COMPREHENSIVE SCHOOL IMPROVEMENT PLAN DEL SESTO MIDDLE SCHOOL
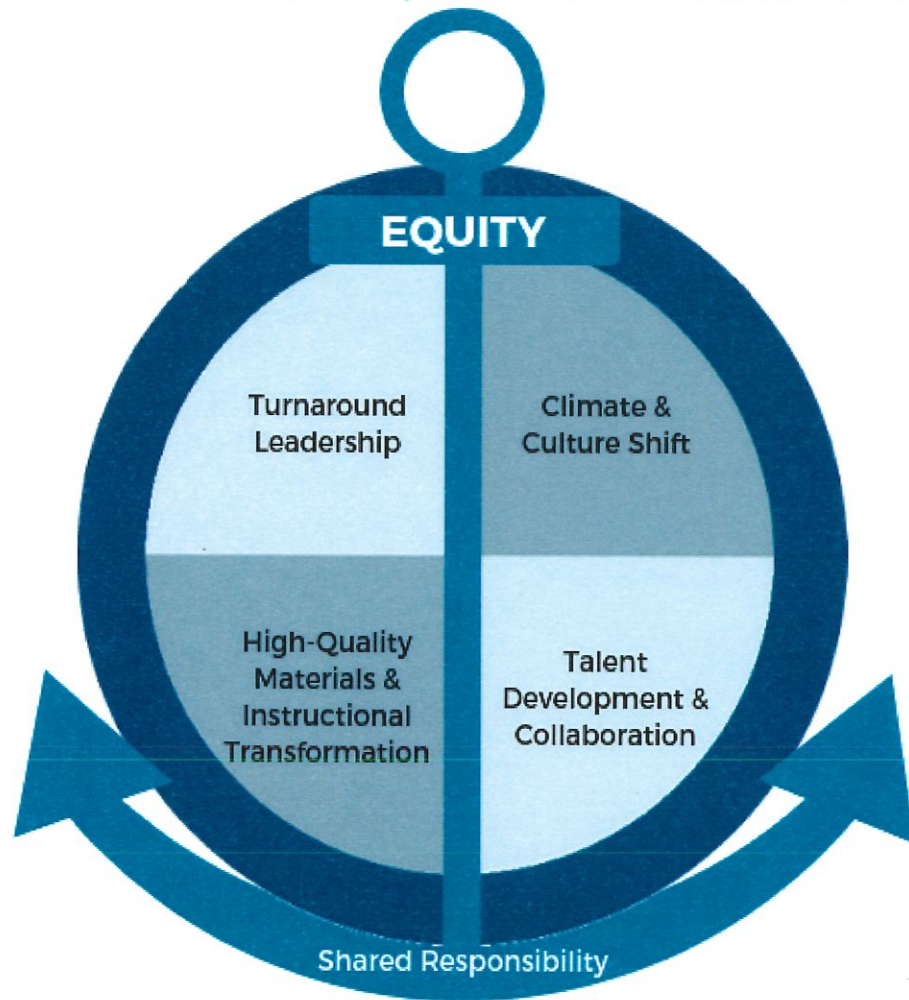
Rhode Island Department of Elementary and Secondary Education

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 – DelSesto 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 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:

   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: Reading Plus, IXL, Mild, Moderate, Spicy Scaffolds in Summit

   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? Reading Plus is derived from high quality ,materials with the ability for instructional transformation.*
      ▪ *How does this intervention build upon— or depart from— existing efforts? This intervention builds upon our existing efforts focused on closing the gaps in reading and increasing literacy among ALL students.*
      ▪ *What capacity does the school have to implement the Intervention? Del Sesto Middle School has already purchased the intervention for all students. Reading Plus is providing training for all teachers.*
      ▪ *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-Yes, Reading Plus has many accessibility features that make accessing this program easier for multilingual and differently-abled learners. Features such as audio read aloud, highlighting text as the program or learner reads the words, vocabulary work, opportunities to write, as well as opportunities to be read to, to read, and to answer comprehension questions based on the individual learner's precise reading level which comes from their first placement evaluation taken in September.*
   o *Resources and funding to be leveraged for implementation*
   o *Professional support and learning opportunities to enable implementation-Reading Plus is providing training to teachers*
   o *Timeline for implementation, including quarterly implementation milestones-Begin in September 2019 with the placement evaluation, all content teachers will be using Reading Plus in their classrooms, Teachers can print out completed lessons with their writing and scores on each lesson quarterly to inform grading, for data chats with students, and to show parents student progress. It will provide another piece of data and important information about each learner.*

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: Governor Christopher Del Sesto 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
ARZINIA GILL		PRINCIPAL	8/9/19
Rebeca Filomeno-Nason		Assistant Principal	8/9/19
Cassandra M Charles		Assistant Principal	8/9/19
Reyna Ramirez		Parent CAB Member	8/14/19
Latoya Watts		Community Member	8/15/19

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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 Del Sesto MS students showing typical and high growth on the annual RICAS ELA assessment in grades 6 – 8. As a baseline, in 2018, 12% of students with SGPs achieved high growth and 30% of students achieved typical growth in ELA. In 2019, we aim to have 20% of students with SGPs achieve high growth and 36% of students with SGPs achieve typical growth. In 2020, we aim to have 28% of students with SGPs achieve high growth and 40% 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	Strengthen DelSesto's academies to foster a culture of mentorship, shared responsibility, and collaborative goal-setting between teachers and students.
Intervention B	Establish an ongoing system of classroom walkthroughs aligned to PPSD Key for Learning 4 – Deepen Critical Thinking - 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, etc.), and create targeted coaching opportunities for planning for and participating in professional learning and professional development opportunities.
Intervention C	Use student literacy and language acquisition growth data to identify specific student needs. Based on a review of EOY and BOY screening, any student below grade level will receive a specific MTSS plan including Tier 2 and 3 intervention for literacy and appropriate scaffolds for ELL, Special Ed, and students not showing growth into core instruction in classrooms across content areas. Provide students with additional targeted learning opportunities beyond the school day based on data.
Goal 2	Increase the percentage of Del Sesto MS students showing typical and high growth on the annual RICAS Math assessment in grades 6 – 8. As a baseline, in 2018, 17% of students with SGPs achieved high growth and 31% of students achieved typical growth in math. In 2019, we aim to have 21% of students with SGPs achieve high growth and 36% of students with SGPs achieve typical growth. In 2020, we aim to have 25% of students with SGPs achieve high growth and 42% 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	Strengthen DelSesto's academies to foster a culture of mentorship, shared responsibility, and collaborative goal-setting between teachers and students.
Intervention B	Establish an ongoing system of classroom walkthroughs aligned to PPSD Key for Learning 4 – Deepen Critical Thinking 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, etc.), and create targeted coaching opportunities for planning for and participating in professional learning and professional development opportunities.
Intervention D	Use student math growth data to identify specific student needs. Based on a review of EOY and BOY screening data, any student below grade

	level will receive a specific MTSS plan including Tier 2 and 3 intervention for math and appropriate scaffolds for ELL and Special Ed, and students not showing growth into core math instruction. Provide students with additional, targeted learning opportunities beyond the school day based on data.
Goal 3	By the end of the 2019–2020 school year, the percentage of student suspension will decrease from 12% to 10%
Intervention E	Strengthen the place of Del Sesto's three academies as small learning communities of choice within a larger physical facility where teachers incorporate Culturally Responsive Teaching strategies. Implement socioemotional practices and restorative practices to address student behavior and school culture. Collect and analyze data on restorative practices and suspensions to identify patterns and plan additional interventions.

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

Goal 1
Increase the percentage of Del Sesto MS students showing typical and high growth on the annual RICAS ELA assessment in grades 6 – 8.   As a baseline, in 2018, 12% of students with SGPs achieved high growth and 30% of students achieved typical growth in ELA.   In 2019, we aim to have 20% of students with SGPs achieve high growth and 36% of students with SGPs achieve typical growth.   In 2020, we aim to have 28% of students with SGPs achieve high growth and 40% 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):
Strengthen Del Sesto's three academies as small learning communities of choice aligning both culture and academics to the vision of the academy, including opportunities for career exploration and college and career readiness.	By strengthening each individual academy through the NISL work will then allow teachers to better understand how they learn and how students learn thus creating a sense of belonging within the academy identity. NISL works to approach the concept of professional community afresh. Professionalizing teaching demands a more coherent approach to school leadership and teaching, where principals understand how to organize their school to facilitate their teachers' success and have the skills to support them towards that goal; and where teachers have the knowledge, skills, and tools to leverage such an organizational structure and support towards improved teaching and learning. The TEL Series(NISL) is intended to do just that by extending the EDP's proven approach to principal development to incorporate the development of teachers as professionals, and helping	**Domain 3 Talent Development and Collaboration** **Domain 4 Climate and Cultural Shift**

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principals leverage this asset to develop their schools as professional communities focused on the learning of all students. We aim to enhance student experiences and engagement as measured by the annual surveyworks student surveys and regular assessment of ELA proficiency and 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.

Since 2015, Del Sesto Middle School has been organized into three academies – PEAK Academy, STEM Academy and STEAM Academy. The academies were originally established to help the school organize its rollout of the Summit platform. With Summit implementation now essentially complete across the whole school, the 2019–2020 school year offers the academies an opportunity to reinvest in executing their missions and visions.

In 2018-2019, the academies worked to review their missions, visions, values and goals. In 2019–2020, in order to drive student achievement in ELA and math, the academies will dedicate time from their scheduled Common Planning sessions to develop a plan to integrate their values into ongoing practice, to work with students on goal-setting at the classroom level, and to customize common lessons from Summit to align with the academic goals of each academy. A focus for work in the 2020–2021 school year will be established based on teacher feedback and data collected on classroom walkthroughs and in other settings.

Teachers will be selected from each content area to attend the NISL TEL Professional Learning series for teachers during the 2020–2021 school year. The professional learning series will guide teachers to dig deeper into How Students Learn. Those teachers will support other teachers across each academy to help them to develop stronger teacher-student mentoring relationships. With the support of these selected teachers, academy teams will engage in cycles of inquiry, supported by district-level specialists, around student data and work samples in order to identify opportunities to provide additional literacy support to individual learners within the team through improved teacher-student mentoring relationships.

Through Summit data, and a focused lens on the Habits of Success, we will be able to see student growth in cognitive skills and concepts in each of the following
STEAM academy: Art integration and implementation, activities related or special events related to the academy
STEM: Engineering and Mathematics implementation
PEAK: Leadership and Communication: Presentation and leadership skills and student ambassador 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.

RICAS scores revealed that 12% of students with SGPs achieved high growth and 30% of students achieved typical growth in ELA.

Alongside this data point, the root cause analysis suggested that the school's academies were not being leveraged sufficiently to impact both the culture of the

school as a whole and individual outcomes at the student level.

If we can strengthen the identities of our academies to improve the school's culture in general and we can take advantage of these strengthened academies to build stronger teacher-student mentoring relationships through our school's personalized learning time structures, then we believe that we will have an impact on students' levels of engagement in the classroom, and ultimately lead to improved student outcomes in literacy as measured by RICAS SGP.

Evidence Basis – *What evidence basis is there for this action?*	Evidence Tier: Choose an item.	

*Citation(s):*TEAMING RESEARCH
  • **Study on teaming / small learning academies**
  • **Teaming Study**
 	
Additional documents
Teaming Studies Pulled together
How to guide
The Science of Summit
Building Blocks for Learning
	Proposed Funding Source:
	SIG - Innovation Grant
		Proposed Funding Amount:
		$23,000 - 0.2 FTE Middle School Literacy Specialist (20% of $115,000)
		
		$31,000 - NISL Professional Learning Series (Supports Goal 1 and 2)

Intervention B	Justification	Framework Domain(s):
Establish an ongoing system of classroom walkthroughs aligned to PPSD Key for Learning 4 – Deepen Critical Thinking 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, etc.), and create targeted coaching opportunities for professional learning including planning for and participating in professional learning and professional development opportunities.	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. We will use this data to plan professional development and job embedded pd cycles.	**Domain 1 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.

Coaches, Teacher Leaders, and teachers, and support staff will conduct frequent observations and coaching sessions with all teachers targeting our problem of practice as well as other instructional practices. All walkthroughs will be completed with a tool that has been normed and vetted to match the problem of practice and targeted areas of need.

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Teachers receiving one or more coaching cycle per school year with any certified coach, teacher leader, or support staff (NE Basecamp) and producing observable change.

Evidence Basis – *What evidence basis is there for this action?*	**Evidence Tier: Tier III (Correlational)**	
Citation(s): Teacher Efficacy and the Effects of Coaching on Student Achievement Support Studies: Professional Development Study The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence	*Proposed Funding Source:* SIG - Innovation Grant SIG - Support Grant	*Proposed Funding Amount:* *$23,000 - 0.2 FTE Middle School Data Specialist (20% of $115,000)* *$92,906 - Professional Development (divided between Intervention B and E)*
Intervention C Use student literacy and language acquisition growth data to identify specific student needs. Based on a review of EOY and BOY screening, any student below grade level will receive a specific MTSS plan including Tier 2 and 3 intervention for literacy and appropriate scaffolds for ELL, Special Ed, and students not showing growth into core instruction in classrooms across content areas. Provide students with additional targeted learning opportunities beyond the school day based on data.	**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):** **Domain 1 High Quality Materials and Instructional Transformation**

Through the use of Reading Plus and ILIT (for ELD), as well as other specified scaffolds, teachers are able to provide further instruction and targeted reading supports for students of diverse reading needs.

In Domain 1, High Quality Materials and Instructional Transformation, we found that only 3% of our students were proficient on RICAS with one of the reasons being a lack of foundational reading skills.

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Evidence Basis – *What evidence basis is there for this action?*		Evidence Tier: N/A	
Citation(s): Reading Plus Study (What Works Clearinghouse)		Proposed Funding Source:	Proposed Funding Amount: *No funding requested for this intervention.*

Implementation and Outcome Milestones

	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	**Intervention A** Review and rewrite (if need be) vision for the teams Increase participation in co-curricular opportunities targeted students who are not otherwise engaged (using attendance issues, discipline referrals, etc)	**Intervention A** Conduct an academy specific event- Academic celebration, project showcase night etc. Complete 1 cycle of inquiry.	**Intervention A** Conduct an academy specific event-Academic celebration, project showcase night etc. Determine special events and/or trips related to the team identity Complete 1 cycle of inquiry	**Intervention A** Recommit to vision for the team Create a calendar for cycles of inquiry and to customizing units of study to reflect the team's vision Determine special events and/or trips related to the team identity Create a calendar for cycles of inquiry and to customizing units of study to reflect the team's vision	**Intervention A** Conduct an academy specific event Complete 1 cycle of inquiry	**Intervention A** Conduct an academy specific event Complete 1 cycle of inquiry
	Intervention B Create walk through calendar for the year, determine team members	**Intervention B** Walk through 100% of classrooms with walk through tool	**Intervention B** Walk through 100% of classrooms with walk through tool (all teachers will	**Intervention B** Create walk through calendar for the year, determine team members	**Intervention B** Walk through 100% of classrooms with walk through tool	**Intervention B** Walk through 100% of classrooms with walk through tool (all teachers will

	responsible for collecting data Determine walk through tool Develop feedback system	Differentiated PD to support teacher with level of rigor in the classroom	have a minimum of two walk through visits per year) Differentiated PD to support teacher with level of rigor in the classroom	responsible for collecting data Edit walk through tool based on data from previous year and needs for the coming year Develop feedback system	Differentiated PD to support teacher with level of rigor in the classroom	have a minimum of two walk through visits per year) Differentiated PD to support teacher with level of rigor in the classroom
	Intervention C On demand Writing task aligned to Summit unit being taught. Science and Social Studies teachers will administer and grade using the rubric. 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	**Intervention C** On demand Summit unit aligned writing task All students at minimum 15 hours RP intervention Teachers tracking and celebrating student achievements with support for Coordinators Student growth Students monitor progress towards goals in ILP in regular data conferences.	**Intervention C** All students complete a minimum of 30 hours Student growth Teachers tracking and celebrating student achievements with support for Coordinator Determine efficacy of iLit and Reading Plus for coming school year Students monitor progress towards goals in ILP in	**Intervention C** On demand Summit unit aligned writing task On board new teachers to research based intervention Train EL & Special Ed Coordinators and ELA TL to monitor and track student / teacher usage Create a calendar / plan for implementation of chosen intervention Students create goals in ILP based on BOY screening data.	**Intervention C** On demand Summit unit aligned writing task Track implementation of intervention Coach and support teachers Students monitor progress towards goals in ILP in regular data conferences. Weekly / biweekly MTSS review	**Intervention C** All students complete a minimum of 30 hours Teachers tracking and celebrating student achievements with support for Coordinator Students monitor progress towards goals in ILP in regular data conferences. Weekly / biweekly MTSS review

	multiple content areas Students complete placement assessment and 5 hours of Reading Plus Students create goals in ILP based on BOY screening data. Weekly / biweekly MTSS meeting	Weekly / biweekly MTSS review	regular data conferences. Weekly / biweekly MTSS review	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 Program Implementation Effectiveness and Student Outcome Data SurveyWorks	Analysis of Special event attendance (students and staff) Walk through data Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data	Analysis of special event attendance (students and staff) Walk through data Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data	Analysis of special event attendance (students and staff) Walk through data Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data SurveyWorks	Analysis of special event attendance (students and staff) Walk through data Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data
Lagging Indicators and Accountability Outcomes	RICAS STAR NWEA On demand Writing	RICAS STAR NWEA On demand writing	RICAS STAR NWEA	RICAS STAR NWEA On demand Writing	RICAS STAR NWEA On demand writing	RICAS STAR NWEA

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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 Del Sesto MS students showing typical and high growth on the annual RICAS Math assessment in grades 6 – 8. As a baseline, in 2018, 17% of students with SGPs achieved high growth and 31% of students achieved typical growth in math. In 2019, we aim to have 21% of students with SGPs achieve high growth and 36% of students with SGPs achieve typical growth. In 2020, we aim to have 25% of students with SGPs achieve high growth and 42% 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):
Strengthen Del Sesto's three academies as small learning communities of choice aligning both culture and academics to the vision of the academy, including opportunities for career exploration and college and career readiness.	By strengthening each individual academy through the NISL work will then allow teachers to better understand how they learn and how students learn thus creating a sense of belonging within the academy identity. We aim to enhance student experiences and engagement as measured by the annual surveyworks student surveys and regular assessment of Math proficiency and growth.	**Domain 3 Talent Development and Collaboration** **Domain 4 Climate and Cultural Shift**

Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) of the Rhode Island Comprehensive School Improvement Framework will drive successful execution.
Since the 2015-2016 school year, DelSesto Middle School has been organized into three academies – PEAK Academy, STEM Academy and STEAM Academy. The academies were originally established to help the school organize its rollout of the Summit platform. With Summit implementation now essentially complete across the whole school, the 2019–2020 school year offers the academies an opportunity to reinvest in executing their missions and visions.

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In 2018-2019, the academies worked to review their missions, visions, values and goals. In 2019–2020, in order to drive student achievement in ELA and math, the academies will dedicate time from their scheduled Common Planning sessions to develop a plan to integrate their values into ongoing practice, to work with students on goal-setting at the classroom level, and to customize common lessons from Summit to align with the academic goals of each academy. A focus for work in the 2020–2021 school year will be established based on teacher feedback and data collected on classroom walkthroughs and in other settings.

Teachers will be selected from each content area to attend the NISL TEL Professional Learning series for teachers during the 2020–2021 school year. The professional learning series will guide teachers to dig deeper into How Students Learn. Those teachers will support other teachers across each academy to help them to develop stronger teacher-student mentoring relationships. With the support of these selected teachers, academy teams will engage in cycles of inquiry, supported by district-level specialists, around student data and work samples in order to identify opportunities to provide additional math support to individual learners within the team through improved teacher-student mentoring relationships.

Through Summit data, and a focused lens on the 16 Habits of Success, we will be able to see student growth in cognitive skills and concepts in each of the following
STEAM academy: Art integration and implementation, activities related or special events related to the academy
STEM: Engineering and Mathematics implementation
PEAK: Leadership and Communication: Presentation and leadership skills and student ambassador 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.*		

RICAS scores revealed that 17% of students with SGPs achieved high growth and 31% of students achieved typical growth in math.

Alongside this data point, the root cause analysis suggested that the school's academies were not being leveraged sufficiently to impact both the culture of the school as a whole and individual outcomes at the student level.

If we can strengthen the identities of our academies to improve the school's culture in general and we can take advantage of these strengthened academies to build stronger teacher-student mentoring relationships through our school's personalized learning time structures, then we believe that we will have an impact on students' levels of engagement in the classroom, and ultimately lead to improved student outcomes in mathematics as measured by RICAS SGP.

Evidence Basis – *What evidence basis is there for this action?*	**Evidence Tier:** N/A	
Citation(s): **TEAMING RESEARCH** • **Study on teaming / small learning academies** • **Teaming Study**	*Proposed Funding Source:*	*Proposed Funding Amount:* *No additional funding requested for this intervention in Goal 2* - *See also Intervention A under Goal 1*

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Additional documents [Teaming Studies Pulled together](#) [How to guide](#) [The Science of Summit](#) [Building Blocks for Learning](#)		
Intervention B Establish an ongoing system of classroom walkthroughs aligned to PPSD Key for Learning 4 – Deepen Critical Thinking 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, etc.), and create targeted opportunities for professional learning.	**Justification** 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.	**Framework Domain(s):** **Domain 1 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.

Coaches, Teacher Leaders, and support staff will conduct frequent observations and coaching sessions with all teachers targeting our problem of practice as well as other instructional practices. All walkthroughs will be completed with a tool that has been normed and vetted to match the problem of practice and targeted areas of need.

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.

Teachers receiving one or more coaching cycle per school year with any certified coach, teacher leader, or support staff (NE Basecamp) and producing observable change.

Evidence Basis – *What evidence basis is there for this action?*	**Evidence Tier:** N/A	
Citation(s): [Professional Development Study](#) [The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence](#) [The Science of Summit](#)	*Proposed Funding Source:*	*Proposed Funding Amount:* *No additional funding requested for this intervention in Goal 2* - *See also Intervention B under Goal 1*

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Intervention D	Justification	Framework Domain(s):
Use student math growth data to identify specific student needs. Based on a review of EOY and BOY screening data, any student below grade level will receive a specific MTSS plan including Tier 2 and 3 intervention for math and appropriate scaffolds for ELL and Special Ed, and students not showing growth into core math instruction. Provide students with additional, targeted learning opportunities beyond the school day (such as Saturday school and afterschool tutoring) based on data.	Tracking math 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 personalized learning.	**Domain 1 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.

Math teachers will create master leveled playlists that support students in building foundational skills necessary for success with grade-level mathematics content. Teachers will use NWEA data to identify individual students' specific needs for Tier 2 and Tier 3 instruction and to create personalized goals to assist students in tracking their growth and success with foundational skills. IXL will also be used as classroom intervention for students with diverse learning needs.

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.

Interventions will show a completion of meeting or exceeding their growth goals on selected assessments

Evidence Basis – *What evidence basis is there for this action?*	Evidence Tier: Choose an item.	
Citation(s): IXL Urban Research Study	*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

Review and rewrite (if need be) vision for the teams Determine special events and/or trips related to the team identity Create a calendar for cycles of inquiry and to customizing units of study to reflect the team's vision	Conduct an academy specific event Complete 1 cycle of inquiry	Conduct an academy specific event-Academic celebration, project showcase night etc. Complete 1 cycle of inquiry	Recommit to vision for the team Determine special events and/or trips related to the team identity Create a calendar for cycles of inquiry and to customizing units of study to reflect the team's vision	Conduct an academy specific event-Academic celebration, project showcase night etc. Complete 1 cycle of inquiry	Conduct an academy specific event Complete 1 cycle of inquiry
Intervention B Create walk through calendar for the year, determine team members responsible for collecting data Determine walk through tool Develop feedback system	**Intervention B** Walk through 100% of classrooms with walk through tool Differentiated PD to support teacher with level of rigor in the classroom	**Intervention B** Walk through 100% of classrooms with walk through tool (all teachers will have a minimum of two walk through visits per year) Differentiated PD to support teacher with level of rigor in the classroom	**Intervention B** Create walk through calendar for the year, determine team members responsible for collecting data Edit walk through tool based on data from previous year and needs for the coming year Develop feedback system	**Intervention B** Walk through 100% of classrooms with walk through tool Differentiated PD to support teacher with level of rigor in the classroom	**Intervention B** Walk through 100% of classrooms with walk through tool (all teachers will have a minimum of two walk through visits per year) Differentiated PD to support teacher with level of rigor in the classroom
Intervention D Tier 2 / 3 IXL training	**Intervention D** All students at minimum 15 hours IXL intervention Teachers tracking and celebrating	**Intervention D** All students complete a	**Intervention D** On board new teachers	**Intervention D** All students at minimum 15 hours IXL intervention Teachers tracking and celebrating	**Intervention D** All students complete a

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	Train EL & Special Ed Coordinators and Math TL to monitor and track student / teacher usage Create a calendar / master plan for implementation of IXL skills. Students complete diagnostic assessment and 5 hours of IXL Students create goals in ILP based on BOY screening data. Weekly / biweekly MTSS review	student achievements with support from Coordinators Students monitor progress towards goals in ILP in regular data conferences. Weekly / biweekly MTSS review	minimum of 30 hours of IXL Teachers tracking and celebrating student achievements with support for Coordinator Students monitor progress towards goals in ILP in regular data conferences. Weekly / biweekly MTSS review	Students create goals in ILP based on BOY screening data. Weekly / biweekly MTSS review	student achievements with support from Coordinators Students monitor progress towards goals in ILP in regular data conferences. Weekly / biweekly MTSS review	minimum of 30 hours of IXL Teachers tracking and celebrating student achievements with 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 Program Implementation Effectiveness and Student Outcome Data	Analysis of Special event attendance (students and staff) Walk through data Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data	Analysis of special event attendance (students and staff) Walk through data Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data	Analysis of special event attendance (students and staff) Walk through data Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data	Analysis of special event attendance (students and staff) Walk through data Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data

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Lagging Indicators and Accountability Outcomes	RICAS STAR NWEA	SurveyWorks RICAS STAR NWEA	RICAS STAR NWEA	RICAS STAR NWEA	SurveyWorks RICAS STAR NWEA	RICAS STAR NWEA

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 3
By the end of the 2019–2020 school year the percentage of student suspension will decrease from 12% to 10%

Intervention E	Justification	Framework Domain(s):
Strengthen the place of Del Sesto's three academies as small learning communities of choice within a larger physical facility where teachers incorporate Culturally Responsive Teaching strategies. Implement socioemotional practices and restorative practices to address student behavior and school culture. Collect and analyze data on restorative practices and suspensions to identify patterns and plan additional interventions.	By strengthening each individual academy and creating a sense of belonging within the academy identity we aim to enhance student experiences and engagement in each academy: STEAM, PEAK, STEM thus improving behavior and reducing suspension. With a unique identity that the students and teachers create through competitions, leadership opportunities, and community we will build a system of engagement and accountability.	**Domain 3 Talent Development and Collaboration** **Domain 4 Climate and Cultural Shift**

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

Since 2015, Del Sesto Middle School has been organized into three academies – PEAK Academy, STEM Academy and STEAM Academy. The academies were

originally established to help the school organize its rollout of the Summit platform. With Summit implementation now essentially complete across the whole school, the 2019–2020 school year offers the academies an opportunity to reinvest in executing their missions and visions.

In 2018-2019, the academies worked to review their missions, visions, values and goals. In 2019–2020, in order to strengthen the sense of community in each academy, the academies will dedicate time from their scheduled Common Planning sessions to review student behavior and absenteeism data to generate a plan to intervene with students in need of additional supports. A focus for culture-building work in the 2020–2021 school year will be established based on teacher feedback and data collected on classroom walkthroughs and in other settings.

In addition, grade-level teams within the academies will engage in cycles of inquiry, supported by district-level specialists, around student data and work samples in order to identify opportunities to provide additional support to individual learners within the team.

Through Summit data, and a focused lens on the 16 Habits of Success, we will be able to see student growth in cognitive skills and concepts in each of the following
STEAM academy: Art integration and implementation, activities related or special events related to the academy
STEM: Engineering and Mathematics implementation
PEAK: Leadership and Communication: Presentation and leadership skills and student ambassador opportunities

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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.

The disproportionality for suspension of students identified as racial/ethnic minorities is beyond the risk ratio.

Alongside this data point, the root cause analysis suggested that student and teacher relationships needed to improve in order to help engage students in their learning and reduce suspensions.
If we can incorporate Culturally Responsive Teaching strategies we can help strengthen student and teacher relationships and student engagement. We believe this will also lead to a reduction in disproportionate suspensions.

Evidence Basis – *What evidence basis is there for this action?*	**Evidence Tier: Tier III**	
Citation(s): **The Relationship of School Structure and Support to Suspension Rates for Black and White High School Students** **Additional documents** Teaming Studies Pulled together How to guide The Science of Summit	*Proposed Funding Source:* SIG - Support Grant	*Proposed Funding Amount:* $92,906 - *Professional Development (divided between Intervention B and E)* - *See also Intervention B under Goal 1*

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Building Blocks for Learning Culturally Responsive Positive Behavior Supports: Considerations for Practice		
Intervention E Implement socioemotional practices and restorative practices to address student behavior and school culture. Collect and analyze data on restorative practices and suspensions to identify patterns and plan additional interventions.	**Justification** SEL and restorative practices approach the student as a whole and get the root of the behavior issue behind suspension. Through these practices we can support our students growth in Habits of Success and other social and emotional skills. We will also track	**Framework Domain(s):** **Domain 3 Talent Development and Collaboration** **Domain 4 Climate and Cultural Shift**

Implementation and Outcome Milestones

	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	Recommit to vision for the team Determine special events and/or trips related to the team identity both within and across teams Create a calendar for cycles of inquiry and to customizing units of study to reflect the team's vision	Conduct an academy specific event Complete 1 cycle of inquiry	Conduct an academy specific event Complete 1 cycle of inquiry	Recommit to vision for the team Determine special events and/or trips related to the team identity both within and across teams Create a calendar for cycles of inquiry and to customizing units of study to reflect the team's vision	Conduct an academy specific event Complete 1 cycle of inquiry	Conduct an academy specific event Complete 1 cycle of inquiry
Leading Indicators	Walk through data to see evidence of CRT (Culturally	Special event attendance	Special event attendance	Walk through data to see evidence of CRT (Culturally	Special event attendance	Special event attendance

	Responsive Teaching) strategies. Program Usage Data	Walk through data to see evidence of CRT (Culturally Responsive Teaching) strategies. Program Usage Also use data such as MTSS attendance, PFA attendance, meeting frequency, and number of positive Kinvo messages sent, number of faculty/staff trained in equity, restorative, cooperative and proactive solutions, and youth mental health	Walk through data to see evidence of CRT (Culturally Responsive Teaching) strategies. Program Usage	Responsive Teaching) strategies. Program Usage Data	Walk through data to see evidence of CRT (Culturally Responsive Teaching) strategies. Program Usage	Walk through data to see evidence of CRT (Culturally Responsive Teaching) strategies. Program Usage
Lagging Indicators and Accountability Outcomes	Student attendance data Student behavior data	Student attendance data Student behavior data SurveyWorks	Student attendance data Student behavior data	Student attendance data Student behavior data	Student attendance data Student behavior data SurveyWorks	Student attendance data Student behavior 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.

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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.

New England Basecamp is an educational nonprofit organization based in Rhode Island whose mission is to support educators in reimagining education through embedded coaching and ongoing personalized professional development. New England Basecamp submits quarterly reports to its schools, documenting the number of coaching cycles completed, quarterly walkthrough data, areas of success and areas of need and further support. New England Basecamp prides itself on providing embedded and responsive professional development opportunities throughout the school year and tracks attendance as well as feedback responses from all participants, which is shared with its supported schools.

New England Basecamp's support closely aligns with our work outlined in Intervention B to support student growth in both Literacy and Math.

Turnaround Arts "Turnaround Arts brings arts education resources into Priority- and Focus-designated schools as a strategic tool for targeting larger school challenges and opportunities...From improving academic achievement to decreasing disciplinary problems, research is illuminating Turnaround Arts' positive impact in schools across the country. " (From Turnaround Arts Website)

Turnaround Arts aligns most closely with our work outlined in Intervention E to develop cultural competency.

City Year provides academic and leadership mentoring support. City Year's support closely aligns with our work around MTSS outlined in Interventions C and D.

Continuous Improvement and Sustainability
In the space below, please describe how the work and the outcomes will be sustained beyond the funding and the implementation period outlined. In doing so, it may be worthwhile to consider the following questions: what will be the process for revising this plan, as needed? How often will the plan be revisited for revision on a regular basis?

The work and outcomes will be sustained beyond funding through systems and procedures that will be in place. These systems and procedures include the use of John Kotter's change management framework: the 8-step process for Leading Change. Concept mapping will help us look at what changes need to happen.

If we keep reflection and innovation at the center of our work, the **school leadership team understands that external factors from global to local, create the constant need for schools to change in order to increase student learning. Team would continue with the deep and sustainable reforms needed to achieve high standards of academic, social, emotional, and ethical development for all students.**

Monthly ILT and faculty meetings; Parent Advisory Committee and ongoing CAB meetings to help to guide and keep this work on track. School ILT will meet monthly to review student outcomes to date as it relates to all goals noted in the CSIP.

All school leaders will hold quarterly check ins to report progress and discuss next steps and get feedback from their colleagues and the CAB. All school leaders will then report out to Community Advisory Boards(CABs) and get feedback from CABs to think through next steps moving forward.

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?

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With the rising use of social media the school's website, facebook, and twitter accounts will be platforms to keep our parents and community members abreast on our school's work and progress. **Kinvo/ParentLink** has multilingual translation and supports communication with all parents regardless of linguistic background. Community Advisory Board members will reconvene in the upcoming school year and throughout the course of the next two years to support the school improvement process.