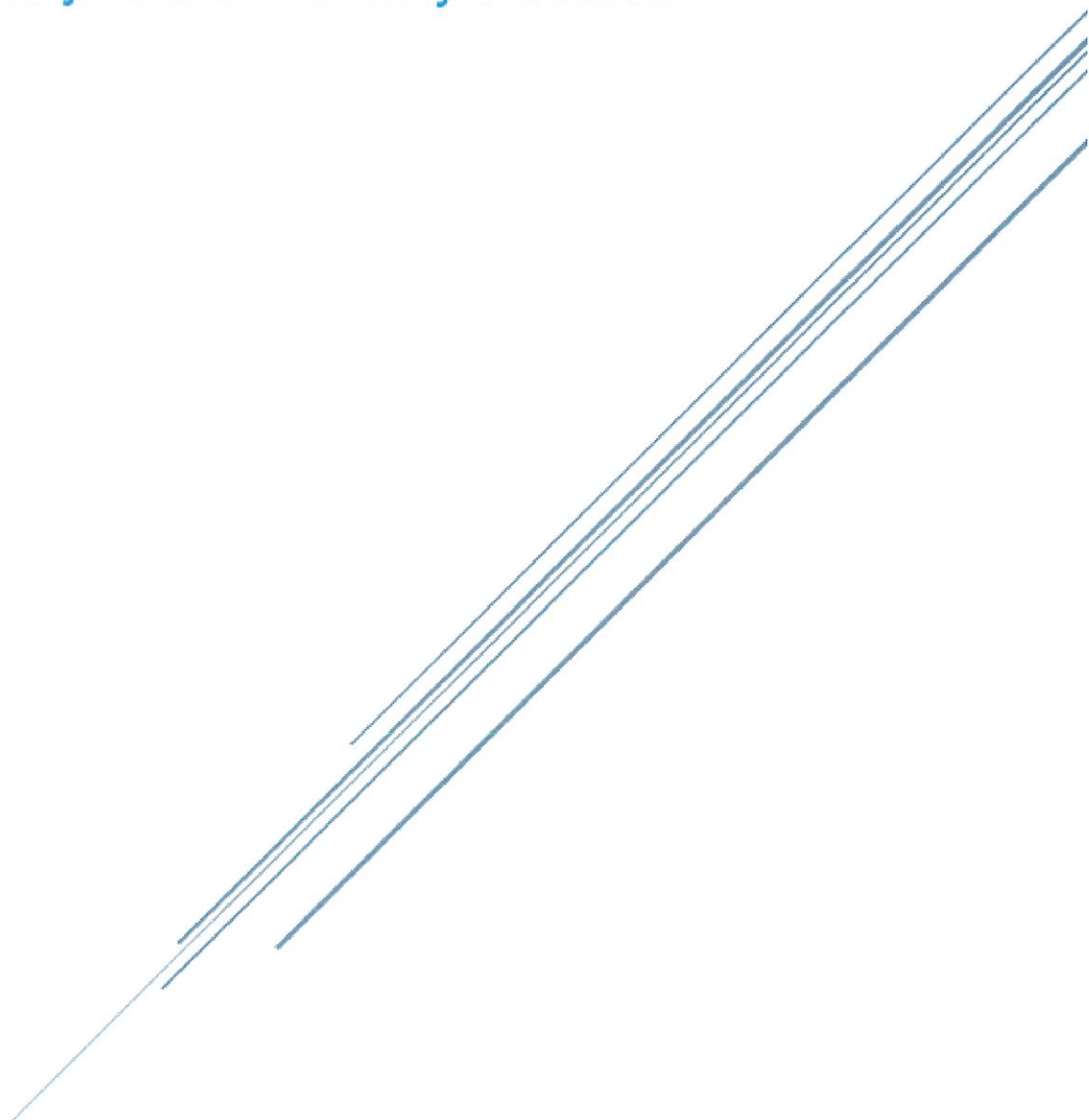
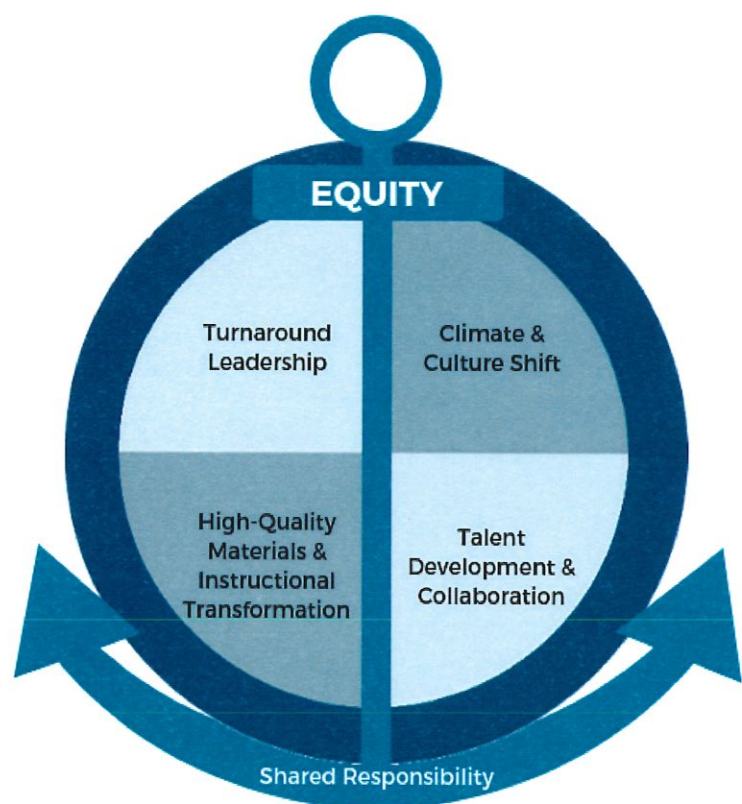


# COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

## WEST BROADWAY MIDDLE SCHOOL

Rhode Island Department of Elementary and Secondary Education



## 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 of any plan submitted to RIDE should include:

1. **Engagement and Plan Development:** Describe the process the school community took to develop this improvement plan—this includes both the Community Advisory Board and the school-based collaborative team.

*Must include details about:*

- Which, why, and how various stakeholder groups were involved
- Timeline of plan development
- Evidence of LEA approval

2. **Outcome Goals and Aligned Interventions:** Describe the **three student outcome goals** the school plans to address. Please note that these goals should be rooted in the metrics that compose the Rhode Island State Accountability System.

*Must include details about:*

- Data-centered rationale for choosing each goal and the root-causes identified through the needs assessment
- Specific, measurable, applicable, realistic, and time bound (SMART) goal statements around specific student outcomes
  - Time span of no more than three to four years; for some schools that were re-identified, this time span is actually no more than two years
  - Must include baseline data in goal statement (e.g. By the end of the 2019-2020 school year, the percentage of 3<sup>rd</sup> graders who score at proficient or above on the state assessment will increase from 20% to 50%)

3. **Plan to Implement Evidence-Based Interventions:** Describe **no more than five unique evidence-based interventions** that will be put in place to address the outcome goals and how each intervention will be successfully implemented.

*Must include details about:*

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

4. **Continuous Improvement, Monitoring, and Communication:** Describe how the evidence-based intervention and student outcome goals will be monitored and how stakeholders, including the Community Advisory Board and school-based collaborative team, will be kept informed of progress.

*Must include details about:*

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

[illegible]

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

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

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

<b>Goal 1</b>	<p>Increase the percentage of West Broadway MS students showing typical and high growth on the annual RICAS ELA assessment in grades 5 – 8. As a baseline, in 2018, 17% of students with SGPs achieved high growth and 26% of students achieved typical growth in ELA. In 2019, we aim to have 22% of students with SGPs achieve high growth and 33% of students with SGPs achieve typical growth. In 2020, we aim to have 28% of students with SGPs achieve high growth and 39% of students with SGPs achieve typical growth. (The target for 2020 will be updated in Fall 2019 based on student performance data from the 2019 RICAS ELA Assessment)</p> <p>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.</p>
<i>Intervention A</i>	Students who are not making adequate progress will have an additional individual learning plan created through the Multi-Tiered system of support team and executed through strategic scheduling of Personalized learning time (PLT). This plan will be supported by job embedded professional development for teachers with a specialist as well as a data specialist that collects data, analyzes data and supports progress monitoring of student growth.
<i>Intervention B</i>	Establish an ongoing system of classroom walkthrough to collect data on teacher practice and student outcomes. Analyze walkthrough data to identify instructional best practices and patterns of self-directed learning, levels of rigor appropriate for different subgroups (ELL, Special Ed, and students not making appropriate progress, etc.), and create targeted coaching opportunities for professional learning.
<b>Goal 2</b>	<p>Increase the percentage of West Broadway MS students showing typical and high growth on the annual RICAS Math assessment in grades 5 – 8. As a baseline, in 2018, 15% of students with SGPs achieved high growth and 33% of students achieved typical growth in math. In 2019, we aim to have 20% of students with SGPs achieve high growth and 38% of students with SGPs achieve typical growth. In 2020, we aim to have 25% of students with SGPs achieve high growth and 44% of students with SGPs achieve typical growth. (The target for 2020 will be updated in Fall 2019 based on student performance data from the 2019 RICAS Math Assessment)</p> <p>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.</p>
<i>Intervention A</i>	Students who are not making adequate progress will have an additional individual learning plan created through the Multi-Tiered system of support team and executed through strategic scheduling of Personalized learning time (PLT). This plan will be supported by a job embedded professional development as well as a data specialist that collects data, analyzes data and supports progress monitoring.
<i>Intervention B</i>	Establish an ongoing system of classroom walkthrough to collect data on teacher practice and student outcomes. Analyze walkthrough data to identify instructional best practices and patterns of self-directed learning, levels of rigor appropriate for different subgroups (ELL, Special Ed, and students not making appropriate progress, etc.), and create targeted coaching opportunities for professional learning.
<b>Goal 3</b>	<p><b>Student</b></p> <p>As a baseline, in the 2017–2018 school year, 31.7% of students were chronically absent. In 2018–2019, 35.2%** of students are on track to be chronically absent (as of 4/30/2019). In 2019–2020, we aim to have no more than 24% of students chronically absent. In 2020–2021, we aim to have no more than 19% of students chronically absent.</p>

	<p>In 2021–2022, we aim to have no more than 15% of students chronically absent. Should we meet these targets, the decrease in student chronic absenteeism would be reflected in the Fall 2022 Accountability Release.</p> <p><b>Teacher</b> As a baseline, in the 2017–2018 school year, 22.4% of teachers were chronically absent. In 2018–2019, 21% of teachers are on track to be chronically absent (as of 4/30/2019). In 2019–2020, we aim to have no more than 16% of teachers chronically absent. In 2020–2021, we aim to have no more than 10% of teachers chronically absent. Should we meet these targets, the decrease in teacher chronic absenteeism would be reflected in the Fall 2021 Accountability Release.</p>
<i>Intervention C</i>	WBMS recognizes that teacher and student attendance is essential to student achievement and positive school culture and climate. We will continue to develop our ongoing system incentives, contact and accountability, and implement new research based strategies to decrease student and teacher absence.
<i>Intervention D</i>	

Goal 1		
<p>Increase the percentage of West Broadway MS students showing typical and high growth on the annual RICAS ELA assessment in grades 5 – 8. As a baseline, in 2018, 17% of students with SGPs achieved high growth and 26% of students achieved typical growth in ELA. In 2019, we aim to have 22% of students with SGPs achieve high growth and 33% of students with SGPs achieve typical growth. In 2020, we aim to have 28% of students with SGPs achieve high growth and 39% of students with SGPs achieve typical growth. (The target for 2020 will be updated in Fall 2019 based on student performance data from the 2019 RICAS ELA Assessment) 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.</p>		
<p><b>Intervention A</b> Students who are not making adequate progress will have an additional individual learning plan created through the Multi-Tiered system of support team and executed through strategic scheduling of Personalized learning time (PLT). This plan will be supported by a job embedded professional development as well as a data specialist that collects data, analyzes data and supports progress monitoring of student growth.</p>	<p><b>Justification</b> Tracking literacy and language acquisition growth will help identify specific needs and help implement targeted strategies for students to improve. Tier 2 and 3 scaffolded implementation will allow for more personalised learning.</p>	<p><b>Framework Domain(s):</b> <b>High Quality Materials and Instructional Transformation</b></p> <p><b>SubGroup ELA Growth</b></p>

*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.*

Beginning in Fall 2019, our school will implement a new model for instruction during our daily Personalized Learning Time periods, based on an A Day / B Day rotation. On A Days, students will continue to engage in Self-Directed Learning Time under the Summit Learning model. On B Days, however, students will engage in targeted instruction and practice more similar to the ELA Lab model in use at other middle schools in Providence. This targeted instruction will be planned and delivered in a cyclical model.

Through the MTSS process, all students' performance will be reviewed and students in need of growth in ELA will be identified for support based on multiple data points - RICAS, STAR, Summit, etc. On a cyclical basis, with the support of district ELA and data specialists, each grade level ELA teacher will identify from this group of students the 20-24 students in need of the most intensive supports in ELA. The MTSS team will develop a protocol for student data conversations to be used in all WBMS classrooms.

The ELA teacher leader and grade-level ELA teacher will collaborate to design the interventions necessary for the identified students and to identify enrichment activities for students not targeted for ELA support. During PLT time on B days, those students will meet with the ELA teacher for intensive support while the remaining students will be assigned to other teachers within the team for enrichment. Students identified for ELA interventions will engage in learning through a station rotation model, incorporating goal setting, independent online practice, direct teacher instruction, collaborative practice, one-on-one data conversations, and other learning opportunities.

*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 (Indicators 1.7, 1.8) revealed that none of the subgroups within the school is on target for showing typical or high growth in ELA. Overall, 44% of students met the 35th Percentile SGP target for typical growth, where in a standard population distribution, we would hope to see 65% of students meet this target. Gaps were also identified between subgroups: Asian students (56%), Black students (29%), Hispanic students (42%), Multiracial students (46%), White students (65%), Students qualified for FRPL (42%), Students with IEPs (46%), ELs (41%). This was identified as a high-priority area of weak performance.

The ILT and CAB identified the lack of a dedicated intervention block as a potential root cause for this underperformance in growth and identified this particular intervention as a means of integrating additional targeted instruction as typically seen in an intervention block into the school's Summit Learning-inspired PLT-based model.

Evidence Basis – What evidence basis is there for this action?	Evidence Tier: Tier III	
<p>Citation(s):  <a href="#"><u>Self-Motivation for Academic Attainment: The Role of Self-Efficacy Beliefs and Personal Goal Setting</u></a>            American Educational Research Journal            (Goal Setting and Data Chats)</p>	<p>Proposed Funding Source:            School Improvement (1003)            Support Grant</p> <p>Title 1 Funds for ELA proficiency</p>	<p>Proposed Funding Amount:            \$20,000- SupportGrant (PD time 10,000 per year over two years)</p> <p>NISL Innovation Grant- 31,000 pd- Goal 1 and 2</p> <p>\$59,125- Title 1</p>
Intervention B	Justification	Framework Domain(s):

<p>Establish an ongoing system of classroom walkthrough to collect data on teacher practice and student outcomes. Analyze walkthrough data to identify instructional best practices and patterns of self-directed learning, levels of rigor appropriate for different subgroups (ELL, Special Ed, and students not making appropriate progress, etc.), and create targeted coaching opportunities for professional learning.</p>	<p>Teachers will be able to receive a system of regulated feedback after frequent observations so that they can continue to improve teaching strategies in the classroom. Teachers and coaches will work collaboratively to analyze data, prepare for project and workshop interventions, and specific skills to support the students habits of success.</p>	<p><b>Talent Development and Collaboration</b></p> <p><b>High Quality Materials and Instructional Transformation</b></p>
<p><i>Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) of the Rhode Island Comprehensive School Improvement Framework will drive successful execution.</i></p>		
<p>With the support of district specialists, WBMS leadership will develop a protocol and data collection tool for the regular collection and analysis of classroom data on instructional practice and learner outcomes. The data collection tool will be aligned to intervention strategies identified in this CSIP and to the school's Problem of Practice and/or Next Level of Work from the school's Instructional Rounds visit day.</p> <p>Classroom walkthroughs will be conducted on a regular basis throughout the school year, with some walkthrough dates announced and others unannounced in order to gather authentic data. Walkthrough data will be analyzed in order to identify opportunities for targeted professional learning through coaching. Walkthrough data will also be shared with teacher teams so that they can identify patterns of best practice in instructional delivery and self-directed learning. Student outcome data will also be analyzed to ensure equity of access to rigorous learning opportunities for all students.</p> <p>Cycles of coaching will be delivered according to data-identified needs by the school's Collaborative teachers (EL and Special Ed), as well as by content area teacher leaders and by district content specialists.</p>		
<p><i>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.</i></p>		
<p>The Needs Assessment (indicator 3.2) indicated that teachers do not receive the right amount of professional development aligned to perceived areas of need. The CAB and ILT identified this as an area for focus. Additionally, teachers reported (indicator 3.6) that they do not currently receive sufficiently timely or specific feedback on their practice to improve classroom and student outcomes.</p> <p>By engaging in structured cycles of classroom data gathering and analysis, WBMS will be able to more accurately identify its areas of need beyond teacher perceptions, will be able to provide additional feedback to teachers, and will be able to plan targeted professional learning opportunities to support the school in improving in those areas.</p>		
<p><b>Evidence Basis – What evidence basis is there for this action?</b></p>	<p><b>Evidence Tier: Tier III</b></p>	
<p>Citation(s):  <a href="#">Teacher Efficacy and the Effects of Coaching on Student Achievement</a></p> <p>Support Information:  <a href="#">Ambitious Leadership: A Case Study of Coaching</a></p>	<p>Proposed Funding Source:  SIG - Innovation Grant</p>	<p>Proposed Funding Amount:  \$23,000 - 0.2 FTE Middle School Literacy Specialist (20% of \$115,000)</p>

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Implementation and Outcome Milestones						
	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
<b>Implementation Milestones</b>	<b>Intervention A</b>  Purchase iLit curricular supports. Provide teacher training.  Students create goals in ILP based on BOY screening data.  Weekly / biweekly MTSS meeting  Create protocols for student data conversations.  Develop a model for a station rotation for use in ELA PLT classrooms.  Implement first cycle of ELA PLT at all grade levels.	<b>Intervention A</b>  Students monitor progress towards goals in ILP in regular data conferences.  Weekly / biweekly MTSS meeting.  Implement intervention/enrichment cycles in ELA PLT.  Ongoing collaboration and training with iLit program	<b>Intervention A</b>  Students monitor progress towards goals in ILP in regular data conferences.  Weekly / biweekly MTSS meeting.  Implement intervention/enrichment cycles in ELA PLT.  Ongoing collaboration and training with iLit program.  ELA/ESL teachers are proficient and begin planning support cycle for non-ESL/ELA teachers.	<b>Intervention A</b>  Students monitor progress towards goals in ILP in regular data conferences.  Weekly / biweekly MTSS meeting.  Onboard/train new faculty in PLT model.  Implement intervention/enrichment cycles in ELA PLT.  Ongoing collaboration and training with ELA program.  Teachers begin professional learning opportunities to continue growth in iLit.	<b>Intervention A</b>  Students monitor progress towards goals in ILP in regular data conferences.  Weekly / biweekly MTSS meeting.  Implement intervention/enrichment cycles in ELA PLT.  Ongoing collaboration and training with iLit program.  100% of ELA/ESL teachers implementing iLit supports instruction with high fidelity. Ongoing support for non-ESL/ELA teachers.	<b>Intervention A</b>  Students monitor progress towards goals in ILP in regular data conferences.  Weekly / biweekly MTSS meeting.  Implement intervention/enrichment cycles in ELA PLT.  Ongoing collaboration and training with ALEKS program. 100% of teachers across the curriculum are in iLit implementation.
	<b>Intervention B</b> Create walk through calendar for the year, determine team members responsible for collecting data	<b>Intervention B</b> Walk through classrooms to provide specific feedback and progress	<b>Intervention B</b> Walk through classrooms to provide specific feedback and progress	<b>Intervention B</b> Create walk through calendar for the year, determine team members responsible for collecting data	<b>Intervention B</b> Walk through classrooms to provide specific feedback and progress	<b>Intervention B</b> Walk through classrooms to provide specific feedback and progress

	Determine walk through tool  Develop feedback system	Differentiated embedded PD/coaching to support teachers in meeting the needs of all students	Differentiated embedded PD/coaching to support teachers in meeting the needs of all students	Edit walk through tool based on data from previous year and needs for the coming year  Edit and improve feedback system	Differentiated embedded PD/coaching to support teachers in meeting the needs of all students	Differentiated embedded PD/coaching to support teachers in meeting the needs of all students
<b>Leading Indicators</b>	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
<b>Lagging Indicators and Accountability Outcomes</b>	STAR Performance Data STAR SGP Data	STAR Performance Data STAR SGP Data  Access Testing	STAR Performance Data STAR SGP Data  RICAS Performance Data RICAS Growth Data (See numbers in goal)	STAR Performance Data STAR SGP Data	STAR Performance Data STAR SGP Data  Access Testing	STAR Performance Data STAR SGP Data  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.*

Our school will adopt an A/B day schedule to support personalized learning around core instructions, interventions, and enrichment over the next two school years. By the beginning of school year 2020-2021 all students will participate in Data Chats and Goal Setting to establish the trajectory of their personal learning plan. Utilizing Specialized Services and English Learner Collaborative positions throughout our regular education classrooms will support scaffolding and differentiating strategies to support personalized student needs. We will continually support additional teachers in obtaining their ESL Certification and Special Instruction Certification.

## Goal 2

Increase the percentage of West Broadway MS students showing typical and high growth on the annual RICAS Math assessment in grades 5 – 8. As a baseline, in 2018, 15% of students with SGPs achieved high growth and 33% of students achieved typical growth in math.

In 2019, we aim to have 20% of students with SGPs achieve high growth and 38% of students with SGPs achieve typical growth. In 2020, we aim to have 25% of students with SGPs achieve high growth and 44% of students with SGPs achieve typical growth. (The target for 2020 will be updated in Fall 2019 based on student performance data from the 2019 RICAS Math Assessment)

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

Students who are not making adequate progress will have an additional individual learning plan created through the Multi-Tiered system of support team and executed through strategic scheduling of Personalized learning time (PLT). This plan will be supported by a job embedded professional development as well as a data specialist that collects data, analyzes data and supports progress monitoring.

#### Justification

Tracking literacy and language acquisition growth will help identify specific needs and help implement targeted strategies for students to improve. Tier 2 and 3 scaffolded implementation will allow for more personalised learning.

**Framework Domain(s):**  
**High Quality Materials and Instructional Transformation**

**SubGroup Math Growth**

*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.*

Beginning in Fall 2019, our school will implement a new model for instruction during our daily Personalized Learning Time periods, based on an A Day / B Day rotation. On A Days, students will continue to engage in Self-Directed Learning Time under the Summit Learning model. On B Days, however, students will engage in targeted instruction and practice more similar to the Math Lab model in use at other middle schools in Providence. This targeted instruction will be planned and delivered in a cyclical model.

Through the MTSS process, all students' performance will be reviewed and students in need of growth in math will be identified for support based on multiple data points - RICAS, STAR, Summit, etc. On a cyclical basis, with the support of district math and data specialists, each grade level math teacher will identify from this group of students the 20-24 students in need of the most intensive supports in math. The MTSS team will develop a protocol for student data conversations to be used in all WBMS classrooms.

The math teacher leader and grade-level math teacher will collaborate to design the interventions necessary for the identified students and to identify enrichment activities for students not targeted for math support. During PLT time on B days, those students will meet with the math teacher for intensive support while the remaining students will be assigned to other teachers within the team for enrichment. Students identified for math interventions will engage in learning through a station rotation model, incorporating goal setting, independent online practice, direct teacher instruction, collaborative practice, one-on-one data conversations, and other learning opportunities.

*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 (Indicators 1.3, 1.4) revealed that none of the subgroups within the school is on target for showing typical or high growth within math. Overall, 47% of students met the 35th Percentile SGP target for typical growth, where in a standard population distribution, we would hope to see 65% of students meet this target. Gaps were also identified between subgroups: Asian students (48%), Black students (54%), Hispanic students (46%), Multiracial students (39%), White students (45%), Students qualified for FRPL (47%), Students with IEPs (39%), ELs (47%). This was identified as a high-priority area of weak performance.

The ILT and CAB identified the lack of a dedicated math intervention block as a potential root cause for this underperformance in growth and identified this particular intervention as a

means of integrating additional targeted instruction as typically seen in an intervention block into the school's Summit Learning-inspired PLT-based model.

Evidence Basis – <i>What evidence basis is there for this action?</i>	Evidence Tier: Tier III	
<i>Citation(s):</i> <a href="#">Self-Motivation for Academic Attainment: The Role of Self-Efficacy Beliefs and Personal Goal Setting</a> American Educational Research Journal (Goal Setting & Data Chats)	<i>Proposed Funding Source:</i> School Improvement (1003) Support Grant  <i>Title 1 Funds for Math proficiency</i>	<i>Proposed Funding Amount:</i> \$20,000 (For PD 10,000 per year over two years)  \$59,125 (Title 1 Funds)
<b>Intervention B</b> Establish an ongoing system of classroom walkthrough to collect data on teacher practice and student outcomes. Analyze walkthrough data to identify instructional best practices and patterns of self-directed learning, levels of rigor appropriate for different subgroups (ELL, Special Ed, and students not making appropriate progress, etc.), and create targeted coaching opportunities for professional learning.	<b>Justification</b> Teachers will be able to receive a system of regulated feedback after frequent observations so that they can continue to improve teaching strategies in the classroom. Teachers and coaches will work collaboratively to analyze data, prepare for project and workshop interventions, and specific skills to support the students habits of success.	<b>Framework Domain(s):</b> <b>Talent Development and Collaboration</b>
<i>Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) of the Rhode Island Comprehensive School Improvement Framework will drive successful execution.</i>		
With the support of district specialists, WBMS leadership will develop a protocol and data collection tool for the regular collection and analysis of classroom data on instructional practice and learner outcomes. The data collection tool will be aligned to intervention strategies identified in this CSIP and to the school’s Problem of Practice and/or Next Level of Work from the school’s Instructional Rounds visit day.  Classroom walkthroughs will be conducted on a regular basis throughout the school year, with some walkthrough dates announced and others unannounced in order to gather authentic data. Walkthrough data will be analyzed in order to identify opportunities for targeted professional learning through coaching. Walkthrough data will also be shared with teacher teams so that they can identify patterns of best practice in instructional delivery and self-directed learning. Student outcome data will also be analyzed to ensure equity of access to rigorous learning opportunities for all students.  Cycles of coaching will be delivered according to data-identified needs by the school’s Collaborative teachers (EL and Special Ed), as well as by content area teacher leaders and by district content specialists.		
<i>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.</i>		

The Needs Assessment (indicator 3.2) indicated that teachers do not receive the right amount of professional development aligned to perceived areas of need. The CAB and ILT identified this as an area for focus. Additionally, teachers reported (indicator 3.6) that they do not currently receive sufficiently timely or specific feedback on their practice to improve classroom and student outcomes.

By engaging in structured cycles of classroom data gathering and analysis, WBMS will be able to more accurately identify its areas of need beyond teacher perceptions, will be able to provide additional feedback to teachers, and will be able to plan targeted professional learning opportunities to support the school in improving in those areas.

Evidence Basis – <i>What evidence basis is there for this action?</i>		Evidence Tier: Tier III	
Citation(s): <a href="#">Teacher Efficacy and the Effects of Coaching on Student Achievement</a>  Support documents: <a href="#">Ambitious Leadership: A Case Study of Coaching</a>		Proposed Funding Source: SIG - Innovation Grant	Proposed Funding Amount: \$23,000 - 0.2 FTE Middle School Math Specialist (20% of \$115,000)

Implementation and Outcome Milestones						
	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	Intervention A	Intervention A	Intervention A	Intervention A	Intervention A	Intervention A
	Purchase ALEKS curricular supports. Provide teacher training planned for ALEKS.	Students monitor progress towards goals in ILP in regular data conferences.	Students monitor progress towards goals in ILP in regular data conferences.	Students monitor progress towards goals in ILP in regular data conferences.	Students monitor progress towards goals in ILP in regular data conferences.	Students monitor progress towards goals in ILP in regular data conferences.
	Students create goals in ILP based on BOY screening data.	Weekly / biweekly MTSS meeting.	Weekly / biweekly MTSS meeting.	Weekly / biweekly MTSS meeting.	Weekly / biweekly MTSS meeting.	Weekly / biweekly MTSS meeting.
	Weekly / biweekly MTSS meeting	Implement intervention/enrichment cycles in Math PLT.	Implement intervention/enrichment cycles in Math PLT.	Onboard/train new faculty in PLT model.  Implement intervention/enrichment cycles in Math PLT.	Implement intervention/enrichment cycles in Math PLT.	Implement intervention/enrichment cycles in Math PLT.
	Create protocols for student data conversations.  Develop a model for a station rotation for use	Ongoing collaboration and training with ALEKS program.	Ongoing collaboration and training with ALEKS program.	Ongoing collaboration and training with ALEKS program.	Ongoing collaboration and training with ALEKS program.	Ongoing collaboration and training with ALEKS program.

	<p>in Math PLT classrooms.</p> <p>Implement first cycle of Math PLT at all grade levels.</p> <p><b>Intervention B</b></p> <p>Create walk through calendar for the year, determine team members responsible for collecting data</p> <p>Determine walk through tool</p> <p>Develop feedback system</p>	<p><b>Intervention B</b></p> <p>Walk through classrooms to provide specific feedback and progress</p> <p>Differentiated embedded PD/coaching to support teachers in meeting the needs of all students</p>	<p><b>Intervention B</b></p> <p>Walk through classrooms to provide specific feedback and progress</p> <p>Differentiated embedded PD/coaching to support teachers in meeting the needs of all students</p>	<p><b>Intervention B</b></p> <p>Create walk through calendar for the year, determine team members responsible for collecting data</p> <p>Edit walk through tool based on data from previous year and needs for the coming year</p> <p>Edit and improve feedback system</p>	<p><b>Intervention B</b></p> <p>Walk through classrooms to provide specific feedback and progress</p> <p>Differentiated embedded PD/coaching to support teachers in meeting the needs of all students</p>	<p><b>Intervention B</b></p> <p>Walk through 100% of classrooms with walk through tool</p> <p>Differentiated embedded PD/coaching to support teachers in meeting the needs of all students</p>
<b>Leading Indicators</b>	<p>Walk through data</p> <p>Analysis of Walk through data</p> <p>Analysis of Program Usage Data</p>	<p>Walk through data</p> <p>Analysis of Walk through data</p> <p>Analysis of Program Implementation Effectiveness and Student Outcome Data</p>	<p>Walk through data</p> <p>Analysis of Walk through data</p> <p>Analysis of Program Implementation Effectiveness and Student Outcome Data</p>	<p>Walk through data</p> <p>Analysis of Walk through data</p> <p>Analysis of Program Implementation Effectiveness and Student Outcome Data</p>	<p>Walk through data</p> <p>Analysis of Walk through data</p> <p>Analysis of Program Implementation Effectiveness and Student Outcome Data</p>	<p>Walk through data</p> <p>Analysis of Walk through data</p> <p>Analysis of Program Implementation Effectiveness and Student Outcome Data</p>
<b>Lagging Indicators and Accountability Outcomes</b>	<p>STAR Performance Data</p> <p>STAR SGP Data</p>	<p>STAR Performance Data</p> <p>STAR SGP Data</p>	<p>STAR Performance Data</p> <p>STAR SGP Data</p> <p>RICAS Performance Data</p> <p>RICAS Growth Data</p> <p>(See numbers in Goal)</p>	<p>STAR Performance Data</p> <p>STAR SGP Data</p>	<p>STAR Performance Data</p> <p>STAR SGP Data</p>	<p>STAR Performance Data</p> <p>STAR SGP Data</p> <p>RICAS Performance Data</p> <p>RICAS Growth Data</p> <p>(See numbers in Goal)</p>
<p><b>Equity and Shared Responsibility</b> – <i>How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.</i></p>						
<p>Our school will adopt an A/B day schedule to support personalized learning around core instructions, interventions, and enrichment over the next two school years. By the beginning of school year 2020-2021 all students will participate in Data Chats and Goal Setting to establish the trajectory of their personal learning plan. Utilizing Specialized Services and English</p>						

Learner Collaborative positions throughout our regular education classrooms will support scaffolding and differentiating strategies to support personalized student needs. We will continually support additional teachers in obtaining their ESL Certification and Special Instruction Certification.

### Goal 3

#### Student

As a baseline, in the 2017–2018 school year, 31.7% of students were chronically absent.  
 In 2018–2019, 35.2%\*\* of students are on track to be chronically absent (as of 4/30/2019).  
 In 2019–2020, we aim to have no more than 24% of students chronically absent.  
 In 2020–2021, we aim to have no more than 19% of students chronically absent.  
 In 2021–2022, we aim to have no more than 15% of students chronically absent.  
 Should we meet these targets, the decrease in student chronic absenteeism would be reflected in the Fall 2022 Accountability Release.

#### Teacher

As a baseline, in the 2017–2018 school year, 22.4% of teachers were chronically absent.  
 In 2018–2019, 21% of teachers are on track to be chronically absent (as of 4/30/2019).  
 In 2019–2020, we aim to have no more than \_\_% of teachers chronically absent.  
 In 2020–2021, we aim to have no more than 10% of teachers chronically absent.  
 Should we meet these targets, the decrease in teacher chronic absenteeism would be reflected in the Fall 2021 Accountability Release.

#### Intervention C

WBMS recognizes that teacher and student attendance is essential to student achievement and positive school culture and climate. We will continue to develop our ongoing system incentives, contact and accountability, and implement new research based strategies to decrease student attendance.

#### Justification

WBMS recognizes that teacher and student attendance is essential to student achievement and positive school culture and climate.

#### Framework Domain(s):

**Climate and Cultural**

*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.*

Regular and predictable attendance is essential to student achievement and positive school culture and climate. Therefore, reduction of chronic absenteeism is our goal. Our strategies include providing messaging that offers incentives and acknowledges all stakeholders who have excellent attendance. As a school, all teachers will serve as mentors to support the following strategies for all students.

#### Students

- Daily attendance announcements
- Positive KinVolved Messaging
- Data Chats during Advisory with Mentor Teacher
- Weekly Positive Behavior Referrals
- Truancy Court
- Home Visits
- Monthly Attendance Events/Incentives
- Attendance Committee Report Out at ILT (Parents, Students Council, National Junior Honor Society)

*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 and root cause analysis revealed 91% average student daily attendance (Line 3 4.1).

**\*\*:** In Fall 2018, a First Student bus strike had a negative impact on student attendance, resulting in an 11 percentage point difference in chronic absenteeism rates (as of 4/30/19) between students eligible for bus transport and those not eligible. Because 31% of WBMS students are eligible for bus transport, we believe that we would have a lower rate of student chronic absenteeism in the 2018-2019 school year were it not for the bus strike, and have established targets for 2019-2020 and beyond based on the 2017-2018 baseline rather than 2018-2019.

Evidence Basis – What evidence basis is there for this action?	Evidence Tier: Choose an item.	
<p><b>Citation(s):</b>  <a href="#">Getting Students to School</a></p> <p><b>Support Documents</b>  <a href="#">Present and Accounted For: Improving Student Attendance Through Family and Community Involvement</a>            Epstein &amp; Sheldon Johns Hopkins</p>	<p><b>Proposed Funding Source:</b>            School Improvement (1003)            Support Grant</p> <p>(1003a) Mini-Grant Launch funding for Teacher and Community Collaboration to gain an understanding of the CSIP</p>	<p><b>Proposed Funding Amount:</b>            \$8,000</p> <p>\$18,061</p>

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<b>Intervention D</b> WBMS recognizes that teacher attendance is essential to student achievement and positive school culture and climate. As a school community we will develop a school wide goal and specific teacher goals for attendance. We will continue to develop our ongoing system incentives, contact and accountability, and implement new research based strategies to decrease teacher absence.	<b>Justification</b> WBMS recognizes that teacher attendance is essential to student achievement and positive school culture and climate.	<b>Framework Domain(s):</b>  <b>Climate and Cultural</b>
<i>Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) of the Rhode Island Comprehensive School Improvement Framework will drive successful execution.</i>		

<p>Faculty and Staff</p> <p>West Broadway Middle School will create a school wide goal for teacher attendance. Faculty and Staff will create a personal goal for administration to support meeting their goal through progress monitoring, relationship building,</p> <ul style="list-style-type: none"> <li>● Labor/ Management review of Attendance Policy</li> <li>● Positive Messaging for excellent attendance</li> <li>● Quarterly Incentive which include raffles, lunch drop off and pick up, and preferred parking</li> <li>● Support on attendance goals</li> </ul>
<i>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.</i>

Teacher attendance has improved each month from SY 17-18 to SY 18-19. In SY 17-18 22% of teachers were chronically absent (Line 4 4.2).

Evidence Basis – What evidence basis is there for this action?	Evidence Tier: Choose an item.	
Teacher Attendance Supporting Documents: <a href="#">Attendance Incentives and Teacher Absenteeism</a> <a href="#">Motivational Programs and Productivity Improvement in Times of Limited Resources</a>	Proposed Funding Source: N/A	Proposed Funding Amount: N/A

Implementation and Outcome Milestones						
	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
<b>Implementation Milestones</b>	Purchase incentives for students and teachers for attendance supports.  100% of teachers will utilize KINVOLVED to communicate with families.  Begin alignment with community partnerships for pre and post sport seasons.  Staff and faculty will collaborate and disseminate grade appropriate students for a Tier 3 targeted intervention of no more than 15 students.	1 <sup>st</sup> consultancy training by the magistrate of routines and procedures of Truancy Court.  Analyze data around participation and absenteeism during community partnerships.	Increase direct communication to families of students who are identified as chronically absent.  Use Data to formulate programs for School Year 2020-2021.	Attendance Committee members will analyze data on and student Absenteeism from Y1. Administration will analyze teacher Absenteeism.  2 <sup>nd</sup> consultancy training by the magistrate on Truancy Court.  Staff and faculty will collaborate and disseminate grade appropriate students for a Tier 3 targeted intervention of no more than 15 students.	Ongoing collaboration with Attendance Committee, PBIS, and administration to ensure students are target for interventions.  End of Semester 1 analyze data to formulate changes for Semester 2 to strengthen systems that work during after school programs.	School wide Incentive programs for students and teachers are 100% implemented that support excellence and improvement with attendance.
<b>Leading Indicators</b>	Each teacher will make contact with their caseload of students regarding attendance interventions via family		75% of WBMS faculty and staff will be on track towards implementation of attendance strategies.			

	nights, INVOLVED, emails, phone calls, student teacher conferences.					
<b>Lagging Indicators and Accountability Outcomes</b>	Alignment with community partnerships for pre and post sport seasons.		Reduction of chronic absenteeism.			Reduction of chronic absenteeism.
<b>Equity and Shared Responsibility</b> – <i>How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.</i>						
Our school will share the responsibility for student attendance. Although members of the Attendance Team lead this work, each faculty and staff member will be responsible for 7-10 students, one of which is chronically absent. Our NJHS and NSC members will also contribute to planning incentives for reducing chronic absenteeism.						

## Section 4: Continuous Improvement – Communication and Shared Responsibility

<p><b>Partners (if applicable)</b></p> <p><i>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.</i></p> <p>Our major partners are as follows:</p> <p>New England Base Camp for Summit - These are providers of professional development, technical assistance, and progress monitoring. (Goal 1 &amp; 2)</p> <p>English Learner Collaborative Teacher and Specialized Services Collaborative Teacher - These teachers will provide classroom support for strategies around addressing gaps with our students with disabilities and English Learners. Truncated schedules will allow for collaborating and modeling of high yield strategies that support growth. (Goal 1 &amp; 2)</p> <p>PASA - After school programs will address academic gaps by project based learning. Enrichment programs also support excellence in attendance. (Goal 3)</p> <p>Financial Literacy (Bank of Newport) - A real world project based learning platform to support financial literacy in young adults. (Goal 2)</p>
<p><b>Continuous Improvement and Sustainability</b></p> <p><i>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?</i></p>

The school improvement team and the CAB will monitor our plan quarterly, assessing the status of each intervention against our milestones, leading and lagging indicators referenced above in our monitoring plan. During these quarterly meetings, we may make adjustments to our implementation timeline, but do not anticipate making major changes to the overall direction of our interventions. At the end of each school year, if there are major areas where we have fallen short or where priorities have significantly shifted we will use the summer to revisit and revise the plan to establish a new course or commit to maintaining our current course as needed. All changes will be guided by input from the school improvement team and the community advisory board and will be reviewed and approved by PPSD before being submitted for consideration to RIDE.

#### **Transparency and Communication**

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

Our school improvement plan will be presented to the faculty prior to the beginning of the school year. The faculty will be included in the implementation of the plan. The data that has informed the needs assessment and conclusions of the root cause analysis will be reviewed with the full faculty prior to the beginning of the school year. West Broadway Middle School faculty will be updated quarterly of the status of our implementation. CABs will routinely visit the school between these quarterly meetings to observe the implementation as it occurs.