</b> have met one on one to analyze classroom <b>BOY</b> data (STAR ELA, I-Ready and IRLA) utilizing a data driven dialogue/ data chat protocol to target individual student and classroom academic gaps.</p> <p><b>1.4 Intervention</b> Four professional development opportunities around the academic and linguistic needs of</p>	<p>yearly goal and grade level student needs.</p> <p><b>1.3 Intervention</b> <b>All teachers and administrators</b> have met one on one to analyze classroom <b>MOY</b> data (STAR ELA, I-Ready and IRLA) utilizing a data driven dialogue protocol to target classroom and school wide academic gaps and set goals</p> <p><b>All teachers and students</b> have met one on one to analyze classroom <b>MOY</b> data (STAR ELA, I-Ready and IRLA) utilizing a data driven dialogue/ data chat protocol to target individual student and classroom academic gaps.</p> <p><b>1.4 Intervention</b> Four professional development opportunities around the academic and linguistic needs of</p>	<p>Development Calendar and grade level focusing on their self- identified yearly goal and grade level student needs.</p> <p><b>1.3 Intervention</b> <b>All teachers and administrators</b> have met one on one to analyze classroom <b>EOY</b> data (STAR ELA, I-Ready and IRLA) utilizing a data driven dialogue protocol to target classroom and school wide academic gaps and set goals</p> <p><b>All teachers and students</b> have met one on one to analyze classroom <b>EOY</b> data (STAR ELA, I-Ready and IRLA) utilizing a data driven dialogue/ data chat protocol to target individual student and classroom academic gaps.</p> <p><b>1.4 Intervention</b> Two professional development opportunities (10 in total)</p>	<p>identified yearly goal and grade level student needs.</p> <p><b>1.3 Intervention</b> <b>All teachers and administrators</b> have met one on one to analyze classroom <b>BOY</b> data (STAR ELA, I-Ready and IRLA) utilizing a data driven dialogue protocol to target classroom and school wide academic gaps and set goals</p> <p><b>All teachers and students</b> have met one on one to analyze classroom <b>BOY</b> data (STAR ELA, I-Ready and IRLA) utilizing a data driven dialogue/ data chat protocol to target individual student and classroom academic gaps.</p> <p><b>1.4 Intervention</b> Four professional development opportunities around the academic and linguistic needs of</p>	<p>yearly goal and grade level student needs.</p> <p><b>1.3 Intervention</b> <b>All teachers and administrators</b> have met one on one to analyze classroom <b>MOY</b> data (STAR ELA, I-Ready and IRLA) utilizing a data driven dialogue protocol to target classroom and school wide academic gaps and set goals</p> <p><b>All teachers and students</b> have met one on one to analyze classroom <b>MOY</b> data (STAR ELA, I-Ready and IRLA) utilizing a data driven dialogue/ data chat protocol to target individual student and classroom academic gaps.</p> <p><b>1.4 Intervention</b> Grade level teachers visit model classrooms and engage in observation/ feedback protocol</p>	<p>Development Calendar and grade level focusing on their self- identified yearly goal and grade level student needs.</p> <p><b>1.3 Intervention</b> <b>All teachers and administrators</b> have met one on one to analyze classroom <b>EOY</b> data (STAR ELA, I-Ready and IRLA) utilizing a data driven dialogue protocol to target classroom and school wide academic gaps and set goals</p> <p><b>All teachers and students</b> have met one on one to analyze classroom <b>EOY</b> data (STAR ELA, I-Ready and IRLA) utilizing a data driven dialogue/ data chat protocol to target individual student and classroom academic gaps.</p> <p><b>1.4 Intervention</b> Grade level teachers visit model classrooms and engage in observation/ feedback protocol</p>
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	<p>English Language Learners</p> <p>CPT dedicated to lesson planning around the academic and linguistic needs of English Language Learners</p>	<p>English Language Learners</p> <p>CPT dedicated to lesson planning around the academic and linguistic needs of English Language Learners</p>	<p>CPT dedicated to lesson planning around the academic and linguistic needs of English Language Learners</p> <p>Observation/ feedback protocol collaboratively identified</p>	<p>English Language Learners</p> <p>CPT dedicated to lesson planning around the academic and linguistic needs of English Language Learners</p> <p>Identify model classroom at each grade level</p>	<p>(embedded in Literacy and/ or block)</p>	<p>(embedded in Literacy and/or block)</p>
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Leading Indicators	<p><b>Intervention 1.1</b> American Reading Company curricular supports for grades 3 and 5 for Alfred Lima (Support grant) and for grades Kindergarten and grade 1 for Charles N. Fortes (Innovation Grant) in classrooms.</p> <p>All students benchmarked and diagnostically targeted with in program placement data (IRLA). Data entered in Schoolpace.</p>	<p><b>Intervention 1.1</b> All updated student diagnostic data (IRLA) entered into Schoolpace</p>	<p><b>Intervention 1.1</b> All updated student diagnostic data (IRLA) entered into Schoolpace</p>	<p><b>Intervention 1.1</b> All updated student diagnostic data (IRLA) entered into Schoolpace</p>	<p><b>Intervention 1.1</b> All updated student diagnostic data (IRLA) entered into Schoolpace</p>	<p><b>Intervention 1.1</b> All updated student diagnostic data (IRLA) entered into Schoolpace</p>
	<p><b>Intervention 1.2</b> One PD session with the ARC coach</p>	<p><b>Intervention 1.2</b> Two PD sessions with ARC coach</p> <p>Grade level feedback cycles and protocol established</p> <p>One feedback cycle completed for grade level teams/ coaches/RIC.</p>	<p><b>Intervention 1.2</b> One PD session complete with ARC coach (4 in total)</p> <p>One feedback cycle completed for grade level teams/ coaches/RIC.</p>	<p><b>Intervention 1.2</b> One PD session with the ARC coach</p> <p>Grade level feedback cycles and protocol established</p> <p>One feedback cycle completed for grade level teams/ coaches/RIC.</p>	<p><b>Intervention 1.2</b> Two PD session with the ARC coach</p> <p>One feedback cycle completed for grade level teams/ coaches/RIC.</p>	<p><b>Intervention 1.2</b> One PD sessions complete with ARC coach (4 in total)</p> <p>One feedback cycle completed for grade level teams/ coaches/RIC.</p>
	<p><b>Intervention 1.3</b> BOY data: 100% of students benchmarked and diagnostically targeted (STAR ELA, I-Ready and IRLA)</p>	<p><b>Intervention 1.3</b> MOY data: 50% or more of students making growth.</p>	<p><b>Intervention 1.3</b> EOY data: 70% of students making 1 year of growth</p>	<p><b>Intervention 1.3</b> BOY data: 100% of students benchmarked and diagnostically targeted (STAR ELA, I-Ready and IRLA)</p>	<p><b>Intervention 1.3</b> MOY data: 50% or more of students making growth.</p>	<p><b>Intervention 1.3</b> EOY data: 70% of students making 1 year of growth</p>

	<b>Intervention 1.4</b> CPT agendas on ELL PD	<b>Intervention 1.4</b> CPT agendas on ELL PD	<b>Intervention 1.4</b> CPT agendas on ELL PD	<b>Intervention 1.4</b> Model classroom identified  Protocol identified	<b>Intervention 1.4</b> Classroom observations with grade level teams	<b>Intervention 1.4</b> Classroom observations with grade level teams
Lagging Indicators and Accountability			RICAS results show students making 50% growth towards the goal, (50% increase in ELA to 26% proficient)			RICAS results show students making 100% of the growth towards the goal, (50% increase in ELA to 26% proficient)

**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, consisting of our Instructional Leadership Team and Community Advisory Board, agreed that our school's most significant needs were our extremely low proficiency scores in ELA and math. Our root cause analysis determined that more than 85% of our students were underperforming in ELA and math in all subgroups, (ELL students, IEP students and all race subgroups). Because analysis concerning climate and culture with a focus on transformative leadership, our team also identified a need to improve administration communication and transparency within the school community concerning initiatives, policies, student supports, actions steps and the learning community voice within school wide decision making that directly supports student's academic and social emotional learning growth.

All students deserve a quality education that holds all students to high academic learning expectations and supports all students where they are. Over the past year we have been focusing on our school district identified Key For Learning #3, *Promoting Authentic Collaboration*. Authentic Collaboration occurs when students are applying knowledge or skills to solve a problem, jointly analyzing or evaluating each other's work, or creating a product. Collaborative discussions are characterized by students exchanging points of view, persisting to question each other and understand versus acquiescing, contributing original ideas while knowing their ideas are valued by their peers, extending learning, and completing assignments that reflect the thinking and ownership of all discussants. If this is what we are asking our teachers to lead in their classrooms, we as a leadership team should be providing a plethora of opportunities for our teachers to engage in the same experiences.

**Goal 2:** Improve the percentage of students that score proficient or above on the Math RICAS assessment in grades 3 through 5 from 10% to 20% by the end of 2021.

**2.1 Intervention and Justification**

**Intervention 2.1**

All teachers (100%) will engage in year- long professional development series with Eureka Math Resource including:

- Embedded professional development with observation demonstration cycles
- Collaborative feedback cycles of instructional practices
- CPT focusing on protocols to understand, analyze and discuss the grade level progressions of The Math Common Core State Standards to align our school based teaching/learning resources, student achievement data, and teaching practices to support all students.

**Intervention 2.2**

All teachers (100%) will engage in collaborative data chats utilizing in-program assessments, lesson planning, and student goal setting. This will take place with administrators and teachers, teachers and students, students and parents.

**Intervention 2.3**

All teachers (100%) will engage in 10 hours of professional development on best practices for English Language Learners.

**Framework Domain(s): High Quality 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.*

**2.1 Intervention - Professional Development**

The math coach will provide embedded professional development with modeling and demonstration cycles. Common planning Time will focus on the study of grade level progressions of CCSS in math. Common Planning Time will be dedicated to the alignment of the CCSS progressions, resources, lesson planning and best practices. The math coach and grade level teams will collaborate on cycles of inquiry and best practices in classrooms.

**2.2 Intervention - Data systems**

Administrators, teachers, students and parents will engage in data chats to regularly set goals, monitor progress and build capacity. All of our teachers, students, and members of our leadership team will participate in a data driven dialogue/chat protocol three times yearly utilizing an action plan template to map next steps to better support student learning. Data driven dialogue participants will analyze current data, action plan and progress monitor to address math achievement gaps. Parents will also have the opportunity to participate in student and teacher co-facilitated Data Driven Dialogues/Chats.

**1.4 Intervention -Professional Development for English Language Learners**

Due to our growing ELL population and our need to deliver lessons that address the academic and linguistic needs of our English learners, our classroom teachers, special education teachers and teacher assistants, will participate in 20 hours of professional development on best practices for English Language Learners over the next two years. Teachers will gain knowledge in the interrelated components of lesson preparation, building background, comprehensive input, strategies, interaction, practice/application, lesson delivery, review and assessment.

*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 Based Assessment** revealed a critical need for increased achievement in math. Specifically, our overall achievement in math from 2017-2018 school year was 10%. Our grade 3 results revealed 14.28% were proficient. Our grade 4 results revealed 6.12% of students were proficient. Our grade 5 results revealed 8.05% of students were proficient.

Our **root cause analysis in curriculum and instruction** revealed that although all of our students in, grades 2 through 5, have access to the same core program, Eureka Math, for the past 4 years and a tier 2 online diagnostic/personalized intervention program, our student outcomes in math are not improving.

Our **root cause analysis around professional development** revealed:

- all teachers have not had consistent opportunities collaboratively align math school based resources, the Common Core State Standards, and teaching/learning practices,
- all teachers have not had consistent opportunities for demonstration cycles and embedded coaching

Our **root cause analysis around data systems** revealed

- teachers have not had consistent opportunities to analyze data, set goals or engage in cycles of inquiry around best practices in instruction and lesson planning
- students have not had consistent access to data opportunities to set goals or set a course for learning

<b>Evidence Basis – What evidence basis is there for this action?</b>	<b>Evidence Tier: Choose an item.</b>	
<p><i>Citation(s):</i></p> <p>NISL: The National Institute for School Leadership, (NISL) states, “Well designed curriculum frameworks that include maps of the core curriculum, from K-12th grade which describe the way the curriculum in each subject and in cross-cutting subjects will progress as the student experiences that curriculum and are laid out by grade or grade cluster, topic by topic, in an order that answers to what research tells us about the developmental sequence in which students actually learn this material,” (NISL Wheel)</p>	<p><i>Proposed Funding Source:</i></p> <p>Title I</p>	<p><i>Proposed Funding Amount:</i></p>

<b>Implementation and Outcome Milestones</b>						
	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY



Implementation Milestones

<p><b>Intervention 2.1</b> Establish observation cycles for grade level teams utilizing coaching cycles. Collaborative feedback cycles established for grade level teams.</p> <p>Protocol for classroom observations collaboratively created</p>	<p><b>Intervention 2.1</b> One observation/ feedback cycle completed for grade level teams.</p> <p>At least 5 or more completed hours of professional development focused on alignment of standards, resources, current data and practice.</p>	<p><b>Intervention 2.1</b> One observation/ feedback cycle completed for grade level teams.</p> <p>At least 10 or more completed hours of professional development focused on alignment of standards, resources, current data and practice.</p>	<p><b>Intervention 2.1</b> Observation cycles for grade level teams established utilizing coaching cycles.</p> <p>One observation/ feedback cycle completed for each grade level team.</p>	<p><b>Intervention 2.1</b> One observation/ feedback cycle completed for grade level teams.</p> <p>At least 5 or more completed hours of professional development focused on alignment of standards, resources, current data and practice.</p>	<p><b>Intervention 2.1</b> One observation/ feedback cycle completed for grade level teams.</p> <p>At least 10 or more completed hours of professional development focused on alignment of standards, resources, current data and practice.</p>
<p><b>Intervention 2.2</b> All teachers and administrators have met one on one to analyze classroom <b>BOY</b> data (STAR Math, I-Ready and in-program data) utilizing a data driven dialogue protocol to target classroom and school wide academic gaps.</p> <p><b>All teachers and students</b> have met one on one to analyze classroom <b>BOY</b> data (STAR Math, I-Ready and in-program data) utilizing a data driven dialogue/data chat protocol to target individual student and classroom academic gaps.</p>	<p><b>Intervention 2.2</b> All teachers and administrators have met one on one to analyze classroom <b>MOY</b> data (STAR Math, I-Ready and in-program data) utilizing a data driven dialogue protocol to target classroom and school wide academic gaps.</p> <p><b>All teachers and students</b> have met one on one to analyze classroom <b>MOY</b> data (STAR Math, I-Ready and in-program data) utilizing a data driven dialogue/data chat protocol to target individual student and classroom academic gaps.</p>	<p><b>Intervention 2.2</b> All teachers and administrators have met one on one to analyze classroom <b>EOY</b> data (STAR Math, I-Ready and in-program data) utilizing a data driven dialogue protocol to target classroom and school wide academic gaps.</p> <p><b>All teachers and students</b> have met one on one to analyze classroom <b>EOY</b> data (STAR Math, I-Ready and in-program data) utilizing a data driven dialogue/data chat protocol to target individual student and classroom academic gaps.</p>	<p><b>Intervention 2.2</b> All teachers and administrators have met one on one to analyze classroom <b>BOY</b> data (STAR Math, I-Ready and in-program data) utilizing a data driven dialogue protocol to target classroom and school wide academic gaps.</p> <p><b>All teachers and students</b> have met one on one to analyze classroom <b>BOY</b> data (STAR Math, I-Ready and in-program data) utilizing a data driven dialogue/data chat protocol to target individual student and classroom academic gaps.</p>	<p><b>Intervention 2.2</b> All teachers and administrators have met one on one to analyze classroom <b>MOY</b> data (STAR Math, I-Ready and in-program data) utilizing a data driven dialogue protocol to target classroom and school wide academic gaps.</p> <p><b>All teachers and students</b> have met one on one to analyze classroom <b>MOY</b> data (STAR Math, I-Ready and in-program data) utilizing a data driven dialogue/data chat protocol to target individual student and classroom academic gaps.</p>	<p><b>Intervention 2.2</b> All teachers and administrators have met one on one to analyze classroom <b>EOY</b> data (STAR Math, I-Ready and in-program data) utilizing a data driven dialogue protocol to target classroom and school wide academic gaps.</p> <p><b>All teachers and students</b> have met one on one to analyze classroom <b>EOY</b> data (STAR Math, I-Ready and in-program data) utilizing a data driven dialogue/data chat protocol to target individual student and classroom academic gaps.</p> <p>Grade Level teachers will review Goal, actions steps and progress monitoring</p>

<p>Grade level teachers will utilize goal setting/strategic thinking process to accelerate student growth towards proficiency in math.</p> <p>Teachers, admin., coaches and RIC, collaboratively create year- long CPT/Professional Development Calendar for each grade level focusing on their self-identified yearly goal and grade level student needs.</p> <p><b>2.3 Intervention</b> Four professional development opportunities around the academic and linguistic needs of English Language Learners</p> <p>CPT dedicated to lesson planning around the academic and linguistic needs of English Language Learners</p>	<p>Grade level teachers will review goal, actions steps and progress monitoring of student growth towards proficiency in math. Grade level teachers will adjust intervention/strategy as needed.</p> <p>Teachers, admin., coaches and RIC revisit/adjust year-long CPT/Professional Development Calendar and grade level focusing on their self- identified yearly goal and grade level student needs.</p> <p><b>2.3 Intervention</b> Four professional development opportunities around the academic and linguistic needs of English Language Learners</p> <p>CPT dedicated to lesson planning around the academic and linguistic needs of English Language Learners</p>	<p>Grade level teachers will review goal, actions steps and progress monitoring of student growth towards proficiency in math. Grade level teachers will analyze student EOY student data and reflect on student growth and the process.</p> <p>Teachers, admin., coaches and RIC revisit/reflect/debrief year- long CPT/Professional Development Calendar and grade level focusing on their self- identified yearly goal and grade level student needs.</p> <p><b>2.3 Intervention</b> Two professional development opportunities (10 in total)</p> <p>CPT dedicated to lesson planning around the academic and linguistic needs of English Language Learners</p> <p>Observation/ feedback protocol collaboratively identified</p>	<p>Grade level teachers will utilize goal setting/strategic thinking process to accelerate student growth towards proficiency in math.</p> <p>Teachers, admin., coaches and RIC create year- long CPT/Professional Development Calendar for each grade level focusing on their self-identified yearly goal and grade level student needs.</p> <p><b>2.3 Intervention</b> Four professional development opportunities around the academic and linguistic needs of English Language Learners</p> <p>CPT dedicated to lesson planning around the academic and linguistic needs of English Language Learners</p> <p>Identify model classroom at each grade level</p>	<p>Grade level teachers will review goal, actions steps and progress monitoring of student growth towards proficiency in math. Grade level teachers will adjust intervention/strategy as needed.</p> <p>Teachers, admin., coaches and RIC revisit/adjust year- long CPT/Professional Development Calendar and grade level focusing on their self- identified yearly goal and grade level student needs.</p> <p><b>2.3 Intervention</b> Grade level teachers visit model classrooms and engage in observation/ feedback protocol (embedded in Literacy and/ or block)</p>	<p>of student growth towards proficiency in math. Grade level teachers will analyze student EOY student data and reflect on student growth and the process.</p> <p>Teachers, admin., coaches and RIC revisit/reflect/debrief year- long CPT/Professional Development Calendar and grade level focusing on their self -identified yearly goal and grade level student needs.</p> <p><b>2.3 Intervention</b> Grade level teachers visit model classrooms and engage in observation/ feedback protocol (embedded in Literacy and/ or math block)</p>	
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<p style="text-align: center;">Leading Indicators</p>	<p><b>Intervention 2.1</b> Observation cycles created with math coach</p> <p>Collaborative cycles for grade level teams created</p> <p>Protocol for collaborative cycles determined</p> <p><b>Intervention 2.2</b> BOY data: 100% of students benchmarked and diagnostically targeted (STAR Math, I-Ready and In-program assessments)</p> <p><b>Intervention 2.3</b> CPT agendas on ELL PD</p>	<p><b>Intervention 2.1</b> 5 hours of PD</p> <p>1 observation/ feedback cycle</p> <p><b>Intervention 2.2</b> MOY data: 50% or more of students making growth.</p> <p><b>Intervention 2.3</b> CPT agendas on ELL PD</p>	<p><b>Intervention 2.1</b> 10 hours of PD</p> <p>1 observation/ feedback cycle</p> <p><b>Intervention 2.2</b> EOY Data: 70% of students making 1 year of growth</p> <p><b>Intervention 2.3</b> CPT agendas on ELL PD</p>	<p><b>Intervention 2.1</b> 50 % of teachers implementing grade level action steps for alignment</p> <p>1 observation/ feedback cycle</p> <p><b>Intervention 2.2</b> BOY data: 100% of students benchmarked and diagnostically targeted (STAR Math, I-Ready and In-program assessments)</p> <p><b>Intervention 2.3</b> Model classroom identified</p> <p>Protocol identified</p>	<p><b>Intervention 2.1</b> 70% of teachers implementing grade level action steps for alignment</p> <p>1 observation/ feedback cycle</p> <p><b>Intervention 2.2</b> MOY data: 50% or more of students making growth.</p> <p><b>Intervention 2.3</b> Classroom observations with grade level teams</p>	<p><b>Intervention 2.1</b> 100% of teachers utilizing/ implementing grade level action steps for alignment.</p> <p>1 observation/ feedback cycle</p> <p><b>Intervention 2.2</b> EOY Data: 70% of students making 1 year of growth</p> <p><b>Intervention 2.3</b> Classroom observations with grade level teams</p>
<p style="text-align: center;">Lagging Indicators and Accountability Outcomes</p>			<p>RICAS results show students making 50% of goal, (50% increase in math to 20% proficient)</p>			<p>RICAS results show all students making 100% gains to goal, (50% increase in math to 20% proficient)</p>
<p><b>Equity and Shared Responsibility</b> – <i>How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.</i></p>						

Our collaborative team, consisting of our Instructional Leadership Team and Community Advisory Board, agreed that our school's most significant needs were our extremely low proficiency scores in ELA and math. Our root cause analysis determined that more than 85% of our students were underperforming in ELA and math in all subgroups, (ELL students, IEP students and all race subgroups). Because analysis concerning climate and culture with a focus on transformative leadership, our team also identified a need to improve administration communication and transparency within the school community concerning initiatives, policies, student supports, actions steps and the learning community voice within school wide decision making that directly supports student's academic and social emotional learning growth.

All students deserve a quality education that holds all students to high academic learning expectations and supports all students where they are. Over the past year we have been focusing on our school district identified Key For Learning #3, *Promoting Authentic Collaboration*. Authentic Collaboration occurs when students are applying knowledge or skills to solve a problem, jointly analyzing or evaluating each other's work, or creating a product. Collaborative discussions are characterized by students exchanging points of view, persisting to question each other and understand versus acquiescing, contributing original ideas while knowing their ideas are valued by their peers, extending learning, and completing assignments that reflect the thinking and ownership of all discussants. If this is what we are asking our teachers to lead in their classrooms, we as a leadership team should be providing a plethora of opportunities for our teachers to engage in the same experiences.

**Goal 3:** By the 2021-2022 school year, the percentage of teachers that felt the school has a positive work environment in which the principal treats them fairly and creates environment of open communication, will increase from 39% responding favorably to 60% responding favorably.

**3.1 Intervention and Justification**

Engage all staff (100%) in:

- Revision/creation of a shared vision and mission as a key strategy for strengthening staff motivation and commitment.
- Collaboratively revise / create protocols in breaking down the school vision into specific short- term goals to guide planning and ensure coherence/alignment in both collaborative and autonomous decisions.
- Build No Bully system

**Framework Domain(s): 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.*

Our intervention involves revision of our vision and mission. The Instructional Leadership team, administrators, faculty and parents will engage in a protocol to revise the vision and mission around our best thinking about teaching and learning. Gabriel and Farmer state, “A common understanding of the destination allows all stakeholders to align their improvement efforts. And the best part of planning for this journey is that it doesn't cost anything to decide where you want to go.”

The Instructional Leadership team, administrators, faculty and parents will engage in a protocol to align the work, communications, and protocols to the vision and mission to provide the community with clear expectations and standards.

**Alfred Lima adoption of the No Bully Initiative:**

Over the next three years, Alfred Lima Elementary School will adopt the No Bully initiative to increase student, staff and families’ confidence in ensuring a safe, equitable and kind community that supports healthy, social emotional growth. This initiative is made possible through the generosity of AT&T. The No Bully System® is a step-by-step process and set of interventions to prevent and stop bullying in our schools. Schools that implement the No Bully System® are able to solve the vast majority of incidents of bullying. During the course of the coming school year, No Bully will train all of our teachers, support staff and out of school time teachers and support staff who will be directly supporting our students in our academic intervention/enrichment after school program.

*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 Based Assessment** revealed 39% of teachers felt the school had a positive work environment in which the principal treated them fairly and created an environment of open communication. Additionally 40% of students felt that bullying was rarely a problem at school.

Our **root cause analysis in curriculum and instruction** revealed:

- communication between the teachers and administration was unclear
- communication/ questions between teachers and administration was rushed or uncomfortable

Our **root cause analysis around professional development** revealed that there was not enough teacher voice in the decisions around professional development.

Our **root cause analysis around data systems** revealed systems around disciplinary issues (timeliness of consequences, tiers of consequences, and input about disciplinary consequences) are unclear.

<b>Evidence Basis – What evidence basis is there for this action?</b>	<b>Evidence Tier: Choose an item.</b>	
<p><i>Citation(s):</i></p> <p>According to the Task Force on Developing Research in Educational Leadership (2003), "Effective educational leaders help their schools to develop or endorse visions that embody the best thinking about teaching and learning. School leaders inspire others to reach for ambitious goals" (p. 3). Our school is in our second year of transition with new leadership and ESL programming. Our needs assessment clearly identified the importance of a shared vision with open communication between school based leaders, teachers, students and parents. We will ensure that our school has a vision where all of our school community stakeholders recognize as a common direction of growth, which draws inspiration to be better.</p> <p><a href="http://www.ascd.org/publications/books/107042/chapters/developing-a-vision-and-a-mission.aspx">http://www.ascd.org/publications/books/107042/chapters/developing-a-vision-and-a-mission.aspx</a>.</p> <p>"The duty of schools to preserve the safety and integrity of the learning environment is incontrovertible: to preserve a safe climate, to encourage a positive and productive learning climate, to teach students the personal and interpersonal skills they will need to be successful in school and society, and to reduce the likelihood of future disruption. It is the means to these ends that have created controversy around zero tolerance policies. Ultimately, an examination of the evidence shows that zero tolerance policies as implemented have failed to achieve the goals of an effective system of school discipline.</p> <p><a href="https://www.apa.org/pubs/info/reports/zero-tolerance.pdf">https://www.apa.org/pubs/info/reports/zero-tolerance.pdf</a></p>	<p><i>Proposed Funding Source:</i></p> <p>N/A</p>	<p><i>Proposed Funding Amount:</i></p> <p>N/A</p>

Implementation Milestones	<p><b>Intervention 3.1</b> Review current mission and vision with Instructional Leadership Team</p> <p>Review protocol for revision of vision/mission statement.</p> <p>PTO meeting engaging parents and community members in protocol to review current vision and revision feedback.</p> <p>Draft revised mission and vision with Instructional Leadership Team.</p> <p>New logo rollout/ determine uniforms</p> <p>Completion and approval of school and district of Alfred Lima school specific No Bully policy.</p> <p>PTO Meeting</p> <p>Protocol established</p> <p>Plan with No Bully Program Coordinator for implementation for remaining 60% of staff.</p> <p>Plan and implement student and family rollout of No Bully</p>	<p><b>Intervention 3.1</b> Revised vision and mission rolled out to staff, parents and students.</p> <p>Align communications to the vision and mission including 1 google site with a calendar, weekly newsletters, assessment information, tiers of behaviors aligned to PPSD Code of Conduct and projected time-lines</p> <p>Plan for EOY School Wide Peace Summit.</p>	<p><b>Intervention 3.1</b> Implement the School-Wide Peace Summit.</p>	<p><b>Intervention 3.1</b> Plan and implement yearlong calendar, consisting of weekly No Bully lead team meetings, weekly Student Peace Ambassador meetings, end of the year Peace Summit and bi-weekly Safe and Caring School meetings.</p> <p>Plan and implement student and family rollout of No Bully Initiative with incoming 2nd grade students and returning students, with Social Vision.</p>	<p><b>Intervention 3.1</b> No Bully lead team meetings, weekly Student Peace Ambassador meetings, end of the year Peace Summit and bi-weekly Safe and Caring School meetings.</p>	<p><b>Intervention 3.1</b> Implement the School-Wide Peace Summit.</p>
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	<p>Initiative, with new Social Vision.</p> <p>Identify No Bully student Peace Ambassadors at each grade level.</p> <p>No Bully Lead Team will review, analyze and action plan around No Bully Kindness Survey from May of 2019</p>					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leading Indicators</p>	<p>Alfred Lima Elementary School will launch and adopt a three year initiative of No Bully, a leading anti-bullying non-profit, to ensure that Alfred Lima Elementary School is a bully-free learning community.</p> <p>20% of teachers will receive initial training of the No Bully year 1 training.</p> <p>Plan and implement yearlong calendar, consisting of weekly No Bully lead team meetings, weekly Student Peace Ambassador meetings, end of the year Peace Summit and bi-weekly Safe and Caring School meetings.</p>	<p>100% of teachers and school support staff will be trained in No Bully year 1 training.</p> <p>Completed 1, No Bully parent training.</p>				



Lagging Indicators and Accountability Outcomes			<p>Surveyworks results show 50% progress to the goal (50% increase towards the school having a positive work environment in which the principal treats them fairly and creates environment of open communication (50% increase towards the goal of 60%)</p> <p>The Lima No Bully Kindness Survey conducted in May of 2019, amongst 435 2-5th grade students indicated students reported that bully like behaviors, (name calling hitting/physical hurting, and gossip), were happening most often happened an average of 15% of the time within our school. Our goal is to decrease this to 10%, year 1 of No Bully implementation.</p>			<p>Surveyworks results show 50% progress to the goal (50% increase towards the school having a positive work environment in which the principal treats them fairly and creates environment of open communication (100% increase towards the goal of 60%)</p> <p>The Lima No Bully Kindness Survey conducted in May of 2019, amongst 435 2-5th grade students indicated students reported that bully like behaviors, (name calling hitting/physical hurting, and gossip), were happening most often happened an average of 15% of the time within our school. Our goal is to decrease this to 8 %, year 2 of No Bully implementation.</p>
	<p><b>Equity and Shared Responsibility</b> – <i>How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.</i></p>					

Our collaborative team, consisting of our Instructional Leadership Team and Community Advisory Board, agreed that our school's most significant needs were our extremely low proficiency scores in ELA and math. Our root cause analysis determined that more than 85% of our students were underperforming in ELA and math in all subgroups, (ELL students, IEP students and all race subgroups). Because analysis concerning climate and culture with a focus on transformative leadership, our team also identified a need to improve administration communication and transparency within the school community concerning initiatives, policies, student supports, actions steps and the learning community voice within school wide decision making that directly supports student's academic and social emotional learning growth.

All students deserve a quality education that holds all students to high academic learning expectations and supports all students where they are. Over the past year we have been focusing on our school district identified Key For Learning #3, *Promoting Authentic Collaboration*. *Authentic Collaboration occurs when students are applying knowledge or skills to solve a problem, jointly analyzing or evaluating each other's work, or creating a product. Collaborative discussions are characterized by students exchanging points of view, persisting to question each other and understand versus acquiescing, contributing original ideas while knowing their ideas are valued by their peers, extending learning, and completing assignments that reflect the thinking and ownership of all discussants.*" If this is what we are asking our teachers to lead in their classrooms, we as a leadership team should be providing a plethora of opportunities for our teachers to engage in the same experiences.

#### **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.*

RIC - partners in professional development focused on writing, conferring, formative assessment, student observation as formative assessment  
 YMCA - out of school reading and math intervention program, targeting students 1-2 grade levels below.

##### **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 outcomes will be sustained through:

- quarterly data checkpoints including IRLA, STAR, I-Ready, in-program assessments, quarterly data chats
- google form on pacing

The plan will be revised based data checkpoints through the Instructional Leadership Team as needed.

##### **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?*

This plan will be transparent:

- posted on a google site,
- shared on our school website,
- shared at PTO meetings,
- Reviewed and discussed at ILT meetings
- Reviewed and discussed at Faculty meetings
- Reviewed and discussed at CAB Meetings
- Informational coffee hours where parents can learn of the plan and provide feedback as well as Q&A