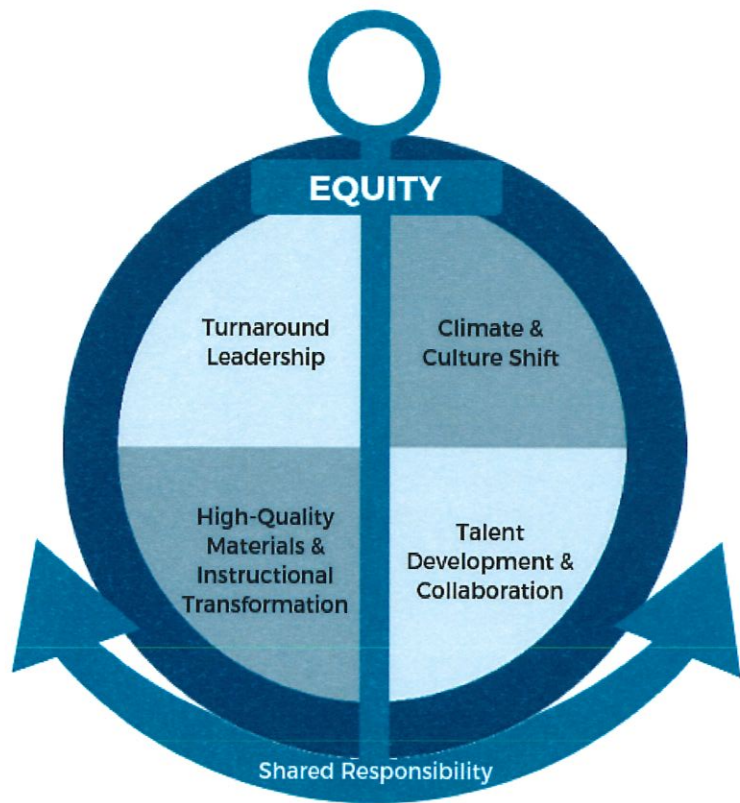# COMPREHENSIVE SCHOOL IMPROVEMENT PLAN
NATHAN BISHOP MIDDLE SCHOOL

Rhode Island Department of Elementary and Secondary Education

EQUITY

Turnaround Leadership

Climate & Culture Shift

High-Quality Materials & Instructional Transformation

Talent Development & Collaboration

Shared Responsibility

Office of School Improvement
Division of the Deputy Commissioner

Comprehensive School Improvement Plan – Nathan Bishop Middle School

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:
- *o   Process for monitoring both implementation milestones and progress toward outcome goals; Process and timing for revising the plan as needed, at least annually*
- *o   Communication protocols for sharing the plan and progress on the plan with stakeholders, including school staff, parents, students, and CABs*

Comprehensive School Improvement Plan Model Template

LEA: _PPSD_

School: _Nathan Bishop Middle 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
Alisa Diakite		Principal	8/8/19
Ed Habin		Act. Principal	8/8/19
Jill Davidson		parent/community member	8/8/19
Al Speaks		Assistant Principal	8/8/19
Tasche Bryant	TB	CAB MEMBER	08/14/19
David Trembly	DT	CAB MEMBER	08/14/19

Sanacore, Christopher

From:	Tasche Bryant <tasche.bryant@gmail.com>
Sent:	Wednesday, August 14, 2019 2:41 PM
To:	Sanacore, Christopher
Subject:	Re: CSIP Approval Reminder

Hi Chris,
I have reviewed and approved the CSIP - please sign my initials on my behalf.
Thanks!
Tasche

On Aug 14, 2019, at 1:58 PM, Sanacore, Christopher <Christopher.Sanacore@ppsd.org> wrote:

Hi Tasche,

Not a problem. If you can respond to this email indicating that you're allowing me to sign your initials on your behalf onto the CSIP, along with informing me that you've reviewed the CSIP and approve of its contents then we'll be all set. Thanks so much for the flexibility and feel free to reach out with questions as we move into the next phase of the CAB process.

Best,
Chris Sanacore

From: Tasche Bryant [mailto:tasche.bryant@gmail.com]
Sent: Wednesday, August 14, 2019 12:25 PM
To: Sanacore, Christopher <Christopher.Sanacore@ppsd.org>
Subject: Re: CSIP Approval Reminder

I'm leaving for a meeting in New Bedford at 1 and probably will not be back until at least 6ish. Can I authorize an e-signature?
Happy to do that!
Thanks!
Tasche

On Wed, Aug 14, 2019 at 11:31 AM Sanacore, Christopher <Christopher.Sanacore@ppsd.org> wrote:

Hi Tasche,

My apologies, I think you missed my follow up email below but I unfortunately mis-typed in my original message. I will be out of the office from 11:45 am - 1:30 pm. But I am free anytime after. I do have other CAB members coming into the main office around 3:00, 4:00 and 5:00 but if it's easier if I meet you somewhere within those timeframes outside of the office, I'm more than happy to do that. Feel free to shoot me a text or a call if that's easier!

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Sanacore, Christopher

From:	David Tremblay <dtremblay69@gmail.com>
Sent:	Wednesday, August 14, 2019 7:18 PM
To:	Sanacore, Christopher
Subject:	Re: CSIP Signature Approval Follow Up

Hi Chris,

I have been out of town the last last two weeks and won't return until Saturday, August 17th. I apologize for the inconvenience. Please accept this email as a proxy for my signature. The CSIP subcommittee I was working with is the Nathan Bishop Middle School.

If there is a way to do electronic signature let me know.

Respectfully,

David

On Tue, Aug 13, 2019 at 4:45 PM Sanacore, Christopher <Christopher.Sanacore@ppsd.org> wrote:

Dear CAB Members,

I hope you are all well. If you're receiving this email, it means that we have yet to receive your approval signature for your respective CSIPs. It is crucial we submit these CSIPs to RIDE by the end of the day on Wednesday in order for a proper disbursement of funds to each school. **Please fill out this Google form as soon as you can to set up a time to drop by our main office (797 Westminster, Providence, 02903) for Wednesday, August 14th -- NOTE: I will be out of the office from 11:45 am to 1:00 pm. Please choose a time before or after that slot.**

If the possibility of dropping by the main office is not feasible, please email me here or give me a call (401-578-4305) and we can find an alternative time where I can meet you. I'm more than happy to drive to somewhere that's convenient.

Thank you for time and the dedication to the CAB process and let me know if you have any questions.

Kind regards,

Chris Sanacore

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Comprehensive School Improvement Plan – Nathan Bishop Middle School

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	Increase the percentage of Bishop MS students showing typical and high growth on the annual RICAS ELA assessment in grades 6 – 8. As a baseline, in 2018, 21% of students with SGPs achieved high growth and 31% of students achieved typical growth in ELA. In 2019, we aim to have 24% of students with SGPs achieve high growth and 34% of students with SGPs achieve typical growth. In 2020, we aim to have 27% of students with SGPs achieve high growth and 36% of students with SGPs achieve typical growth. If we achieve these targets, the school's ELA growth would earn 2 points under RIDE's accountability criteria and would begin to move towards a higher rate of student proficiency in ELA.
Intervention A	Leverage professional learning communities (grade-level teams) to analyze classroom and student data and measure the implementation of the school's literacy strategy. Support teachers in all content areas to develop rigorous learning opportunities through embedded professional learning and professional development centered around measurable student outcomes.
Intervention B	Design and implement purposeful guaranteed and viable curriculum at all levels for ELA. Develop a robust system of classroom instruction for all students in Tier 1, Tier 2 and 3 utilizing the research-based high-quality materials using Study Sync and Reading Plus. Monitor instruction by using student data to customize targeted literacy learning opportunities for individual student outcomes.
Goal 2	Increase the percentage of Bishop MS students showing typical and high growth on the annual RICAS Math assessment in grades 6 – 8. As a baseline, in 2018, 24% of students with SGPs achieved high growth and 32% of students achieved typical growth in math. In 2019, we aim to have 25% of students with SGPs achieve high growth and 35% of students with SGPs achieve typical growth. In 2020, we aim to have 26% of students with SGPs achieve high growth and 36% of students with SGPs achieve typical growth. If we achieve these targets, the school's math growth would earn 2 points under RIDE's accountability criteria and would begin to move towards a higher rate of student proficiency in Math.
Intervention A	Leverage professional learning communities (the cross-grade level math department) to analyze classroom and student data and measure the implementation of the school's core curriculum through the creation of rigorous learning opportunities in core (Tier 1) classrooms. Support teachers in developing rigorous learning opportunities through embedded professional learning and professional development centered around measurable student outcomes.
Intervention C	Design and implement purposeful Tier 1, Tier 2 and Tier 3 instruction for all students. Strengthen numeracy instruction by transitioning to a high-quality instructional resource (Eureka Math) for Core Math classes with professional development support for teachers in math while also Integrating a robust system of classroom instruction and monitoring student data to customize targeted mathematics learning opportunities for individual student outcomes.
Goal 3	Increase the percentage of Bishop MS students showing on-time English Language Proficiency as measured by ACCESS in grades 6-8. As a baseline, in 2018, 11% of students met on-time proficiency goals. The school's 2018 on-time proficiency index was 33 points (out of 100). In 2019, we aim to have 17% of students meet on-time proficiency and a schoolwide on-time proficiency index of 51 points. In 2020, we aim to have 23% of students meet on-time proficiency and a schoolwide on-time proficiency index of 70 points. If we achieve these targets, the school's ELP on-time proficiency index would earn 3 points under RIDE's accountability criteria on the Fall 2020 accountability report.
Intervention D	Identify schoolwide Language Acquisition strategies that all teachers will integrate into daily instructional practice. Develop and implement protocols for all teachers to engage in monitoring classroom practice and student outcomes (for students designated as ELD sheltered, integrated or exited/monitored) in Language Acquisition through cyclical classroom walkthroughs and analysis of student data in Common Planning Time.

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

Goal 1
Increase the percentage of Bishop MS students showing typical and high growth on the annual RICAS ELA assessment in grades 6 – 8.   As a baseline, in 2018, 21% of students with SGPs achieved high growth and 31% of students achieved typical growth in ELA.   In 2019, we aim to have 24% of students with SGPs achieve high growth and 34% of students with SGPs achieve typical growth.   In 2020, we aim to have 27% of students with SGPs achieve high growth and 36% of students with SGPs achieve typical growth.   If we achieve these targets, the school's ELA growth would earn 2 points under RIDE's accountability criteria and would begin to move towards a higher rate of student proficiency in ELA.

Intervention A	Justification	Framework Domain(s):
Leverage professional learning communities (grade-level teams) to analyze classroom and student data and measure the implementation of the school's literacy strategy. Support teachers in all content areas to develop rigorous learning opportunities through embedded professional learning and professional development centered around measurable student outcomes.	By taking advantage of existing systems for grade-level collaboration, teachers will be able to create common learning opportunities for students to allow for deeper practice with key strategies essential for student success in literacy.	**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.

To support the core curriculum, the school will identify one or more common literacy strategies to focus on for school-wide implementation. In 2018-2019, the school focused on close reading and annotation of text, as well as a scaffolded writing strategy to support students' success with CCSS ELA standards in literacy-focused classrooms (ELA, Social Studies, Science). For the 2019-2020 school year, the school will continue with these practices adding expanded and regular writing samples for a range of tasks, purposes and audiences while using the RICAS writing rubric as the assessment benchmark. In addition, students will be required to independently and proficiently read and comprehend grade-level complex literary and informational texts. Emphasis will also be added to expanding students' ability to determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials as appropriate. An instructional focus for the 2020-2021 school year will be decided upon based on data gathered in the 2019-2020 school year.

Through a quarterly cycle of inquiry, teachers will receive professional learning centered around the chosen area of focus, will implement the strategy through focused, common lessons developed with grade-level peers. School leaders and teachers will conduct quarterly learning walks gathering data around the implementation of the chosen strategies and will report their data back to grade-level teams for analysis and future collaborative planning. Teacher teams will also analyze student work from common lessons to determine next steps in addressing student misconceptions and opportunities for further practice.

The ELA Teacher Leader will assist the ILT in developing professional learning for the faculty and in gathering, aggregating and analyzing data at the school level. At this level, the data will be analyzed to identify trends across the building and opportunities for differentiated support in professional learning, to uncover evidence of gaps between different courses of study at the building (advanced classrooms v. mainline classrooms v. inclusion classrooms v. EL classrooms, etc.) and to identify potential future opportunities to create more rigorous and engaging learning opportunities for all students.

Comprehensive School Improvement Plan – Nathan Bishop Middle School

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.
At our school, 12% of students are meeting proficiency RICAS. Instruction has been negatively impacted by high teacher absenteeism along with the District's inability to send qualified substitutes.

Evidence Basis – *What evidence basis is there for this action?*	**Evidence Tier: Tier III**	
Citation(s): • *Professional Development and Support for Literacy* pp. 219-231 *Teaming* • **Study on teaming / small learning academies** • **Teaming Study** • **Teaming Study**	*Proposed Funding Source:* SI Support Grant SI Innovation Grant	*Proposed Funding Amount:* Common Curriculum $6,000 *Professional Learning split between goal 1 and 2* 15,501.60 (43.06x6hrsx60) 46.06/hrx461hrs (total) divided up through PLC'S $19,850.66 NISL Innovation Grant- 31,000 $23,000 - 0.2 FTE Middle School Literacy Specialist (20% of $115,000)

Intervention B Nathan Bishop has high quality resources with a high rating on EdReports that are currently only being utilized in some classrooms. In an effort to increase the fidelity of implementation, NBMS will monitor instruction by using student data to customize targeted literacy learning opportunities for individual student outcomes, through the direct support of a Data SPecialist, Literacy Specialist, and Professional Development.	**Justification** By creating and realizing a stronger vision for Tier1, Tier 2 and Tier 3 instruction beyond the use of a resource, students performing below level will have greater opportunities to address content gaps and will be better prepared for success in the core content classroom and students on grade level will receive the enrichment necessary to accelerate.	**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.
This intervention utilizes professional learning support (funded in the form of teacher's hourly rate) focused on the already-purchased curricular resources, as well as the support of a 0.2 Data Specialist, to deepen teacher's knowledge and understanding of the curricular resources available via StudySync and ReadingPlus. In doing so, teachers will be equipped to implement these resources with greater fidelity, and therefore, hopefully greater impact. In short, this intervention focuses on professional learning and support from a specialist.

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Study Sync

Nathan Bishop Middle School recognizes the need for a guaranteed and viable curriculum with sufficient rigor and supports so that all students may access the materials. StudySync will be used in all core classes. This resource, with rigorous texts and tasks, provides teachers and students with five pathways to access materials. Supports for each level of English Language Learners are built into the platform as well as extensions for students needing additional challenges. "StudySync is a complete ELA curriculum designed to meet the rigorous academic needs of today's classroom. In print or online, StudySync is designed to engage every student, because every student deserves the same opportunity and access in the classroom, regardless of his or her native language, learning level or physical, social and emotional ability...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."

Reading Plus

"Reading Plus' adaptive instruction is continuously collecting data on student performance in order to customize instruction for every student. Students who encounter difficulty are provided with instructional scaffolds and increased depth of instruction to help them develop greater independence. Students who demonstrate mastery are progressed to increasingly higher levels of practice and instructional rigor."

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.

At our school 12% of students are meeting proficiency RICAS. Instruction has been negatively impacted by high teacher absenteeism along with the District's inability to send qualified substitutes. Common instructional strategies, assessments and curriculum mapping across all grade levels are needed to ensure the efficacy of teaching and learning. The need for tiered professional development to ensure teachers' ability to effectively use the on-line curriculum materials.

Evidence Basis – *What evidence basis is there for this action?*	Evidence Tier: Tier III	
Citation(s): *Professional Development Research Study*	*Proposed Funding Source:* SIG - Innovation Grant	*Proposed Funding Amount: Reach out to John to get number sentence of breakdown of PD money*
Supporting Information *Research Study Sync Curriculum* California Study *(Tier 2)* *Supporting Documents* Ed Reports WIDA PRIMEv2 Efficacy Study Comprehensive Assessments		*$23,000 - 0.2 FTE Middle School Data Specialist (20% of $115,000)*

Comprehensive School Improvement Plan – Nathan Bishop Middle School

Reading Plus [What Works Clearinghouse](#) [Reading Plus Efficacy Study](#) [RP Bid](#)		

Implementation and Outcome Milestones

	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	**Intervention A** Plan and implement quarterly cycles of professional learning around the chosen strategy. Gather baseline data around classroom and student outcomes with respect to the chosen strategy. Meet as a grade-level team to analyze team data and student work aligned to the chosen strategy.	**Intervention A** Plan and implement quarterly cycles of professional learning around the chosen strategy. Gather ongoing data around classroom and student outcomes with respect to the chosen strategy. Meet as a grade-level team to analyze team data and student work aligned to the chosen strategy.	**Intervention A** Plan and implement quarterly cycles of professional learning around the chosen strategy. Gather ongoing data around classroom and student outcomes with respect to the chosen strategy. Meet as a grade-level team to analyze team data and student work aligned to the chosen strategy. Identify a strategy of focus for the 2020-2021 school year	**Intervention A** Plan and implement quarterly cycles of professional learning around the chosen strategy. Gather baseline data around classroom and student outcomes with respect to the chosen strategy. Meet as a grade-level team to analyze team data and student work aligned to the chosen strategy.	**Intervention A** Plan and implement quarterly cycles of professional learning around the chosen strategy. Gather ongoing data around classroom and student outcomes with respect to the chosen strategy. Meet as a grade-level team to analyze team data and student work aligned to the chosen strategy.	**Intervention A** Plan and implement quarterly cycles of professional learning around the chosen strategy. Gather ongoing data around classroom and student outcomes with respect to the chosen strategy. Meet as a grade-level team to analyze team data and student work aligned to the chosen strategy. Identify a strategy of focus for the 2021-2022 school year.
	Intervention B Provide differentiated summer PD for StudySync Determine who will need ongoing embedded job PD to	**Intervention B** Minimum 15 hours RP intervention Teachers tracking and celebrating student achievements with support from Coordinators	**Intervention B** All students complete a minimum of 30 hours Monitor and adjust for student growth	**Intervention B** On board new teachers to research based intervention Train EL & Special Ed Coordinators and ELA TL to monitor and	**Intervention B** Track implementation of intervention Coach and supported teachers	**Intervention B** All students complete a minimum of 30 hours Teachers tracking and celebrating student achievements with

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	support instruction on Studysync platform Tier 2 / 3 Reading Plus training Train EL & Special Ed Coordinators and ELA TL to monitor and track student / teacher usage Create a calendar / plan for implementation of Reading Plus in multiple content areas Students complete placement assessment and 5 hours of RP Weekly / biweekly MTSS meeting	Monitor and adjust for student growth Weekly / biweekly MTSS review	Teachers tracking and celebrating student achievements with support for Coordinator Weekly / biweekly MTSS review.	track student / teacher usage Create a calendar / plan for implementation of chosen intervention Students create goals in ILP based on BOY screening data. Weekly / biweekly MTSS review	Students monitor progress towards goals in ILP in regular data conferences. Weekly / biweekly MTSS review	support for Coordinator Students monitor progress towards goals in ILP in regular data conferences. Weekly / biweekly MTSS review
Leading Indicators	Walk through data Analysis of Walk through data Analysis of Program Usage Data	Analysis of special event attendance (students and staff) Walk through data Analysis of Walk through data	Analysis of Special event attendance (students and staff) Walk through data Analysis of Walk through data	Analysis of special event attendance (students and staff) Walk through data Analysis of Walk through data	Analysis of special event attendance (students and staff) Walk through data Analysis of Walk through data	Analysis of special event attendance (students and staff) Walk through data Analysis of Walk through data

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		Analysis of Program Implementation Effectiveness and Student Outcome Data

Checkpoint for Usage of Common Curriculum | Analysis of Program Implementation Effectiveness and Student Outcome Data

Analysis of Overall Usage Trends of Common Curriculum | Analysis of Program Implementation Effectiveness and Student Outcome Data

Share Out Last Year's Usage Trends + Conversation | Analysis of Program Implementation Effectiveness and Student Outcome Data

Checkpoint for Usage of Common Curriculum | Analysis of Program Implementation Effectiveness and Student Outcome Data

Analysis of Overall Usage Trends of Common Curriculum |
| **Lagging Indicators and Accountability Outcomes** | STAR Performance Data STAR SGP Data 50 | STAR Performance Data STAR SGP Data 50 | STAR Performance Data STAR SGP Data 50

RICAS Performance Data RICAS Growth Data (See numbers in goal) | STAR Performance Data STAR SGP Data 50 | STAR Performance Data STAR SGP Data 50 | STAR Performance Data STAR SGP Data 50

RICAS Performance Data RICAS Growth Data (See numbers in goal) |

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

Attendance data, walkthrough data, program usage data and other collected data will be disaggregated to investigate potential gaps between overall performance and performance by students with IEPs, ELs, students identified through screening, and other subgroups of concern.

District Specialists and school-based Collaborative Teachers will support teachers in analyzing data to identify trends within student performance and to provide supports to teachers with identified needs based on the data analysis.

Goal 2
Increase the percentage of Bishop MS students showing typical and high growth on the annual RICAS Math assessment in grades 6 – 8.
As a baseline, in 2018, 24% of students with SGPs achieved high growth and 32% of students achieved typical growth in math.
In 2019, we aim to have 25% of students with SGPs achieve high growth and 35% of students with SGPs achieve typical growth.
In 2020, we aim to have 26% of students with SGPs achieve high growth and 36% of students with SGPs achieve typical growth.
If we achieve these targets, the school's math growth would earn 2 points under RIDE's accountability criteria and would begin to move towards a higher rate of student proficiency in Math.

Intervention A	Justification	Framework Domain(s):

Leverage professional learning communities (the cross-grade level math department) to analyze classroom and student data and measure the implementation of the school's core curriculum through the creation of rigorous learning opportunities in core (Tier 1) classrooms. Support teachers in developing rigorous learning opportunities through embedded professional learning centered around measurable student outcomes.	By taking advantage of existing systems for departmental collaboration, teachers will be able to create common learning opportunities for students to allow for deeper practice with key strategies essential for student success in mathematics.	**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.

The school has purchased Glencoe's Middle School Math (Courses 1 – 3) to serve as the primary classroom resource in 2019-2020. While the school will investigate transitioning to higher-rated instructional resources over the course of this School Improvement Plan, the school also recognizes that, regardless of the actual resource being implemented in the classroom, a key driver of student learning is the quality of the implementation of whatever resource is being used. To that end, the school will focus on the strategies being used in the classroom to deliver the school's guaranteed and viable curriculum and ensuring that teachers are equipped with a toolkit of strategies designed to create rigorous learning opportunities for all students.

Each year, the school will identify one or more common mathematics strategies to focus on for school-wide implementation. In 2018-2019, the school focused on making sense of problems to support students' success with CCSS Standard for Math Practice 1 in math classrooms. For the 2019-2020 school year, the school will focus on communicating mathematical understanding including developing and analyzing mathematical arguments (SMP 3). An instructional focus for the 2020-2021 school year will be decided upon based on data gathered in the 2019-2020 school year.

Through a quarterly cycle of inquiry, teachers will receive professional learning centered around the chosen area of focus, will implement the strategy through focused, common lessons developed with grade-level peers. School leaders and teachers will conduct quarterly learning walks gathering data around the implementation of the chosen strategies and will report their data back to grade-level teams for analysis and future collaborative planning. Teacher teams will also analyze student work from common lessons to determine next steps in addressing student misconceptions and opportunities for further practice. Analysis of student work will be supported by district specialists as well as teacher leaders.

The Math Teacher Leader will assist the ILT in developing professional learning for the faculty and in gathering, aggregating and analyzing data at the school level. At this level, the data will be analyzed to identify trends across the building and opportunities for differentiated support in professional learning, to uncover evidence of expectation gaps between different courses of study at the building (advanced classrooms v. mainline classrooms v. inclusion classrooms v. EL classrooms, etc.) and equity of access to rigorous learning opportunities across different subgroups within the school, as well as to identify potential future pathways and opportunities to create more rigorous and engaging learning opportunities for all students.

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.

On the 2018 RICAS test, 12% of Nathan Bishop students were rated as having met expectations in math. Pronounced achievement gaps were evident in math achievement, with 3% of Black, 3% of Hispanic, 1% of ELs and 1% of students with IEPs meeting expectations, compared with 38% of White students. In addition, 57% of students demonstrated typical or high growth in math, with achievement gaps also present between White students (71%) and Black students (57%), Hispanic students (53%), ELs (54%) and students with IEPs (47%). The CAB identified achievement and growth in mathematics as a high-priority area of weak performance.

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Analysis of data from classroom walkthroughs has shown that the dominant mode of instruction in math classrooms is teacher-directed, whole-group instruction. By focusing on more engaging, student-centered strategies, the school believes that there will be greater student agency in the classroom and a higher level of student ownership of learning.

Evidence Basis – *What evidence basis is there for this action?*	Evidence Tier: Tier II	
Citation(s): *Ronald Gallimore, Bradley Ermeling, William Saunders, and Claude Goldenberg, "Moving the Learning of Teaching Closer to Practice: Teacher Education Implications of School-Based Inquiry Teams," The Elementary School Journal 109, no. 5 (May 2009): 537-553.* https://doi.org/10.1086/597001	*Proposed Funding Source:* SIG – Innovation Grant *SI Support Grant*	*Proposed Funding Amount:* $23,000 – 0.2 FTE Middle School Math Specialist (20% of $115,000) *⅓ of the Specialist funding line in Goal 1, Intervention A*

Intervention B: Design and implement purposeful Tier 1, Tier 2 and Tier 3 instruction for all students. Strengthen numeracy instruction by transitioning to a high-quality instructional resource (Eureka Math) for Core Math classes with professional development support for teachers in math while also Integrating a robust system of classroom instruction and monitoring student data to customize targeted mathematics learning opportunities for individual student outcomes.	**Justification** By creating and realizing a stronger vision for Tier 1, Tier 2 and Tier 3 instruction by investing in a high quality resource and professional learning for teachers students will have greater opportunities to be involved in rigorous mathematics while also addressing content gaps and therefore will be more successful.	**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.

The school will develop and implement a comprehensive high quality curricula resource for Tier 1, Tier 2 and Tier 3 students in mathematics. Students with identified needs will be scheduled for a Math Lab period in addition to their core math class. This Math Lab will give students an opportunity for targeted practice of foundational skills necessary for success with grade level content in their core math classes. While these Math Lab periods have previously mostly been built around the implementation of the ALEKS (a McGraw-Hill product being purchased with non-SIG funding sources), beginning in 2019-2020, teachers of Math Lab classes will implement a station rotation model integrating online independent practice (ALEKS), teacher-led direct instruction, collaborative practice and data mentoring conversations as well as other opportunities for practice over a biweekly cycle. Teachers will be supported in transitioning to this model by the school's Math Teacher Leader, Math Specialist and ALEKS Lead (see below).

The school will designate a math teacher as an "ALEKS Lead," independent of the teacher leader, with an administrative period every other day dedicated to the implementation of this school improvement intervention. This teacher will collaborate with the Teacher Leader and building-level leadership to monitor the effective use of ALEKS and to share best practices for successful implementation.

Math Lab teachers and the school's ALEKS lead will regularly analyze student data to establish learning goals for students using ALEKS, to plan for and implement student data conversations around their performance, and to monitor students' progress towards the goals they have established for their progress towards readiness to engage in grade-level content.

In addition to a shift in instructional model in Math Lab courses, the school will purchase Eureka Math to replace Glencoe Math. Eureka meets the expectations aligned to the Common Core standards as rated by EdReports. Beginning in the 2019-2020 school year, with the support of math specialists and teacher leaders, the school will transition to Eureka as its core resource.

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

On the 2018 RICAS test, 12% of Nathan Bishop students were rated as having met expectations in math. Pronounced achievement gaps were evident in math achievement, with 3% of Black, 3% of Hispanic, 1% of ELs and 1% of students with IEPs meeting expectations, compared with 38% of White students. In addition, 57% of students demonstrated typical or high growth in math, with achievement gaps also present between White students (71%) and Black students (57%), Hispanic students (53%), ELs (54%) and students with IEPs (47%). The CAB identified achievement and growth in mathematics as a high-priority area of weak performance.

The Glencoe resources being used in math classrooms since 2015 have been rated as inadequate in addressing the Common Core Math Standards by edReports.

Evidence Basis – *What evidence basis is there for this action?*	**Evidence Tier: Tier III**	
Citation(s): *Slavin, R. E., Lake, C., & Groff, C. (2009). Effective Programs in Middle and High School Mathematics: A Best-Evidence Synthesis. Review of Educational Research, 79(2), 839–911.* <u>https://doi.org/10.3102/0034654308330968</u>	*Proposed Funding Source:* *Support Grant*	*Proposed Funding Amount:* *22,967.35- Eureka Math 6-8*

Implementation and Outcome Milestones

	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	Intervention A Plan and implement quarterly cycles of professional learning around the chosen strategy. Gather baseline data around classroom and student outcomes with respect to the chosen strategy. Meet as a grade-level team to analyze team data and student work	Intervention A Plan and implement quarterly cycles of professional learning around the chosen strategy. Gather ongoing data around classroom and student outcomes with respect to the chosen strategy. Meet as a grade-level team to analyze team data and student work	Intervention A Plan and implement quarterly cycles of professional learning around the chosen strategy. Gather ongoing data around classroom and student outcomes with respect to the chosen strategy. Meet as a grade-level team to analyze team data and student work	Intervention A Plan and implement quarterly cycles of professional learning around the chosen strategy. Gather baseline data around classroom and student outcomes with respect to the chosen strategy. Meet as a grade-level team to analyze team data and student work	Intervention A Plan and implement quarterly cycles of professional learning around the chosen strategy. Gather ongoing data around classroom and student outcomes with respect to the chosen strategy. Meet as a grade-level team to analyze team data and student work	Intervention A Plan and implement quarterly cycles of professional learning around the chosen strategy. Gather ongoing data around classroom and student outcomes with respect to the chosen strategy. Meet as a grade-level team to analyze team data and student work

aligned to the chosen strategy.	aligned to the chosen strategy. Analyze school-level data to identify opportunities to revise program of studies for 2020-2021 school year.	aligned to the chosen strategy. Identify a strategy of focus for the 2020-2021 school year.	aligned to the chosen strategy. Implement a revised program of studies ensuring equity of access to rigorous instruction for all students.	aligned to the chosen strategy.	aligned to the chosen strategy. Identify a strategy of focus for the 2021-2022 school year.
Intervention C Designate an ALEKS lead. Develop a model for a biweekly station rotation for use in Math Lab classrooms. Develop a data-driven mentoring protocol for use in Math Lab classrooms. Select a core math resource to pilot as an alternative to Glencoe Math. Identify a math teacher to participate in the pilot program.	**Intervention C** Implement biweekly station rotation model in all Math Lab classrooms. Designate a model Math Lab classroom for peer observation opportunities. Utilize Common Planning Time for Math Lab teachers to review ALEKS data and identify implementation successes with ALEKS. Implement biweekly data conversations around student performance in Math Lab. Establish criteria for student placement in and exit from Math Lab for the 2020-2021 school year. Implement the math resource pilot in the chosen classroom. Collect data from math resource pilot.	**Intervention C** Implement biweekly station rotation model in all Math Lab classrooms. Utilize Common Planning Time for Math Lab teachers to review ALEKS data and identify implementation successes with ALEKS. Implement biweekly data conversations around student performance in Math Lab. Expand math resource pilot program to additional teachers as preparation for the 2020-2021 school year.	**Intervention C** Implement biweekly station rotation model in all Math Lab classrooms. Utilize Common Planning Time for Math Lab teachers to review ALEKS data and identify implementation successes with ALEKS. Implement biweekly data conversations around student performance in Math Lab. Implement the chosen math resource building-wide.	**Intervention C** Implement biweekly station rotation model in all Math Lab classrooms. Utilize Common Planning Time for Math Lab teachers to review ALEKS data and identify implementation successes with ALEKS. Implement biweekly data conversations around student performance in Math Lab. Collect and analyze classroom data to monitor the effective use of the chosen math resource.	**Intervention C** Implement biweekly station rotation model in all Math Lab classrooms. Utilize Common Planning Time for Math Lab teachers to review ALEKS data and identify implementation successes with ALEKS. Implement biweekly data conversations around student performance in Math Lab. Continue to collect and analyze classroom data to monitor the effective use of the chosen math resource.

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		Order highly rated math resource for 2020-2021 school year.				
Leading Indicators	Walk through data Analysis of Walk through data Analysis of Program Usage Data	Walk through data Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data	Walk through data Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data	Walk through data Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data	Walk through data Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data	Walk through data Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data
Lagging Indicators and Accountability Outcomes	STAR Performance Data STAR SGP Data	STAR Performance Data STAR SGP Data	STAR Performance Data STAR SGP Data RICAS Performance Data RICAS Growth Data	STAR Performance Data STAR SGP Data	STAR Performance Data STAR SGP Data	STAR Performance Data STAR SGP Data RICAS Performance Data RICAS Growth Data

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

Attendance data, walkthrough data, program usage data and other collected data will be disaggregated to investigate potential gaps between overall performance and performance by students with IEPs, ELs, students identified through screening, and other subgroups of concern.

District Specialists and school-based Collaborative Teachers will support teachers in analyzing data to identify trends within student performance and to provide supports to teachers with identified needs based on the data analysis.

Intervention C and Justification Design and implement purposeful Tier 1, Tier 2 and Tier 3 instruction for all students. Strengthen numeracy instruction by transitioning to a high-quality instructional resource (Eureka Math) for Core Math classes with professional development support for teachers in math while also Integrating a robust system of classroom instruction and monitoring student data to customize targeted mathematics learning opportunities for individual student outcomes.	**Framework Domain(s): High quality materials and instructional transformation**

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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.
Purchase curricular resources that have been researched based through a National Clearing House that support Tier I, II & III students. Provide teachers with professional development and job embedded professional support on how to personalize instruction and implement these resources into their classroom design.

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 and ILT have highlighted student achievement and growth in Math as a high-importance, low-performance area for improvement. In Spring 2018, 11.1% of NBMS students scored as proficient in Math. .Another important noticing from the ILT and our CAB involves the clear communication of NBMS's vision. Work will be done to provide teachers and students with our quarterly cycle of classroom observations, an emphasis on a clear articulation of specific learning strategies, protocols, and skills for Math and for ELA that teachers are expected to utilize and students will be required to master during each quarter. An 'Instructional Calendar' will be the basis of shared communication and awareness of common goals by teachers, students, parents, and the community. On the State of RI RICAS exam 30% of the test is weighted in the students ability to write an extended response to show how they solve a math problem. These open-ended items equate to 4 points each compared to multiple choice: 1 point, Multiple select-2 points and Technology Enhanced – 2 points.

Evidence Basis – *What evidence basis is there for this action?*	**Evidence Tier:** Choose an item.	
Citation(s): *CAN ONLINE OFF-THE-SHELF LESSONS IMPROVE STUDENT OUTCOMES? EVIDENCE FROM A FIELD EXPERIMENT* *School Factors that Contribute to the Underachievement of Students of Color and What Culturally Competent School Leaders Can Do* *Smith, Camille A.* *Educational Leadership and Administration: Teaching and Program Development, v17 p21-32 Fall 2005* *Carnegie Council on Advancing Adolescent Literacy. (2010). Time to act: An agenda for advancing adolescent literacy for college and career success. New York, NY: Carnegie Corporation of New York.* *https://www.carnegie.org/media/filer_public/8c/8d/8c8dfd82-b5fc-4bb9-8bd1-bb262175eaf4/ccny_report_2010_tta_agenda.pdf* *Scaffolding Instruction for English Language Learners: A Conceptual Framework* *Aida Walqui Pages 159-180	Published online: 22 Dec 2008*	*Proposed Funding Source:* **Support Grant 1003** **Great Minds LLC Eureka**	*Proposed Funding Amount:* *$26,031.60 total -- Eureka Math 26.96 each Eureka Student Edition x800 ($21,568)* *73.65 each Teacher Edition x19 ($22,967.35)*

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	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	Intervention D Create a 2019/20 calendar for Common Constructed Response Math Tasks Develop rubric and feedback systems for students and adults Intervention B Students create goals in ILP based on BOY screening data. Weekly / biweekly MTSS meeting Intervention C Create and build a common understanding and strong sense of purpose for program adoption. Establish clear directions and expectations for program use. Implement new curricula including Eureka in Math. Create cycle of support for job embedded professional development.	Intervention D Math PLC: Student assessment BOY RICAS release Data from 2018-2019 RICAS Walk through 100% of classrooms with math data collection tool Analyze classroom walk through data to determine necessary supports Provide 2 professional development opportunities to support fidelity of implementation Intervention B Students monitor progress towards goals in ILP in regular data conferences.	Intervention D Math Team analyze: Student assessment MOY data Star RICAS release EOY Star data 2 professional development opportunities offered to support fidelity of implementation Offer summer PD to support student communication in math. Intervention B Students monitor progress towards goals in ILP in regular data conferences. Weekly / biweekly MTSS review Intervention C Continue to monitor student outcomes.	Intervention D Create a 2020/21 pacing guide for constructed-response lessons, walk through calendar, PD calendar Onboard new teachers Intervention B Students create goals in ILP based on BOY screening data. Weekly / biweekly MTSS meeting Intervention C 1ˢᵗ American Reading Company PD and Curricula PD. READ 180 and System 44 Training. StudySync Training. Onboard new teachers Provide initial training and ongoing professional development. Adhere to student placement guidelines.	Intervention D Math Team analyze: Student assessment BOY data and RICAS release Data from 2019-2020 RICAS Walk through 100% of classrooms with math data collection tool Analyze classroom walk through data to determine necessary supports 2 professional development opportunities offered to support fidelity of implementation Intervention B Students monitor progress towards goals in ILP in regular data conferences.	Intervention D Math team well established. Able to onboard new teachers upon arrival. Planning for 2021-2022 Offer summer PD to support student communication in math Intervention B Students monitor progress towards goals in ILP in regular data conferences. Weekly / biweekly MTSS review Intervention C Math teachers evaluated; individualized professional learning opportunities to continue to grow in curriculum implementation. Continue to adhere to guidelines for Eureka, other math program

| | | Weekly / biweekly MTSS review

Intervention C
Provide initial training and ongoing professional development to teachers based on needs identified in walkthrough data analysis.

Communicate clear guidelines for on-model classroom instruction. Set policies and procedures for using data to monitor student progress and teacher implementation school wide.

Analyze and review progress of coaching cycles. | Review EOY coaching data and create a plan for SY20-21 | Adhere to student exiting criteria

Implement new coaching cycle | Weekly / biweekly MTSS review

Intervention C

Teachers utilizing new curricula provided feedback from walk through, Instructional Rounds, and partner visitations.

Systematically use data to monitor student progress and teacher implementation at the school level.

Provide opportunities for collaboration and communication.

Provide in-classroom support, coaching and job embedded professional development.

Analyze and review progress of coaching cycles. | implementation guidelines.

Continued school level monitoring of student progress and teacher implementation.

Review EOY coaching data and create a plan for SY21-22 |
|---|---|---|---|---|---|---|
| **Leading Indicators** | Walk through data

Analysis of Walk through data

Analysis of Program Usage Data | Analysis of special event attendance (students and staff)

Walk through data

Analysis of Walk through data

Analysis of Program Implementation | Analysis of Special event attendance (students and staff)

Walk through data

Analysis of Walk through data

Analysis of Program Implementation | Analysis of special event attendance (students and staff)

Walk through data

Analysis of Walk through data

Analysis of Program Implementation | Analysis of special event attendance (students and staff)

Walk through data

Analysis of Walk through data

Analysis of Program Implementation | Analysis of special event attendance (students and staff)

Walk through data

Analysis of Walk through data

Analysis of Program Implementation |

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		Effectiveness and Student Outcome Data	Effectiveness and Student Outcome Data	Effectiveness and Student Outcome Data	Effectiveness and Student Outcome Data	Effectiveness and Student Outcome Data
		Successful planning of PD, visits, and debriefs				Teachers who were showing moderate fidelity to curriculum are now showing full fidelity
Lagging Indicators and Accountability Outcomes	Utilize EOY 2019 STAR and ACCESS to identify and group students for necessary skill targeting and interventions	Use results of BOY STAR to formulate groups within contents and for tutoring after school	Identify via course formative assessments and, MOY STAR and RICAS/ACCESS for ELL students which students need credit recovery, increased supports, and/or re-teaching	Utilize EOY 2020 STAR and RICAS/ACCESS to identify and group students for necessary skill targeting and interventions	Use results of BOY STAR to formulate groups within contents and for tutoring after school	Identify via course formative assessments and, MOY STAR and RICAS/ACCESS for ELL students which students need credit recovery, increased supports, and/or re-teaching

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

On the 2018 RICAS test, 12% of Nathan Bishop students were rated as having met expectations in math. Pronounced achievement gaps were evident in math achievement, with 3% of Black, 3% of Hispanic, 1% of ELs and 1% of students with IEPs meeting expectations, compared with 38% of White students. In addition, 57% of students demonstrated typical or high growth in math, with achievement gaps also present between White students (71%) and Black students (57%), Hispanic students (53%), ELs (54%) and students with IEPs (47%). The CAB identified achievement and growth in mathematics as a high-priority area of weak performance.

The Glencoe resources being used in math classrooms since 2015 have been rated as inadequate in addressing the Common Core Math Standards by edReports.

Goal 3

Increase the percentage of Bishop MS students showing on-time English Language Proficiency as measured by ACCESS in grades 6 – 8.
As a baseline, in 2018, 11% of students met on-time proficiency goals. The school's 2018 on-time proficiency index was 33 points (out of 100).
In 2019, we aim to have 17% of students meet on-time proficiency and a schoolwide on-time proficiency index of 51 points.
In 2020, we aim to have 23% of students meet on-time proficiency and a schoolwide on-time proficiency index of 70 points.
If we achieve these targets, the school's ELP on-time proficiency index would earn 3 points under RIDE's accountability criteria on the Fall 2020 accountability report.

Intervention D Identify schoolwide Language Acquisition strategies that all teachers will integrate into daily instructional practice. Develop and implement protocols for all teachers to engage in monitoring classroom practice and student outcomes (for students designated as ELD sheltered, integrated or exited/monitored) in Language Acquisition through	**Justification**	**Framework Domain(s): High Quality Materials and Instructional Transformation**

cyclical classroom walkthroughs and analysis of student data in Common Planning Time		

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.

To support English Language Acquisition, the school will identify one or more common Language Acquisition strategies to focus on for school-wide implementation in each school year. These will be decided based on data gathered in the 2019-2020 school year.

Through an ongoing cycle of inquiry, teachers will receive professional learning centered around the chosen area of focus and will implement the strategy in the classroom. School leaders and teachers will conduct learning walks gathering data around the implementation of the chosen strategies and will report their data back to grade-level teams for analysis and future collaborative planning. Teacher teams will also analyze student data to monitor student language acquisition outcomes.

The EL Coordinator will develop and provide professional development opportunities for the faculty to utilize the ELLevations platform and to implement English Language Acquisition strategies in the classroom.

Previous Language Acquisition work at the school has focused on developing the skill set of ELD-designated teachers. Given that there are Multilingual Learners (whether identified or not; whether exited, monitored or in program) in essentially every classroom at Bishop, this cycle of inquiry will include all teachers and will work to support teachers in implementing Language Acquisition strategies for students at different points in their development of English Language Proficiency.

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 Needs Assessment identified that 11% of students met their on-time proficiency targets on the 2018 ACCESS test. The CAB identified this as a high-priority area of weak performance. School leadership emphasized the need to address ELs in all classrooms in this work and to ensure that all students have equitable access to Language Acquisition instruction.

Evidence Basis – *What evidence basis is there for this action?*	**Evidence Tier:** Choose an item.	
Citation(s): STUDENT ACHIEVEMENT OUTCOMES OF IMMIGRANTS AND ENGLISH LANGUAGE LEARNERS IN AN URBAN CLASSROOM: A CASE STUDY OF GREAT STRIDES AND HOPE *Listening to Teachers of English Language Learners A Survey of California Teachers' Challenges, Experiences, and Professional Development Needs*	*Proposed Funding Source:*	*Proposed Funding Amount:* *$43.06X7 teachersX8hours=2411.36*

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Implementation and Outcome Milestones						
	Y1 – BOY	**Y1 – MOY**	**Y1 – EOY**	**Y2 – BOY**	**Y2 – MOY**	**Y2 - EOY**
Implementation Milestones	All teachers will participate in the PPSD 10 hour EL PD series. Gather baseline data around classroom and student outcomes with respect to the chosen strategy. Create a calendar of 10 teachers for EL PLC to receive job embedded PD from the EL coordinator	EL Coordinator gathers walk through data and develops sub groups for PLC with a foci on one of the following areas: classroom environment, strategies/differenti ation, rigor and lesson delivery, or comprehensible input. Provide job embedded coaching including modeling, article study, videos of best practices Weekly/biweekly MTSS review.	Observe classroom practices with selected focus. Train through coaching cycle to align best practices for multilingual learners. Observe	All teachers will participate in the PPSD 10 hour EL PD series. Gather baseline data around classroom and student outcomes with respect to the chosen strategy. Create a calendar of 10 teachers for EL PLC to receive job embedded PD from the EL coordinator	EL Coordinator gathers walk through data and develops sub groups for PLC with focus on one of the following areas: classroom environment, strategies/differenti ation, rigor and lesson delivery, or comprehensible input Provide job embedded coaching including modeling, article study, videos of best practices	Observe classroom practices with selected focus. Train through coaching cycle to align best practices for multilingual learners. Observe
Leading Indicators	Teacher Attendance Analysis of walk through data Teacher growth on EL rubric	Teacher Attendance Analysis of walk through data Teacher growth on EL rubric	Teacher Attendance Analysis of walk through data Teacher growth on EL rubric	Teacher Attendance Analysis of walk through data Teacher growth on EL rubric	Teacher Attendance Analysis of walk through data Teacher growth on EL rubric	Teacher Attendance Analysis of walk through data Teacher growth on EL rubric

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Lagging Indicators and Accountability Outcomes	STAR Performance Data STAR SGP Data EL Progress Monitoring tool (Las Links)	STAR Performance Data STAR SGP Data EL Progress Monitoring tool (Las Links)	STAR Performance Data STAR SGP Data RICAS Performance Data RICAS Growth Data Access Results	STAR Performance Data STAR SGP Data EL Progress Monitoring tool (Las Links)	STAR Performance Data STAR SGP Data EL Progress Monitoring tool (Las Links)	STAR Performance DataEL Progress Monitoring tool (Las Links) STAR SGP Data RICAS Performance Data RICAS Growth Data Access Results

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

Attendance data, walkthrough data, program usage data and other collected data will be disaggregated to investigate potential gaps between overall performance and performance by students with IEPs, ELs, students identified through screening, and other subgroups of concern.

District Specialists and school-based Collaborative Teachers will support teachers in analyzing data to identify trends within student performance and to provide support to teachers with identified needs based on the data analysis

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Section 4: Continuous Improvement – Communication and Shared Responsibility

Partners *(if applicable)*
In the space below, please describe the role of any lead partners or providers, and how they will be held accountable for implementing particular activities or supports. RIDE recognizes that some LEAs may have performance-based contracting requirements—considering these details might be helpful in explaining the nature of the partnership.
- Providence After School Alliance (PASA) - provides afterschool programming; historically enrichment based, but this year the partnership is committed to shifting to a more aligned academic program.   - Providence Center- provides mental health services for our students within the school along with additional in home supports for families; .   - College Crusade - provides year-round programs to crusaders that focus on academic enrichment, social and personal development, career awareness and exploration, and preparation for college; .   - Providence Promise - helps our families establish college bound saver accounts for their child(ren) that attends Bishop;   Nathan Bishop MS fully leverages the district partnership process for both support and accountability related to their partnerships. If issues arise, NBMS will lean on Jael Lopes first to mediate any concerns.
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?
On November 6 and March 11 (designated PD days), two different teams of 5 faculty members will visit high-performing middle schools serving similar populations in order to understand best practices in action and share with Bishop staff. The costs of this will be transportation and food. Team of 5 faculty = $200 total per visit/$2,000 total cost.
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?
In addition to this public plan, Bishop's school leadership team will hold progress meetings open to the public in which they share progress made toward goals outlined in this plan, and developing plans for the 2020-2021 school year, with stakeholders including Parent groups and CABs.