COMPREHENSIVE SCHOOL IMPROVEMENT PLAN
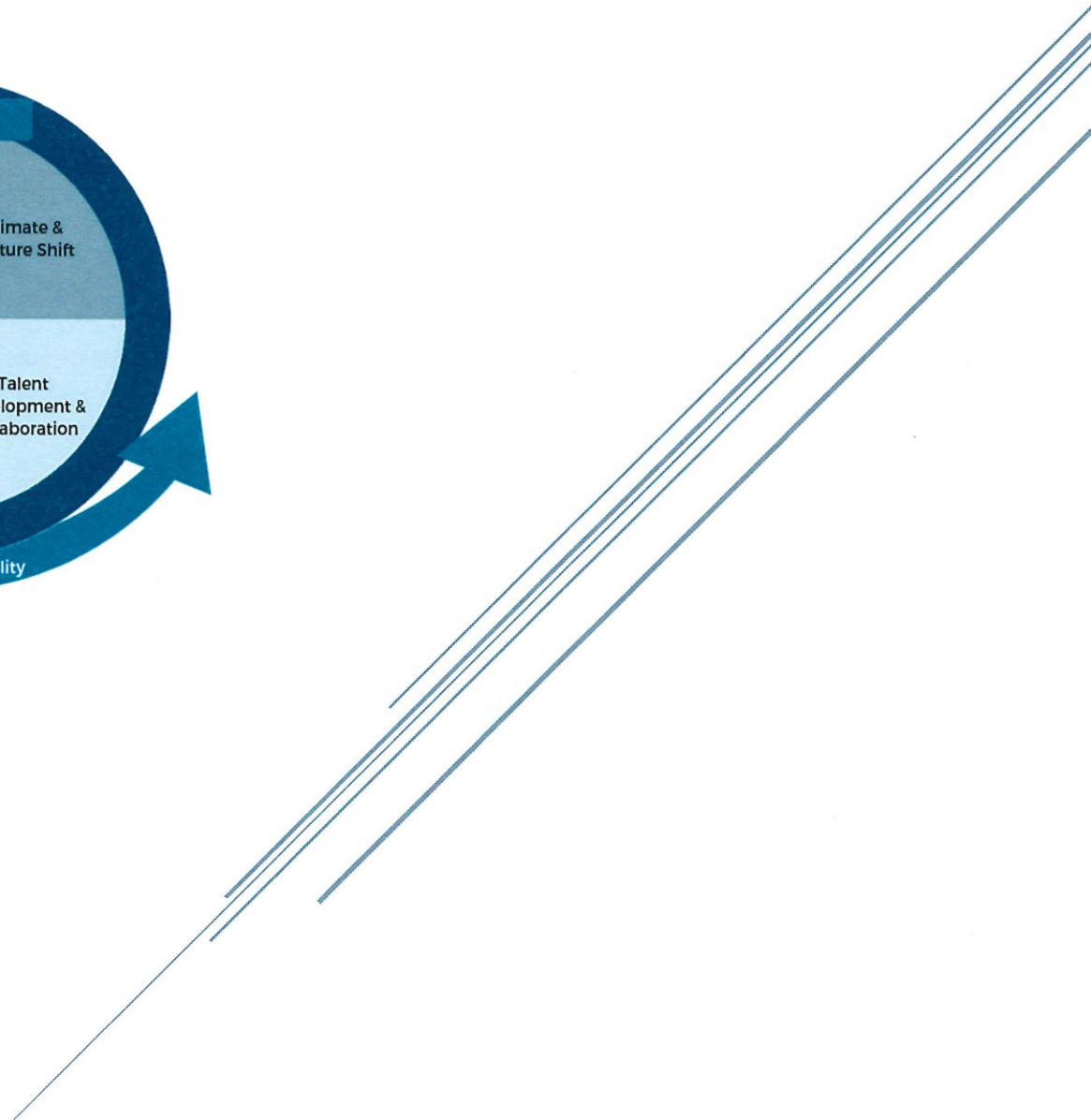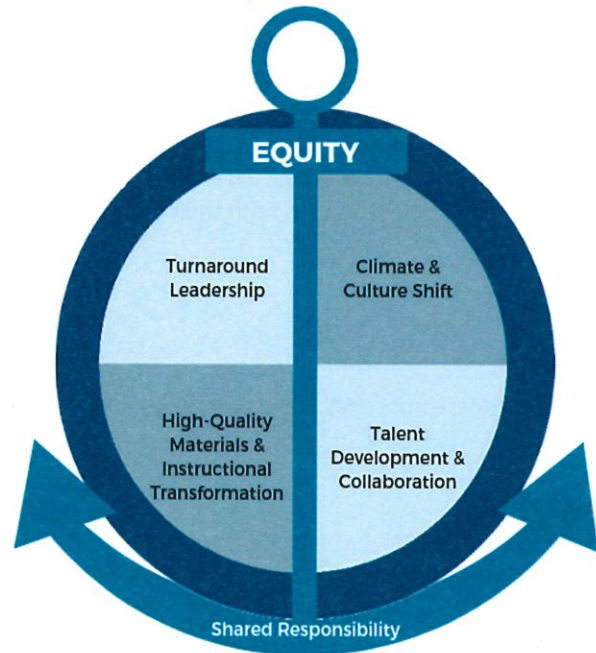## DR. JORGE ALVAREZ HIGH SCHOOL

Rhode Island Department of Elementary and Office Secondary Education

EQUITY

Turnaround Leadership

Climate & Culture Shift

High-Quality Materials & Instructional Transformation

Talent Development & Collaboration

Shared Responsibility

Comprehensive School Improvement Plan Model Template

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:
   - o *Which, why, and how various stakeholder groups were involved*
   - o *Timeline of plan development*
   - o *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:
   - o *Data-centered rationale for choosing each goal and the root-causes identified through the needs assessment*
   - o *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:
   - o *No more than five unique evidence-based interventions to address goals and root causes*
   - o *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?*
   - o *Any special considerations for specific populations of students, if applicable—in particular, multilingual learners and differently-abled students*
   - o *Resources and funding to be leveraged for implementation*
   - o *Professional support and learning opportunities to enable implementation*
   - o *Timeline for implementation, including quarterly implementation milestones*
   - o *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:

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LEA: PPSD

School: Dr. Jorge Alvarez High School

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
Georgette Dupuis	Georgette Dupuis	CAB (to better the school)	8.8.19
Yeimy Bakeman-Morel	Yeri Bakeman Morel	CAB Member	8/8/19
INDIRA PATNAIK		CAB	8/8/19
Judith D'Antuono	Judith E D'Antuono	Dr. Jorge Alvarez HS, Asst. Principal	8/8/19
Carina Pinto	Carina Pinto	Dr. Jorge Alvarez HS, Asst. Principal	8/8/19
Zawadi Hawkins-Madrani	Zawadi Hawkins-Gladston	Dr. Jorge Alvarez HS, Principal	8/8/19
Jermaine E. Martinez	Jesmaine E. Martinez	Dr. Jorge Alvarez HS, Student	8/15/19

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- 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

LEA: _Providence_____   **School:**   **Dr. Jorge Alvarez High School**

Plan Period: 2019-2021   **Date Last Modified: 6/6/19**

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
Yeimy Bakemon-Morel		CAB MEMBER	
Emmy Dupuis		CAB MEMBER	
Indira		CAB MEMBER	
Elizabeth Roy		SBT MEMBER	
Andrea Glauber		SBT MEMBER	
WIlliam Graves		SBT MEMBER	
Zawadi J. Hawkins-Gladstone		PRINCIPAL	
Judith D' Antuono		ASSISTANT PRINCIPAL	
Elizabeth Melendez		ASSISTANT PRINCIPAL	
Veronica Trek		PPSD MATH SPECIALIST	

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The next two sections of this document address (in sequential order): goals, the interventions that come out of driving toward those goals, and the details of implementation. While the Rhode Island Department of Education certainly allows schools and LEAs to determine the number of goals and interventions best for any given individual context, our experience suggests that **no more than three goals and no more than five unique interventions** should be attempted. Thus, the template allows for up that number, but one should not feel compelled to use all three or five. In your process of setting goals and selecting strategies, keep the work of implementation and monitoring in mind. **A few questions to consider might include:** *how is this interventions aligned to needs and root cause? Does this intervention build upon or depart from existing efforts? What evidence is there to suggest this intervention will be successful in our context? What policy or programmatic support is needed from the LEA or the SEA? How will we monitor quality, consistent implementation? What activities or interventions do we need to stop doing, or do differently, in order to serve kids better? How will we address challenges?*

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

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

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

Goal 1	To increase the percentage of students **scoring benchmark** on the **SAT EBRW** section by 10%, from 7.5% (April 2018) to by 17.5% EOY 2021. Additionally, increase the percentage of students **scoring benchmark** on the **PSAT10 EBRW** section by 10%, from 12% (October 2018) to 22% by EOY 2021. • Improve the percentage of **ELL students** scoring benchmark on the **SAT EBRW** section by 10%, from 0.9% (April 2018) to 10.9% • Improve the percentage of **ELL students** scoring benchmark on the **PSAT10 EBRW** section by 10%, from 0% (October 2018) to 10%
Intervention 1.1/ 2.1	Purposeful implementation of research based strategies for ELL and Non- ELL students.
Intervention 1.2/ 2.2	Implementation with fidelity of standards aligned core resource through the use of student-centered and culturally relevant instructional strategies.
Intervention 1.3/ 2.3	Implementation and use of personalized interventions and enrichments (i.e. ALEKS, Newsela, Studysync, Khan Academy).
Goal 2	To increase the percentage of students **scoring benchmark** on the **SAT MATH** section by 10%, from 0% (April 2018) to 10% EOY 2021. Additionally, increase the percentage of students **scoring benchmark** on the **PSAT10 MATH** section by 10%, from 3.3% (October 2018) to 13.3% by EOY 2021. • Improve the percentage of **ELL students** scoring benchmark on the **SAT MATH** section by 10%, from 0% (April 2018) to 10%

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	• Improve the percentage of **ELL students** scoring benchmark on the **PSAT10 MATH** section by 10%, from 0% (October 2018) to 10%
Intervention 1.1/ 2.1	Purposeful implementation of research based strategies for ELL and Non- ELL students.
Intervention 1.2/ 2.2	Implementation with fidelity of standards aligned core resource through the use of student-centered and culturally relevant instructional strategies.
Intervention 1.3/ 2.3	Implementation and use of personalized interventions and enrichments (i.e. ALEKS, Newsela, Studysync, Khan Academy).
Goal 3	Increase Graduation Rate from 62.4% (class of 2018) to 76% (class of 2020) by 2021
Intervention 3.1	Implement strategies to develop positive school culture and climate while increasing student engagement and learning.
Intervention 3.2	Develop and implement a robust credit recovery program for all over-aged, under-credited students.
Intervention 3.3	

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

GOAL 1 - ELA	
To increase the percentage of students **scoring benchmark** on the **SAT EBRW** section by 10%, from 7.5% (April 2018) to by 17.5% EOY 2021. Additionally, increase the percentage of students **scoring benchmark** on the **PSAT10 EBRW** section by 10%, from 12% (October 2018) to 22% by EOY 2021. • Improve the percentage of **ELL students** scoring benchmark on the **SAT EBRW** section by 10%, from 0.9% (April 2018) to 10.9% • Improve the percentage of **ELL students** scoring benchmark on the **PSAT10 EBRW** section by 10%, from 0% (October 2018) to 10%	
Intervention and Justification 1.1 Purposeful implementation of research based strategies for ELL and Non- EL students.	**Framework Domain(s):** **Turnaround Leadership**

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1.2 Implementation with fidelity of standards aligned core resource through the use of student-centered and culturally relevant instructional strategies. 1.3 Implementation and use of personalized interventions and enrichments (i.e. ALEKS, Newsela, Studysync, Khan Academy).	**Implementing High Quality Curricular Materials and Curriculum** • Specific Professional Learning **Talent Development and Collaboration** • Instructional Coaching • Curriculum-Specific Professional Learning • Providing teachers feedback on Instruction

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

1.1 Starting 2019-2020 school will implement Internationals Network Strategies to support ELL and non-ELL student

Internationals Network will work with a school leadership team to support them in leading faculty to adapt successful practices and create structures that set English language learners up for success. Instructional Coaches will work with the strongest teachers to implement the practices that the principal agrees are a priority for the school. Their classes can then become "demonstration" classrooms that other faculty can visit and learn from. The coach will support teachers in implementing the practices and strategies that are addressed during the workshops that the whole faculty participates in. Coaches will observe classes and provide feedback to the teacher and also participate in collaborative curriculum planning sessions.
http://internationalsnps.org

PLAN:
Purposeful integration of activities between ELL and Non- ELL students through desegregation of grade level teams and teacher collaboration and partnerships facilitated by staff training in best practices for teaching and supporting English Learners.

Weekly Peer to peer collaboration during admin periods:
- Collaborative lesson planning
- Lesson study (peer-to-peer classroom visits)
- Debrief Session peer-to-peer and/or w/coach

1.2 Implementation with fidelity of StudySync
The StudySync instructional materials meet expectations for alignment in all three gateways. Texts and text sets are appropriately rigorous and organized to support developing comprehension as well as building knowledge and vocabulary. Reading, writing, speaking, and listening is text-focused and support students' demonstration of integrated skills with increasingly complex texts.

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Resources are organized around a first read, a close read, and an associated skill lesson. ELL skill lessons emphasize explicit vocabulary instruction, language acquisition, and reading comprehension.

Plan

All ELA teachers will use StudySync as their core curriculum, purposely using culturally relevant resources within each unit. The EL component of StudySync will be used in EL intervention classes to increase language skills and language acquisition.
https://www.studysync.com/our-company

1.3 School wide implementation of Newsela, and Khan Academy for PSAT/SAT personalized practice.
Through Official SAT Practice on Khan Academy, students access video lessons, test-taking tips and strategies, and over 10,000 interactive practice questions. And they get eight full-length, free practice tests written by the College Board test design team.
Each student accesses a plan built just for them. By linking their College Board and Khan Academy accounts, students can use their scores from the SAT, PSAT/NMSQT, PSAT™ 10, and PSAT™ 8/9 to determine what areas to focus on.
Khan Academy

Plan:
Personalized student use of Khan will support in student ownership and self direction of learning by designing an environment to foster natural curiosity, developing individual talents using culturally relevant curriculum and making real world connections.
Each student will log 25 hours (by EOY) of Khan usage and complete at 2 practice tests by the end of each school year. 1 practice test must be completed prior to the testing date.

Newsela Pro will be used for English intervention courses. Newsela is a program that provides students with high interest leveled texts and challenges them to improve their skill at reading. https://newsela.com

NewsELA Pro plan-

NewsEla Pro will be used by non-EL intervention teachers to assist students in improving their reading skills.

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.

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The CAB root cause analysis and the SBT conclude that a major cause of the low student performance on SAT and ACCESS stem from the absence of research based curriculum and interventions for ELA, particularly to address ELL students' needs. To that end the following curricula resources will be used at Alvarez High School: ELA will use Study Sync which is aligned to Common Core Standards and Khan Academy as the core curriculum. Study Sync's ELL enrichment program will be used for ELL intervention courses while NewsELA Pro will be used for general education intervention. Both are also aligned to Common Core Standards and Khan Academy. In addition, the quality of teacher preparation and understanding of culturally relevant teaching strategies were noted.

In addition, the outcomes Alvarez's Needs Assessment, performance data, and the conclusions drawn from the Root Cause Analysis make it clear that both a misalignment between curriculum, instruction, and assessment as well as inconsistent teacher practices across classrooms are contributing factors impeding proficient student outcomes. Please note, inconsistent teacher practices are inclusive of (1) the varied resources used to access the curriculum, (2), the varied models of instruction, and (3) varied formative and summative assessments. Subgroup performance data and attendance data indicates the need for integrated culturally-responsive and trauma-informed teaching practices.

Given these challenges, along with our performance data, we plan to adopt strategies have statistically significant effects on improving student outcomes such as those reflected in: High-Quality Aligned Instructional Systems and High-Quality Teachers and Teaching. To that end, the curriculum resources, intervention programs, and enrichment programs chosen to support this goal were vetted by PPSD's Literacy RFP Framework, using ESSA's recommendation which requires resources and interventions be supported on the basis of evidence- classified into four tiers- that demonstrate statistically significant effects on student outcomes.

Evidence Basis – *What evidence basis is there for this action?*	Evidence Tier	
Citation(s); (see website)	Proposed funding Source:	Proposed funding amount:
1.1 Tier III: Reading Proficiency and Mathematics Problem Solving by High School English Language Learners	1003a	$45,000.00 (Internationals)
1.2 StudySync Increases Reading Scores for Secondary Students https://www.edreports.org/reports/overview/studysync-2017	Title I	

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1.3 https://newsela.com/results/ 1.3 Research on the Use of Khan Academy in Schools	Title I	

Implementation and Outcome Milestones						
	Y1 – BOY	**Y1 – MOY**	**Y1 – EOY**	**Y2 – BOY**	**Y2 – MOY**	**Y2 - EOY**
Implementation Milestones **1.1 (2.1)** **1.2 (2.2)** **1.3 (2.3)**	1.1 Roll out of PD for Internationals and start of PD sessions. Teachers develop and schedule collaborative classroom planning and visits 1.2	1.1 Initial Internationals PD completed Internationals Model Classrooms Identified Each teacher has completed 2 collaborative cycles (lesson planning, visit, debrief) 1.2 StudySync PD/support session	1.1 All Internationals PD completed including visits to model classrooms. Each teacher has completed 4 collaborative cycles and collaborative groups present their reflection to their PLC 1.2 StudySync data available for review.	1.1 Roll out of PD for Internationals for new teachers and start of PD sessions. Teachers develop and schedule collaborative classroom planning and visits 1.2 StudySync differentiated PD by	1.1 Initial year 2 Internationals PD completed Internationals Model Classrooms Identified Each teacher has completed 2 collaborative cycles (lesson planning, visit, debrief) 1.2 StudySync PD/support session	1.1 All Internationals PD completed including visits to model classrooms. Each teacher has completed 4 collaborative cycles and collaborative groups present their reflection to their PLC 1.2

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	StudySync initial PD by ELA and EL Teacher Leaders Culturally relevant resources identified	with Studysync facilitator completed. StudySync using culturally relevant resources implemented with moderate fidelity	StudySync using culturally relevant resources implemented with full fidelity	ELA and EL Teacher Leaders based on teacher needs. Additional culturally relevant resources identified	with Studysync facilitator complete. StudySync using culturally relevant resources implemented with moderate fidelity	StudySync data available for review. StudySync using culturally relevant resources implemented with full fidelity
	1.3 NewsELA implementation PD	1.3 NewsELA being used in all non-El interventions classes-- evidence of moderate student growth 1.2/1.3 ELA and ELL departments participated in 2 sessions to analyze, and use data (StudySync, NewsELA, Khan) to inform instruction	1.3 NewsELA being used in all non-El interventions classes--evidence of significant student growth 1.2/1.3 ELA and ELL departments participated in 4 sessions to analyze, and use data (StudySync, NewsELA, Khan) to inform instruction	1.3 NewsELA implementation PD	1.3 NewsELA being used in all non-El interventions classes-- evidence of moderate student growth 1.2/1.3 ELA and ELL departments participated in 2 sessions to analyze, and use data (StudySync, NewsELA, Khan) to inform instruction	1.3 NewsELA being used in all non-El interventions classes--evidence of significant student growth 1.2/1.3 ELA and ELL departments participated in 4 sessions to analyze, and use data (StudySync, NewsELA, Khan) to inform instruction
Leading Indicators	STAR DATA BOY	STAR DATA MOY STUDYSYNC DATA	STAR DATA EOY STUDYSYNC DATA	STAR DATA BOY	STAR DATA MOY STUDYSYNC DATA	STAR DATA EOY STUDYSYNC DATA

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		NEWSELA DATA KHAN DATA	NEWSELA DATA KHAN DATA		NEWSELA DATA KHAN DATA	NEWSELA DATA KHAN DATA
	Establish Internationals Baseline Data to support year 1 implementation		Faculty Qualitative Survey on Internationals PD and Program Effectiveness for Revisions to Year 2 implementation	Establish Internationals Baseline Data to support year 2implementation		Faculty Qualitative Survey on Internationals PD and Program Effectiveness
Lagging Indicators and Accountability Outcomes	ACCESS TESTING PSAT\SAT DATA		PSAT/SAT overall results will show at least 12.5% of students proficient on PSAT10 EBRW and at least 17% of students proficient on SAT EBRW. PSAT/SAT ELL results will show at least 5.9% of students proficient on PSAT10 EBRW and at least 5% of students proficient on SAT EBRW.	ACCESS TESTING PSAT\SAT DATA		PSAT/SAT overall results will show at least 17.5% of students proficient on PSAT10 EBRW and at least 22% of students proficient on SAT EBRW. PSAT/SAT ELL results will show at least 10.9% of students proficient on PSAT10 EBRW and at least 10% of students proficient on SAT EBRW.

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

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The resources being used are designed to increase the reading skills of all students in all subgroups-- high poverty, English speakers, non-English speakers and students with IEP's. All students will be required to take core ELA, ELD/ELA, EL enrichment and non-EL enrichment courses as appropriate to their programs of study and skill levels In reading. In addition, Alvarez teachers will foster student ownership and self direction of learning by designing environments that foster natural curiosity, develop individual talents using culturally relevant curriculum and making real world connections. Also we will commission a school-based EL stakeholders group to meet on a monthly basis for momentum and continuity while advocating for the needs of EL students, providing programming on immigration issues, DACA, citizenship processes as well as connecting students to local advocacy organizations. This will ensure that all students will benefit from this approach.

Goal 2 - MATH

To increase the percentage of students **scoring benchmark** on the **SAT MATH** section by 10%, from 0% (April 2018) to 10% EOY 2021. Additionally, increase the percentage of students **scoring benchmark** on the **PSAT10 MATH** section by 10%, from 3.3% (October 2018) to 13.3% by EOY 2021.

- Improve the percentage of **ELL students** scoring benchmark on the **SAT MATH** section by 10%, from 0% (April 2018) to 10%
- Improve the percentage of **ELL students** scoring benchmark on the **PSAT10 MATH** section by 10%, from 0% (October 2018) to 10%

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Intervention and Justification	Framework Domain(s):

Intervention and Justification
2.1 Purposeful implementation of research based strategies for ELL and Non- EL students.
2.2 Implementation with fidelity of standards aligned core resource through the use of student-centered and culturally relevant instructional strategies.
2.3 Implementation and use of personalized interventions and enrichments (i.e. ALEKS and Khan Academy).
	Framework Domain(s):
	
	Turnaround Leadership
	Implementing High Quality Curricular Materials and Curriculum
	   • Specific Professional Learning
	Talent Development and Collaboration
	   • Instructional Coaching
	   • Curriculum-Specific Professional Learning
	   • Providing teachers feedback on Instruction

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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 Starting 2019-2020 school will implement Internationals Network Strategies to support ELL and non-ELL students

Internationals Network will work with a school leadership team to support them in leading faculty to adapt successful practices and create structures that set English language learners up for success. Instructional Coaches will work with the strongest teachers to implement the practices that the principal agrees are a priority for the school. Their classes can then become "demonstration" classrooms that other faculty can visit and learn from. The coach will support teachers in implementing the practices and strategies that are addressed during the workshops that the whole faculty participates in. Coaches will observe classes and provide feedback to the teacher and also participate in collaborative curriculum planning sessions.

http://internationalsnps.org

Purposeful integration of activities between ELL and Non- ELL students through desegregation of grade level teams and teacher collaboration and partnerships facilitated by staff training in best practices for teaching and supporting English Learners.
International will also support in developing math instruction to include visualizing and hands on applications.

2.2 Implementation of ENVISIONS with FIdelity
The instructional materials reviewed for the enVision A/G/A: Algebra 1, Geometry, & Algebra 2 series meet expectations for alignment to the CCSSM for high school, Gateways 1 and 2. In Gateway 1, the instructional materials meet the expectations for focus and coherence by being coherent and consistent with "the high school standards that specify the mathematics which all students should study in order to be college and career ready" (p. 57 of CCSSM). In Gateway 2, the instructional materials meet the expectations for rigor and balance by reflecting the balances in the Standards and helping students meet the Standards' rigorous expectations, and the materials meet the expectations for mathematical practice-content connections by meaningfully connecting the Standards for Mathematical Content and the Standards for Mathematical Practice.

https://www.pearsonschool.com/index.cfm?locator=PS3zGn&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=806&PMDbSubCategoryId=933&PMDbSubjectAreaId=&PMDbProgramId=148981

Envisions Plan-
All Math teachers will use ENVISIONS as their core curriculum, purposely identifying and using culturally relevant resources within each unit. .

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2.3 Implementation and use of personalized interventions and enrichments (i.e. ALEKS and Khan Academy).

Through Official SAT Practice on Khan Academy, students access video lessons, test-taking tips and strategies, and over 10,000 interactive practice questions. And they get eight full-length, free practice tests written by the College Board test design team.
Each student accesses a plan built just for them. By linking their College Board and Khan Academy accounts, students can use their scores from the SAT, PSAT/NMSQT, PSAT™ 10, and PSAT™ 8/9 to determine what areas to focus on.

Khan Academy Plan -
Each student will log 25 hours per year of Khan usage and complete at least 2 practice tests by the end of each school year. 1 practice test must be completed prior to the testing date.

ALEKS will be used for a math intervention for all students. ALEKS is an adaptive, online math program that uses artificial intelligence and open-response questioning to identify precisely what each student knows and doesn't know. Through truly individualized learning and assessment, ALEKS delivers a personalized learning path on the exact topics each student is most **ready to learn**.
https://www.aleks.com/k12

ALEKS Plan-
All students will complete 3 hours per week between intervention classes in school and time spent at home. Teachers will monitor student usage and progress.

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.

The CAB root cause analysis and the SBT conclude that a major cause of the low student performance on SAT and ACCESS stem from the absence of research based curriculum and interventions for Math, particularly to address ELL students' needs. To that end the following curricula resources will be used at Alvarez High School: Math will use EnVisions which is aligned to Common Core Standards and Khan Academy as the core curriculum. ALEKS will be used for intervention. Both are also aligned to Common Core Standards and Khan Academy.

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In addition, the outcomes Alvarez's Needs Assessment, performance data, and the conclusions drawn from the Root Cause Analysis make it clear that both a misalignment between curriculum, instruction, and assessment as well as inconsistent teacher practices across classrooms are contributing factors impeding proficient student outcomes. Please note, inconsistent teacher practices are inclusive of (1) the varied resources used to access the curriculum, (2), the varied models of instruction, and (3) varied formative and summative assessments. Subgroup performance data and attendance data indicates the need for integrated culturally-responsive and trauma-informed teaching practices.

Given these challenges, along with our performance data, we plan to adopt strategies have statistically significant effects on improving student outcomes such as those reflected in: High-Quality Aligned Instructional Systems and High-Quality Teachers and Teaching. To that end, the curriculum resources, intervention programs, and enrichment programs chosen to support this goal were vetted by PPSD's Math RFP Framework, using ESSA's recommendation which requires resources and interventions be supported on the basis of evidence- classified into four tiers- that demonstrate statistically significant effects on student outcomes.

Evidence Basis – *What evidence basis is there for this action?*	Evidence Tier: Choose an item.	
Citation(s):	*Proposed Funding Source:*	*Proposed Funding Amount:*
2.1 *Tier III: Reading Proficiency and Mathematics Problem Solving by High School English Language Learners*	**1003a**	*(see 1.1 above)*
2.2 *Tier II Study: Interactions among Instructional Practices, Curriculum, and Student Achievement: The Case of Standards-Based High School Mathematics*	**1003a**	**$17,765.00 (ENVISIONS)**
2.3 ALEKS Efficacy Study	**Title I**	
2.3 Research on the Use of Khan Academy in Schools		

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Implementation and Outcome Milestones

	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	2.1 Roll out of PD for Internationals and start of PD sessions.	2.1 Initial Internationals PD completed Internationals Model Classrooms Identified	2.1 All Internationals PD completed including visits to model classrooms.	2.1 Roll out of PD for Internationals for new teachers and start of PD sessions.	2.1 Initial year 2 Internationals PD completed Internationals Model Classrooms Identified	2.1 All Internationals PD completed including visits to model classrooms.
	Teachers develop and schedule collaborative classroom planning and visits	Each teacher has completed 2 collaborative cycles (lesson planning, visit, debrief)	Each teacher has completed 4 collaborative cycles and collaborative groups present their reflection to their PLC	Teachers develop and schedule collaborative classroom planning and visits	Each teacher has completed 2 collaborative cycles (lesson planning, visit, debrief)	Each teacher has completed 4 collaborative cycles and collaborative groups present their reflection to their PLC
	2.2 EVISIONS initial PD for the	2.2 ENVISIONS PD (all three sessions) complete	2.2 ENVISIONS data available for review.	2.2 ENVISIONS differentiated PD by Math Teacher Leaders	2.2 ENVISIONS PD/support session with ENVISIONS facilitator complete.	2.2 ENVISIONS data available for review.

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ENVISIONS program culturally relevant resources within the program identified 2.3 ALEKS differentiated implementation PD	ENVISIONS implemented with moderate fidelity 2.3 ALEKS being used in all math interventions classes-- evidence of moderate student growth 2.2/2.3 Math and ELL departments participated in 2 sessions to analyze, and use data (ALEKS, Khan) to inform instruction	ENVISIONS using culturally relevant resources implemented with full fidelity 2.3 ALEKS being used in all math interventions classes--evidence of significant student growth 2.2/2.3 Math and ELL departments participated in 4 sessions to analyze, and use data (ALEKS, Khan) to inform instruction	based on teacher needs. Additional culturally relevant resources identified 2.3 ALEKS differentiated implementation PD	Envisions using culturally relevant resources implemented with moderate fidelity 2.3 ALEKS being used in math interventions classes-- evidence of moderate student growth 2.2/2.3 Math and ELL departments participated in 2 sessions to analyze, and use data (ALEKS, Khan) to inform instruction	ENVISIONS using culturally relevant resources implemented with full fidelity 2.3 ALEKS being used in all math interventions classes--evidence of significant student growth 2.2/2.3 Math and ELL departments participated in 4 sessions to analyze, and use data (ALEKS, Khan) to inform instruction

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Leading Indicators	STAR DATA BOY Establish Internationals Baseline Data to support year 1 implementation	STAR DATA MOY STUDYSYNC DATA NEWSELA DATA KHAN DATA	STAR DATA EOY STUDYSYNC DATA NEWSELA DATA KHAN DATA Faculty Qualitative Survey on Internationals PD and Program Effectiveness for Revisions to Year 2 implementation.	STAR DATA BOY Establish Internationals Baseline Data to support year 2 implementation	STAR DATA MOY STUDYSYNC DATA NEWSELA DATA KHAN DATA	STAR DATA EOY STUDYSYNC DATA NEWSELA DATA KHAN DATA Faculty Qualitative Survey on Internationals PD and Program Effectiveness
Lagging Indicators and Accountability Outcomes	ACCESS TESTING PSAT\SAT DATA		PSAT/SAT overall results will show at least 5% of students proficient on PSAT10 Math and at least 18.3 of students proficient on SAT Math. PSAT/SAT ELL results will show at least 5% of students proficient on PSAT10 Math and at least 5% of students proficient on SAT Math	ACCESS TESTING PSAT\SAT DATA		PSAT/SAT overall results will show at least 10% of students proficient on PSAT10 Math and at least 13.3% of students proficient on SAT Math. PSAT/SAT ELL results will show at least 10% of students proficient on PSAT10 Math and at least 10% of students proficient on SAT Math.

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

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The resources being used are designed to increase the reading skills of all students in all subgroups-- high poverty, English speakers, non-English speakers and students with IEP's. All students will be required to take core math classes and math enrichment courses as appropriate to their programs of study and skill levels in math. In addition, Alvarez teachers will foster student ownership and self direction of learning by designing environments that foster natural curiosity, develop individual talents using culturally relevant curriculum and making real world connections. Also we will commission a school-based EL stakeholders group to meet on a monthly basis for momentum and continuity while advocating for the needs of EL students, providing programming on immigration issues, DACA, citizenship processes as well as connecting students to local advocacy organizations. This will ensure that all students will benefit from this approach.

GOAL 3	
Increase Graduation Rate from 62.4% (class of 2018) to 76% (class of 2020) by 2021.	
Intervention and Justification **3.1** Implement strategies to develop positive school culture and climate while increasing student engagement and learning. Foster more opportunities for engagement and support such, as: encouraging students to apply for the Seal of Biliteracy, recruiting EL students to JAGA and YLA 3.2 Develop and implement a robust credit recovery program for all over-aged, under-credited students.	**Framework Domain(s):** **High Quality Instruction & Curriculum** **School 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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3.1:Professional Development for Teachers to understand and eliminate bias, promote equity, set high expectations and promote positive school culture.
3.2: Odysseyware will be used as our credit recovery base platform supplemented with authentic teacher created, standards-aligned projects.

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.

The root cause analysis suggests that the cause of the low graduation rate and chronic absenteeism is due to a lack of engagement in challenging, culturally relevant learning as well as social/emotional issues and living in poverty. It was determined that teachers needed more focused training in equitable culturally responsive learning, overcoming personal bias, differentiating and personalizing learning. The need for a more intentional emphasis on course completion and credit recovery and attendance were identified to increase the graduation rate.

- Our most recent graduation rate is 62%. We have specific need in serving our Special Education and LEP populations with graduation rates of 40% and 62% graduation rates.
- 21% (133) severe chronic missing 20% or more days. 24% (153) Moderate missing 10-19.9% days. 24% (153) at Risk missing 5-9.9% of days. 29% (182) satisfactory missing 0-4.9% of days
- Freq of Prof Learning Activities Q1. 48% responded favorably, Q13. % responded favorably, Q15. % responded favorably, Professional Learning Q1. 13% responded favorably, Q7. 22% responded favorably,

Evidence Basis – *What evidence basis is there for this action?*	Evidence Tier	
Citation(s); (see website)	Proposed funding Source:	Proposed funding amount:
3.1 Tier III: The Relationship of School Structure and Support to Suspension Rates for Black and White High School Students	1003a	$ 15000 support (CLEE)

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	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation and Outcome Milestones						
Implementation Milestones 3.1 3.2	3.1 Complete CLEE School Culture Survey	3.1 Teachers complete initial PD Sessions with CLEE and determine Personal essential question with action steps for Equity.	3.1 Teachers reflect on personal essential question growth in building equity in the classroom. Complete EOY school culture survey.	3.1 Complete CLEE BOY Survey. CLEE PD for new teachers & Mentor teachers to determine personal essential questions with action steps for Equity.	3.1 Mentor Teachers and new teacher reflect on action steps and work with students.	3.1 Teachers reflect on personal essential growth on building equity in the classroom.
	3.2 Identify the most needed Credit Recovery courses and have teachers develop supplemental projects for them.	3.2 Implementation of supplemental projects for credit recovery.	3.2 Completion of credit recovery courses and projects.	3.2 Identify the most needed Credit Recovery courses and have teachers develop supplemental projects for them.	3.2 Number of students on track for credit recovery completion.	3.2 Number of students who completed credit recovery.

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Leading Indicators	Daily and Monthly attendance data	Daily and Monthly attendance data Participation rates of teachers in PD and action planning meetings.	Daily and Monthly attendance data Faculty Qualitative Survey on CLEE PD and Program Effectiveness for Revisions/Need for Year 2 continuation.	Daily and Monthly attendance data	Daily and Monthly attendance data Participation rates of teachers in PD and action planning meetings.	Daily and Monthly attendance data Faculty Qualitative Survey on CLEE PD and Program Effectiveness for Revisions/Need for Year 3 continuation.
	Credit recovery needs assessment data	Credit recovery project data will show at least 90% of students on track to complete the course.	Credit recovery completion data will show 90% of students have gained credit.	Credit recovery needs assessment data	Credit recovery project data will show at least 90% of students on track to complete the course.	Credit recovery completion data will show 90% of students have gained credit.
Lagging Indicators and		90% of students will be on track for graduation.	Graduation Rates will increase to 69%.		90% of students will be on track for graduation.	Graduation Rates will increase to 76%

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Accountability Outcomes						

Equity and Shared Responsibility – *How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.*
Professional Development provided by CLEE will ensure that "Through robust and constructive learning communities partners learn the skills, dispositions and knowledge needed to lead for equitable outcomes in order to liberate students to lead their own learning." (CLEE). Teachers will work collaboratively with each other and students to track progress, set goals and actions steps and achieve desired milestones. Supplemental credit recovery projects will be designed to include additional scaffolding and modifications, when necessary, for ELL and Special Education students.

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.
Boys and Girls Club Youth Build Steam box Young Voices CLEE Internationals Network Brown College Advising Corps Family Services
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?

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Alvarez SBT and CAB will check-in on our plan quarterly, will assess the status of each of our intervention against our milestones, leading, and lagging indicators reference above in our two year monitoring plan. During these quarterly meetings, we will make adjustments to our implementation timeline but do not anticipate making major changes to the overall direction of our interventions. At the end of each school year, if there are major areas where we have not met targets or where our priorities have shifted in a significant way, we will use the summer to revisit and revise our plan to establish a new course. All changes will be guided by input from our SBT and our CAB and will be approved by our ZED before being submitted for consideration to RIDE.

Our work will be sustainable because we at Alvarez are staking pains to afford our teacher leaders with every opportunity to attend 'train the trainer' PD with our current partners. For example, after faculty PD for Internationals Network, we offer the same PD to teachers at CPT. Then on the second day of training, the time is devoted to teacher leaders honing their lens for making classroom observations of the specific strategy and 'look fors'. We will continue this model of shared leadership in all aspects with professional development partnerships and opportunities.

Transparency and Communication

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

Our Comprehensive School Improvement Plan will be presented to the full faculty after its revised and reviewed by several constituencies within the Alvarez community: Our CAB will meet to review this document. Our plan will be sent to the SBT and Parents will be presented with the plan during our summer parent orientation for new and incoming students.

When full faculty is presented with the plan, we will use a protocol that will enable a close reading of the plan, opportunities for faculty discussion, and then dedicated time for questions, feedback, and revision. Goals and interventions along with milestones will need to be clearly called out in the protocol. We will periodically update the entire faculty every quarter on the status of our implementation during PLCs during the work day. We will share the same data at meetings of the CAB. We invite the CABs to visit our school at any time but particularly during planned quarterly meetings to see our process in person. As always we welcome PPSD and RIDE to visit Alvarez at any time!

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