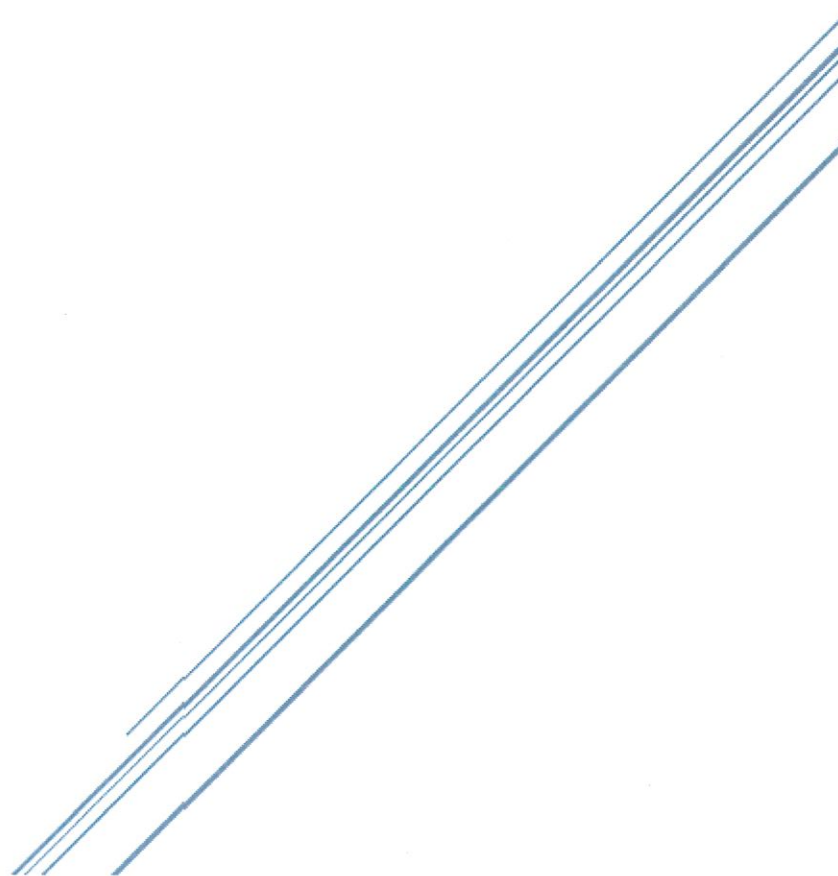
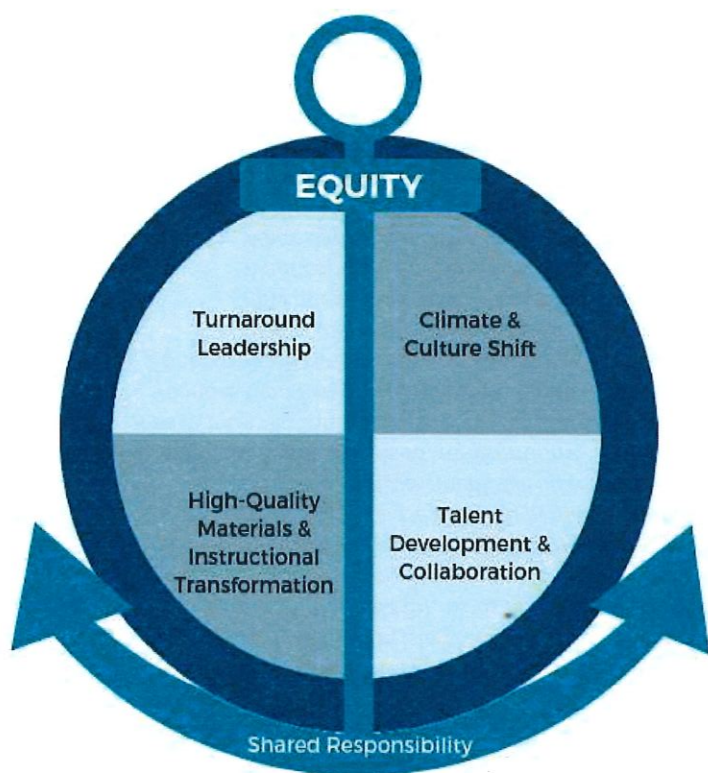


COMPREHENSIVE SCHOOL IMPROVEMENT PLAN MODEL TEMPLATE

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 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 3rd graders who score at proficient or above on the state assessment will increase from 20% to 50%)
4. **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
5. **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

Comprehensive School Improvement Plan Model Template

LEA: PSD

School: MLR Elementary

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

[illegible]

LEA: ___Prov. Public Schools

School:Dr. M. L. King, Jr. Elementary School

Plan Period: March 2019-May 2019

Date Last Modified: May 22, 2019

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 (<i>why are you participating?</i>)	Date
Kristen Lussier	Kristen Lussier	Principal of Dr. Martin Luther King, Jr. School	5/8/19
Maria Petrosinelli	Maria Petrosinelli	Assistant Principal of Dr. Martin Luther King, Jr. School	6/6/19
Erica Lambert	Erica Lambert	Parent , CAB Member	6/6/19
Subramanian Venkataraman	Subramanian Venkataraman	Parent, CAB Member	6/6/19
Susan Rohwer	Susan Rohwer	Parent, CAB Member	6/6/19
Sammi Muther	Sammi Muther	Rochambeau Library, CAB Member	6/6/19
Judith McCarthy	Judith McCarthy	EL Collaborative teacher	6/6/19
Karen Adamec	Karen Admec	Literacy Coach	6/6/19
Lori Whalen	Lori Whalen	Math Coach	6/6/19
Michelle Eastman	Michelle Eastman	Kindergarten teacher	6/6/19
Chris Palumbo	Chris Palumbo	Grade 5 teacher	6/6/19
Rashelle Medeiros	Rashelle Medeiros	Grade 1 teacher	6/6/19
Ellen Marchetti	Ellen Marchetti	Grade 2 teacher	6/6/19
Jenna Simpson	Jenna Simpson	Grade 3 teacher	6/6/19
Lisa Jones-Gordon	Lisa Jones Gordon	Grade 4 teacher	6/13/19
Cherie Sanger	Cherie Sanger	Special Educator	6/13/19
Katharina Schroeter	Katharina Schroeter	Art teacher	6/13/19
Jessica Lavallee	Jessica Lavallee	ELA support	6/6/19
Dana Peckham	Dana Peckham	Grade 5 Teacher	6/6/19
Rebecca Resinger	Rebecca Resinger	Grade 2 teacher	6/6/19
Jennifer Whitehead	Jennifer Whitehead	Grade 3 Teacher	6/6/19

Donna Davis	Donna Davis	Special Educator	6/13/19
Rose Richardson	Rosemarie Richardson	Special educator	6/6/19

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

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

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

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

Goal 1	To improve the percentage of King students who scored proficient on RICAS ELA for grades 3-5. We will show growth from 14% to 20% (39 students to 56 students) by EOY 2021.
<u>Intervention 1.1</u>	Ensure all teachers are implementing key elements of effective literacy instruction and intervention practices aligned to Common Core State Standards.
Goal 2	To improve the percentage of King students who scored proficient on RICAS MATH for grades 3-5. We will show growth from 7% to 17% (23 students to 50 students) by EOY 2021.
<u>Intervention 2.1</u>	Ensure all teachers are implementing key elements of effective instruction and intervention practices in mathematics to close achievement gaps and increase student proficiency and growth.
Goal 3	To improve the climate and culture at King School, which will include improving student and teacher attendance, strengthening social/emotional and behavioral supports, decrease suspension rates, and increase family engagement. We will show growth in favorable experiences in SurveyWorks by EOY 2021
<u>Intervention 3.1</u>	Continue to implement and reinforce current MTSS strategies and programming and incorporate additional strategies to strengthen our current systems of support in social emotional learning, attendance, and behavioral concerns.

<u>Intervention 3.2</u>	Strengthen implementation of instructional strategies, resources, and curriculum to support social-emotional learning and behavior management.
<u>Intervention 3.3</u>	Increase family engagement to improve and strengthen the implementation of our school's climate and culture strategies and students' overall academic success and emotional resilience.
<u>Intervention 3.4</u>	Develop teacher knowledge and talent by offering high quality professional learning opportunities embedded within the school day to all faculty members as well as additional sessions beyond contractual hours

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

Goal 1	
To improve the percentage of King students who scored proficient on RICAS ELA for grades 3-5. We will show growth from 14% to 20% (39 students to 56 students) by EOY 2021.	
1.1 Intervention and Justification Ensure all teachers are implementing key elements of effective literacy instruction and intervention practices aligned to Common Core State Standards.	Framework Domain(s): High Quality Materials & Instructional Transformation
<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>Our school adopted two new core literacy curriculums during the 2018/2019 academic year, both published by the Center for Collaborative Classroom. Making Meaning was the selected reading program and Being A Writer was the selected writing instruction. As we move into our second year of implementation, we plan to strengthen our existing implementation. Additionally, to address the gap in foundational skills in our primary grades, we plan to adopt Wilson Foundations as a core language program. To ensure all teachers are implementing key elements of effective literacy instruction and intervention practices aligned to Common Core State Standards, the following evidence-based interventions will be implemented:</p> <ul style="list-style-type: none"> - In Year 2, Establish Laboratory Teachers to build capacity and expertise within the literacy content area, foster grade level collaboration and offer embedded professional learning among colleagues. This is a distributed leadership role to: <ul style="list-style-type: none"> - Support a structure to allow for peer observation across grade levels - Build capacity to lead differentiated professional development for all staff - Support and collaborate with colleagues - Leverage in-house knowledge and expertise in order to raise the quality of teaching overall - Build after-school programming opportunities for MLK students 	

- Teachers will engage in professional learning that deepens their knowledge in the following areas:
 - foundational language development
 - instructional framework of our core curriculum resources (Making Meaning & Being A Writer) with a particular focus on questioning aligned to Common Core State Standards (CCSS) and independent reading and writing conferences to personalize instruction
 - formative assessment as a tool to support instructional decision-making, including reteaching and differentiation
 - calibrate scoring of student work to increase reliability of assessment data to gain accurate information about what students know and can do
 - data analysis of screening and diagnostic reading data to support goal setting, grouping, interventions and enrichment for individual students
 - elements of effective writing practices to support overall student growth in this area of literacy development
 - project-based learning to increase student engagement and make cross-curricular connections
- Improve early literacy instruction for all learners utilizing Boston Public Schools Curriculum

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 revelatory results of MLK's Needs Assessment and Root Cause Analysis are as follows:

Needs Assessment:

- MLK's ELA RICAS scores were in the bottom 5% of the state of Rhode Island
- The proficiency rate for ELA was 14% (32 students)
- The proficiency rate for grade 3 was 15% (13 students)
- The proficiency rate for grade 4 was 3% (3 students)
- The proficiency rate for grade 5 was 17% (15 students)
- The Academic Proficiency Index was <40

Our needs assessment revealed that more than half of teachers are not in meeting the expectations of the quarterly literacy pacing guide. Our needs assessment also demonstrated that there is a varying level of knowledge on how to administer and interpret data. Ongoing support is necessary to continue to deepen faculty's understanding of different kinds of assessment to inform instructional decisions. Less than 1/3 of the teachers are using the data from the STAR Screening Periods and Interim Assessments to make educational decisions. Ongoing support is necessary to continue to deepen faculty's understanding of different kinds of assessment to inform instructional decisions. In ELA, 26% report they regularly utilize the Center for Collaborative Classroom rubrics to inform instruction, 63% report sometimes utilizing this data and 11% do not utilize this data. 58% of teacher report using at least one supplemental formative assessment regularly to inform instruction. 42% report that they sometimes utilize supplemental ELA formative assessments to make instructional decisions. One additional finding from our needs assessment is that MLK is lacking a foundational program/resource. Ongoing support and professional development will follow in order to continue to deepen faculty's understanding of the program in order to inform instructional decisions and planning.

Root Cause Analysis:

1. High Importance/Weak Performance concerns found in Instruction :
 - Implementation with fidelity
 - Amount of Common Planning Time
 - Knowledge of CCSS
 - Deep knowledge of programming/resources
 - ELL population proficiency

2. High Importance/Weak Performance concerns found in Curriculum and Assessments:
 - Gaps in skills
 - Materials
 - Common assessments
 - ELL population proficiency

3. High Importance/Weak Performance concerns found in Professional Learning Opportunities:
 - Aligned to curriculum
 - Knowledge of CCSS
 - Knowledge of data
 - Knowledge of assessments

4. High Importance/Weak Performance
 - Family engagement

Evidence Basis – What evidence basis is there for this action?

Citation(s):

- [The Evidence Base for Collaborative Literacy](#)
- [Being A Writer Program Evaluation](#)
- [An Impact Study of Collaborative Classroom Curriculum Implementations and Professional Learning](#)
- [Core Curriculum Instructional Routines and Practices Aligned to IES Recommendations](#)
- [Effective Instructional Practices for Teaching Writing](#)
- [Research-based Instructional Strategies](#)
- [1. Effective Elements of Professional Development](#)
- [2. Effective Practices for Professional Development](#)
- [Analyzing Student Work](#)

Evidence Tier: Tier 2 & Tier 3

<p><i>Proposed Funding Source:</i></p> <p>School Improvement (1003) Support Grant</p> <p><i>Title I Budget</i></p> <p><i>Local Budget</i></p>	<p><i>Proposed Funding Amount:</i></p> <p>Funding for Professional Development</p> <p>Professional Development: Foundations® Grade Level Workshop offered by Wilson Language Training, Oxford Massachusetts</p> <p>The workshop will be offered to all K-2 teachers (9 total), special educators (4</p>
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<ul style="list-style-type: none"> - Using Student Achievement Data to Support Instructional Decision Making - Florida Center for Reading Research on Foundations - Foundations Instructional Routines and Practices Are Aligned to IES Recommendations - Research-base for Foundations - Foundations Evidence of Effectiveness - Evidence of Effectiveness of Foundations - Wilson Foundations Program Evaluation for an Urban Kindergarten Setting - The Effects of Foundations and SIPPS Reading Interventions on Phonemic Awareness of Second Grade Students - Further Research to Support Foundations - What Research Says About Project-based Learning - Afterschool Programs Make a Difference: Findings From the Harvard Family Research Project - What Does the Research Say About After-school Programs? - Expeditionary Learning: Expeditionary Learning 		<p>teachers) and Leadership Team (principal, Literacy Coach and EL Collaborator).</p> <p>Foundations Materials and professional development: \$26,989.20</p>
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Implementation and Outcome Milestones						
Implementation						
Focus Area	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Core Curriculum & Instruction	1. Purchase Foundations as the K-2 foundational language program	1. Study instructional framework and begin implementation of Foundations 5 days x 30 minutes	1. Reflect upon initial implementation of Foundations to identify needed professional learning opportunities for 2020/21	1. Study nuances of instructional routines within Foundations and continue implementation 5 days x 30 minutes	1. Continue implementation of Foundations 5 days x 30 minutes and begin utilizing Foundations' Double Dose lessons for students in need of additional support	1. Reflect upon implementation of Foundations to identify needed professional learning opportunities for 2021/22

	<p>2. BPS milestones include:</p> <ul style="list-style-type: none"> - Hire a PDG coach - PDG Coach, kindergarten teacher, Reading Coach, ELC Coach and Principal will participate in BPS 4-day professional development series 	<p>2. BPS milestones include:</p> <ul style="list-style-type: none"> - PDG coach provides weekly targeted job embedded coaching and supports to K teachers - PDG coach meets biweekly with Reading Coach and District Literacy Specialist to review progress & establish goals - PDG coach meets monthly with Principal, Reading Coach and ELC coach - Quarterly meetings with RIDE Literacy team 	<p>2. BPS milestones include:</p> <ul style="list-style-type: none"> - PDG coach continues to provide weekly targeted job embedded coaching and supports to K teachers - PDG coach continues to meet biweekly with Reading Coach and District Literacy Specialist to review progress and to create a 2020/2021 Cohort 5 Support & Dissemination Plan - PDG coach continues to meet monthly with Principal, Reading Coach and ELC coach - Quarterly meetings with RIDE Literacy team 	<p>2. BPS milestones include:</p> <ul style="list-style-type: none"> - Implement 2020/2021 Cohort 5 Support & Dissemination Plan created by PDG Coach & MLK Literacy Team - PDG coach meets biweekly with Reading Coach and District Literacy Specialist to review progress & establish goals - PDG coach meets monthly with Principal, Reading Coach and ELC coach - Quarterly meetings with RIDE Literacy team 	<p>2. BPS milestones include:</p> <ul style="list-style-type: none"> - Continue to implement 2020/2021 Cohort 5 Support & Dissemination Plan created by PDG Coach & MLK Literacy Team - PDG coach meets biweekly with Reading Coach and District Literacy Specialist to review progress & establish goals - PDG coach meets monthly with Principal, Reading Coach and ELC coach - Quarterly meetings with RIDE Literacy team 	<p>2. BPS milestones include:</p> <ul style="list-style-type: none"> - MLK Literacy Team & Kindergarten teachers reflect on successes and challenges in order to create plans for 2021/2022 implementation
	<p>3. In Gr 1-5, analyze Qtr 1 Making Meaning & Being A Writer units to develop CCSS aligned read aloud questions to support student</p>	<p>3. In Gr 1-5, analyze Qtr 2 & 3 Making Meaning & Being A Writer units to develop CCSS aligned read aloud questions to support student</p>	<p>3. In Gr 1-5, analyze Making Meaning & Being A Writer units to develop CCSS aligned read aloud questions to support student discourse and comprehension</p>	<p>3. In Gr 1-5, implement CCSS aligned questions during read alouds in Qtr 1 Making Meaning & Being A Write units to support student discourse and</p>	<p>3. In Gr 1-5, implement CCSS aligned questions during read alouds in Qtr 2& 3 Making Meaning & Being A Write units to support student discourse and</p>	<p>3. In Gr 1-5, implement CCSS aligned questions during read alouds in Qtr 4 Making Meaning & Being A Write units to support student discourse and</p>

	discourse and comprehension	discourse and comprehension		comprehension and reflect on successes and challenges to make revisions	comprehension and reflect on successes and challenges to make revisions	comprehension and reflect on successes and challenges to make revisions
	4. Determine a response to text structure to implement in Grades 3-5	4. Continue implementation of response structure to text structure in Grades 3-5	4. Continue implementation of response structure to text structure in Grades 3-5	4. Implement a modified response to text structure in K-2 and continue implementation in 3-5	4. Continue implementation of a consistent response to test structure in K-5	4. Continue implementation of a consistent response to test structure in K-5
Project-based learning	1. Gr 1-5 teachers will study PPSD Landmark to support learning about project-based learning	1. Gr 1-5 teachers study and implement best instructional practices for project-based learning 2. Utilize PPSD Landmarks as the core resource to provide project-based learning opportunities for students in Gr 1-5	1. Gr 1-5 teachers, ongoing study and implementation of best instructional practices for project-based learning 2. Utilize PPSD Landmarks as the core resource to provide project-based learning opportunities for students in Gr 1-5	1. Reflect on 2019/20 successes and challenges of implementing PPSD Landmarks in order to make revisions and / or modifications 2. Utilize school-based revisions of PPSD Landmarks as the core resource to provide project-based learning opportunities for students in Gr 1-5	1. Gr 1-5 teachers, ongoing study and implementation of best instructional practices for project-based learning 2. Utilize school-based revisions of PPSD Landmarks as the core resource to provide project-based learning opportunities for students in Gr 1-5	1. Continue to reflect on successes and challenges of implementing PPSD Landmarks in order to make revisions and / or modifications 2. Utilize school-based revisions of PPSD Landmarks as the core resource to provide project-based learning opportunities for students in Gr 1-5
Assessment/ Student learning outcomes	1. Adopt a school-wide writing rubric and engage in a calibration protocol for scoring of BOY work samples using	1. Engage in a calibration protocol for scoring of MOY work samples in order to continue to develop scoring	1. Engage in a calibration protocol for scoring of EOY work samples in order to continue to develop scoring reliability and	1. Collaborate with students using universal rubric to set written response goals	1. Collaborate with students using universal rubric to monitor progress and set MOY written response goals	1. Collaborate with students to reflect on writing progress across the year

	<p>school-wide writing rubric to develop scoring reliability and inform instruction</p> <p>2. Design and implement Qtr1 end-of-unit formative assessment in Making Meaning to reflect on core instruction and monitor students' proficiency of grade-level standards</p>	<p>reliability and inform instruction</p> <p>2. Design and implement Qtr2&3 end-of-unit formative assessment in Making Meaning to continue to reflect on core instruction and monitor students' proficiency of grade-level standards</p>	<p>reflect on instruction and student progress across the year.</p> <p>2. Design and implement Qtr 4 end-of-unit formative assessment in Making Meaning to continue to reflect on core instruction and monitor students' proficiency of grade-level standards</p>	<p>2. Utilize end-of-unit formative assessments in Making Meaning to continue to reflect on core instruction, monitor students' proficiency of grade-level standards, and plan for differentiation</p>	<p>2. Continue to utilize end-of-unit formative assessments in Making Meaning to continue to reflect on core instruction, monitor students' proficiency of grade-level standards, and plan for differentiation</p>	<p>2. Utilize end-of-unit formative assessments in Making Meaning to continue to reflect on core instruction, monitor students' proficiency of grade-level standards, and plan for differentiation</p>
Additional Professional Learning Opportunities	<p>1. Professional development offered providing overview of Foundations, the new K-2 foundational language program</p> <p>2. Collaborate with Mount Hope Learning Center to identify standards-aligned professional</p>	<p>1. At least 2-3 professional development opportunities offered to support implementation of core curriculum resources, high-quality teaching strategies, and data analysis</p> <p>2. Collaborate with Mount Hope Learning Center to provide at least 1-2</p> <p>3. Standards-aligned professional</p>	<p>1. At least 5-6 professional development opportunities offered to support implementation of core curriculum resources, high-quality teaching strategies, and data analysis</p> <p>2. Collaborate with Mount Hope Learning Center to provide at least 3-4 standards-aligned professional</p>	<p>1. At least 1-2 professional development opportunities offered to support implementation of core curriculum resources, high-quality teaching strategies, and data analysis</p> <p>2. Collaborate with Mount Hope Learning Center to reflect on 2019/20 professional learning</p>	<p>1. At least 3-4 professional development opportunities offered to support implementation of core curriculum resources, high-quality teaching strategies, and data analysis</p> <p>2. Collaborate with Mount Hope Learning Center to provide at least 1-2 standards-aligned professional</p>	<p>1. At least 5-6 professional development opportunities offered to support implementation of core curriculum resources, high-quality teaching strategies, and data analysis</p> <p>2. Collaborate with Mount Hope Learning Center to provide at least 3-4 standards-aligned professional</p>

	learning opportunities to support achievement of MLK students who attend this program	learning opportunities	learning opportunities	opportunities & identify areas of need for 2020/21 support	learning opportunities	learning opportunities
Shared Responsibility	<ol style="list-style-type: none"> 1. Create a 2019/20 pacing guide for Making Meaning & Being A Writer 2. Leadership establish baseline data through learning walks in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE 3. Implement baseline data meetings with classroom teachers, special educators and Leadership Team to identify students in need of academic intervention 	<ol style="list-style-type: none"> 1. Lab teachers meet with Leadership Team bi-monthly to schedule and plan professional learning sessions and coordinate embedded support opportunities for teachers 2. Monitor instructional pacing of Making Meaning & Being A Writer in K-5 classrooms and collaborate with individual teachers provide any needed supports 3. Leadership & Lab Team partakes in at least 3-4 learning walks to collect ongoing data in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE 	<ol style="list-style-type: none"> 1. Lab teachers and Leadership Team reflect on 2019/2020 structure to design 2020/21 support plan and to schedule and plan summer learning opportunities 2. Reflect on and revise 2019/20 pacing guide for Making Meaning & Being A Writer for the following academic year 3. Leadership & Lab Team partakes in at least 8-10 learning walks to collect ongoing data in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE 	<ol style="list-style-type: none"> 1. Establish 4-6 2020/2021 Lab teachers 2. Review 2020/21 pacing guide for Making Meaning & Being A Writer 3. Leadership & Lab Team establish new baseline data through learning walks in order to effectively plan for school year (PD, Learning Walks, 	<ol style="list-style-type: none"> 1. Lab teachers meet with Leadership Team bi-monthly to schedule and plan professional learning sessions and coordinate embedded support opportunities for teachers 2. Monitor instructional pacing of Making Meaning & Being A Writer in K-5 classrooms and continue to collaborate with individual teachers provide any needed supports 3. Leadership & Lab Team partakes in at least 3-4 learning walks to collect ongoing data in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE 	<ol style="list-style-type: none"> 1. Lab teachers and Leadership Team reflect on 2020/2021 structure to design 2021/22 support plan and to schedule and plan summer learning opportunities 2. Reflect on and revise 2020/21 pacing guide for Making Meaning & Being A Writer for the following academic year 3. Leadership & Lab Team partakes in at least 8-10 learning walks to collect ongoing data in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE

	4. Review 2018-19 STAR data using a data driven dialogue protocol to set a grade level goals	4. Implement MOY data meeting with individual classroom teachers, special educators and Leadership Team to monitor student progress and plan necessary action steps for support	4. Implement EOY data meetings with individual classroom teachers, special educators and Leadership Team to monitor student progress and plan necessary action steps for support for the 2020/2021 academic year	support cycles, lab classrooms) 4. Implement baseline data meetings with classroom teachers, special educators and Leadership Team to identify students in need of academic intervention	4. Implement MOY data meeting with individual classroom teachers, special educators and Leadership Team to monitor student progress and plan necessary action steps for support	4. Implement EOY data meetings with individual classroom teachers, special educators and Leadership Team to monitor student progress and plan necessary action steps for support for the 2021/2022 academic year
	5. Collaborate with Mount Hope Learning Center to provide additional after-school academic/enrichment opportunities for K-5 students	5. Review MOY STAR data using a data driven dialogue protocol to monitor grade level progress and set EOY goal	5. Review EOY STAR data using a data driven dialogue protocol to monitor grade level progress reflect on instruction and intervention	5. Review 2019-20 STAR data using a data driven dialogue protocol to set a grade level goals	5. Review MOY STAR data using a data driven dialogue protocol to monitor grade level progress and set EOY goal	5. Review EOY STAR data using a data driven dialogue protocol to monitor grade level progress reflect on instruction and intervention
	6. Leadership Team communicates 2019/20 CSIP goals, milestones and action plan to families	6. Collaborate with Mount Hope Learning Center to provide additional after-school academic/enrichment opportunities for K-5 students	6. Collaborate with Mount Hope Learning Center to support summer academic/enrichment opportunities for K-5 students	6. Collaborate with Mount Hope Learning Center to provide additional after-school academic/enrichment opportunities for K-5 students 7. Leadership Team communicates	6. Collaborate with Mount Hope Learning Center to provide additional after-school academic/enrichment opportunities for K-5 students	6. Collaborate with Mount Hope Learning Center to support summer academic/enrichment opportunities for K-5 students

[illegible]

	the literacy team, literacy supervisor and / or principal using the Keys for Learning Continuum	the literacy team, literacy supervisor and / or principal using the Keys for Learning Continuum	the literacy team, literacy supervisor and / or principal using the Keys for Learning Continuum	the literacy team, literacy supervisor and / or principal using the Keys for Learning Continuum	the literacy team, literacy supervisor and / or principal using the Keys for Learning Continuum	the literacy team, literacy supervisor and / or principal using the Keys for Learning Continuum
		5. K-2 classrooms implement foundational language program with moderate fidelity	5. K-2 classrooms implement foundational language program with high fidelity	5. K-2 classrooms implement foundational language program with high fidelity	5. K-2 classrooms implement foundational language program with high fidelity	5. K-2 classrooms implement foundational language program with high fidelity
		6. Gr 1- 5 classroom teachers implement at least one project-based learning unit with moderate fidelity.	6. Gr 1- 5 classroom teachers implement at least two project-based learning units with moderate fidelity	6. Gr 1- 5 classroom teachers implement at least one project-based learning unit with high fidelity.	6. Gr 1- 5 classroom teachers implement at least two project-based learning units with high fidelity	6. Gr 1- 5 classroom teachers implement at least three project-based learning units with high fidelity
Lagging Indicators and Accountability Outcomes						
	Decrease in kindergarten discipline referrals compared to 2018/19 BOY data	Decrease in kindergarten discipline referrals compared to 2018/19 MOY data	Decrease in kindergarten discipline referrals compared to 2018/19 EOY data	Continue to decrease kindergarten discipline referrals compared to 2019/20 BOY data	Continue to decrease kindergarten discipline referrals compared to 2019/20 MOY data	Continue to decrease kindergarten discipline referrals compared to 2019/20 EOY data
	Increase in attendance of kindergarten students compared to 2018/19 BOY data	Increase in attendance of kindergarten students compared to 2018/19 MOY data	Increase in attendance of kindergarten students compared to 2018/19 EOY data	Increase in attendance of kindergarten students compared to 2019/20 BOY data	Increase in attendance of kindergarten students compared to 2019/20 MOY data	Increase in attendance of kindergarten students compared to 2019/20 EOY data
	RICAS results show all students making 3% the gains in ELA		By EOY, 75% of kindergarten students have meet or exceed grade level standards	RICAS results show all students making 3% of the gains in ELA		By EOY, 85% of kindergarten students have meet or exceed grade level standards

	3% increase in ELA to 17% proficient		in reading, writing, listening and speaking as measured by STAR Early Literacy data (or potential new district screener) Decrease in kindergarten discipline referrals compared to 2018/19 academic year.	3% increase in ELA to 20% proficient		in reading, writing, listening and speaking as measured by STAR Early Literacy data (or potential new district screener)
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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.*

Early literacy and / or reading screeners will be implemented at the beginning, middle and end of year with all K-5 students. Identified students will be given an additional diagnostic assessment to determine strengths and individual area of needs. Differentiated instructional groups for core, interventions, and enrichment will be developed and shared with families. Goals for each student will be identified and students will be progress monitored throughout the school year according to their Literacy Plan

A school-wide electronic data-wall will be utilized to track student data across the year. Student demographics, including race and free and reduced lunch status, will be included to help leadership and teacher monitor progress of all students, especially those identified as being most vulnerable.

Teachers, as well as a newly established LAB Team, will collaborate in data study with grade level colleagues, MLK's Literacy Coach and the school's English Language Collaborative Coach in order to draw from varying levels of knowledge and experience in service of understanding different student populations' areas of need. This collaboration will be exceptionally important as regular education teachers continue to grow their understanding of SIOP/Ellevation strategies to support ENEs and EL students placed in regular education classrooms.

The following are key instructional principles in Foundations are critical for both English language learners and students with a language learning disability:

- Integration of listening, speaking, reading and writing
- Explicit modeling of skills and strategies
- Verbal explanations for concepts enhanced by visual, physical, and kinesthetic involvement
- Opportunities for student interaction in supportive groups
- Procedures that ensure student engagement with hands-on activities
- Clear and consistent directions and cueing systems
- Ample opportunities to reinforce skills

- Scaffolded instruction
- Repetition of vocabulary, including the vocabulary of word structure (such as digraph, short vowel)
- Assessment of content knowledge that is performance-based rather than language-based

Lessons are interactive in nature and designed to fully engage students in the task at hand. All skills and concepts are taught and reinforced through visual, auditory, tactile, and kinesthetic senses.

The BPS curriculum provides a comprehensive approach to teaching literacy across content, allowing for students to develop foundational skills alongside language development through a personalized approach to teaching literacy in Kindergarten. The curriculum also addresses comprehension and writing through the use of literature and project-based learning. This approach empowers students to make choices along the way to proficiency. The BPS curriculum fosters critical thinking for all students and provides entry points for all subgroups.

Goal 2	
To improve the percentage of King students who scored proficient on RICAS MATH for grades 3-5. We will show growth from 7% to 17% (23 students to 50 students) by EOY 2021.	
2.1 Intervention and Justification Ensure all teachers are implementing key elements of effective instruction and intervention practices in mathematics to close achievement gaps and increase student proficiency and growth.	Framework Domain(s): High Quality Materials & Instructional Transformation Turnaround Leadership
<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>In the 2019-2020 school year, our school will continue to utilize the Common Core Standards aligned resources: <i>Eureka Math</i> from Great Minds, <i>Investigations in Number, Data, and Space 3</i> from Pearson, for grades K-5. We will align our instruction more closely to the structures in these resources, vetting any outside resources through the grade-level teams. Additionally, to address the gaps in foundational skills MLK will purchase and implement a new foundational math program, Touch Math, for the 2019-2020 school year for our K students; we will purchase both the CCSS aligned program for the Kindergarten classrooms and the RTI program for the Special Ed team to use with Kindergarten students they service. In year 2, we will grow this initiative to include Grade 1. A new program, Do the Math, was purchased for the 2019-2020 school year to address gaps in math skills for students in grades 1-5 to support RTI for identified students and will be implemented.</p> <p>To ensure all teachers are implementing key elements of effective instruction and intervention practices in mathematics aligned to Common Core State Standards to close achievement gaps and increase student proficiency and growth, the following evidence-based interventions will be implemented to address the root cause identified:</p>	

- Establish Laboratory Teachers to build capacity and expertise within the mathematics content area, foster grade level collaboration and offer embedded professional learning among colleagues. This is a distributed leadership role to:
 - Support a structure to allow for peer observation across grade levels
 - Build capacity to lead differentiated professional development for all staff
 - Support and collaborate with colleagues
 - Leverage in-house knowledge and expertise in order to raise the quality of teaching overall
- Teachers will engage in professional learning that deepens their knowledge in the following areas:
 - foundational math skills program
 - strengthen implementation of our existing research-based core mathematics resources, *Eureka! and Investigations*, by analyzing the standards addressed in the PPSD Quarterly Standards Bundles/Learning Targets by following the aligned quarterly planning tool and engaging in Looking at Student Work Protocols to examine student outcomes to analyze mastery of each quarter's grade level standards, both in the content and the Standards for Mathematical Practice (SMPs).
 - formative assessment as a tool to support instructional decision-making, including reteaching and differentiation
 - calibrate scoring of student work to increase reliability of assessment data to gain accurate information about what students know and can do
 - data analysis from student outcomes on common assessments, including curriculum-based measures, IAs, STAR and formative assessments such as exit tickets to evaluate student progress toward mastery of their grade level standards
 - project-based learning to increase student engagement and make cross-curricular connections
 - explicit vocabulary instruction in mathematics to build students' academic vocabulary
 - deepening student discourse

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 revelatory results of MLK's Needs Assessment and Root Cause Analysis are as follows:

Needs Assessment:

- MLK's Math RICAS scores were in the bottom 5% of the state of Rhode Island
- The proficiency rate for Math was 7% (23 students)
- The proficiency rate for grade 3 was 7% (6 students)
- The proficiency rate for grade 4 was 2% (3 students)
- The proficiency rate for grade 5 was 11% (10 students)
- The Academic Proficiency Index was <40

Our needs assessment demonstrated that there is a varying level of knowledge on how to manage, interpret and give timely feedback relevant to data. Ongoing support is necessary to continue to deepen faculty's understanding of different assessments and the information yielded from those assessments, including formative, summative and screeners, to inform instructional decisions. Less than 1/3 of the teachers are using the data from the STAR Screening

Periods and Interim Assessments to make educational decisions. In addition, to having 7% proficiency in mathematics there were achievement gaps noted in the subgroups of Economically Disadvantaged and Black/African American students so there is a need to develop best instructional practices through targeted professional learning opportunities to increase proficiency for all students, including subgroups that are highlighted.

Root cause analysis:

1. High Importance/Weak Performance concerns found in Instruction
 - Implementation with pacing aligned to PPSD Quarterly Standards Bundle/Learning Targets
 - Amount of Common Planning Time
 - Knowledge of CCSS
 - Deep knowledge of programming/resources
 - ELL population
 - Teaching as a science and an art
2. High Importance/Weak Performance concerns found in Curriculum and Assessments:
 - Gaps in skills
 - Materials
 - Common assessments
 - ELL population
3. High Importance/Weak Performance concerns found in Professional Learning Opportunities:
 - Aligned to curriculum
 - Knowledge of CCSS
 - Knowledge of data
 - Knowledge of assessments
4. High Importance/Weak Performance
 - Family engagement

Evidence Basis – What evidence basis is there for this action?	Evidence Tier:Tiers 1, 2, and 3	
Citation(s): - Effective Teacher Professional Development - Preparing for Culturally Responsive Teaching - Building English Language Learners' Academic Vocabulary	Proposed Funding Source: School Improvement (1003) Support Grant	Proposed Funding Amount: TouchMath - Year 1: <ul style="list-style-type: none"> ● Kindergarten complete kit (\$1869 x3) = \$5607.00 ● Kindergarten RTI kit = \$1469.00 ● Kindergarten workbooks (\$600.00 x 2) = \$1200.00

<ul style="list-style-type: none"> - Building Background Knowledge For Academic Achievement: Research On What Works In Schools by Robert Marzano (ASCD Book) - Impact of Project-Based Learning - Impact of Lesson Study - Student Work Analysis Protocol - Using Student Achievement Data to Support Instructional Decision Making - https://www.touchmath.com - Multisensory Approach to Teaching (touch math) - Unlocking Young Children's Potential: Governors' Role in Strengthening Early Mathematics Learning 	<p><i>Title I</i></p> <p><i>Local Budget</i></p>	<p>TouchMath - Year 2:</p> <ul style="list-style-type: none"> ● Kindergarten Year 2 = 855.00 ● Grade 1 complete kit - (\$1679 x 3) = \$5037.00 ● Grade 1 RTI kit = \$1,229.00 ● Grade 1 workbooks = \$570.00 <p>Professional Development aligned to TouchMath:</p> <ul style="list-style-type: none"> ● Year 1 - 5 teachers x 10 hrs @ \$43.06/hr = \$2153.00 ● Year 2 - 9 teachers x 10 hrs @ \$43.06/h = \$3874.40 <p>Professional Development for school-wide growth and improvement in mathematics in current resource for Grades 1-5:</p> <ul style="list-style-type: none"> ● PD for Teachers (19 @ 43.06x 4 hours) = \$6545.24 <p>TOTAL = \$28,540.64</p>
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Implementation and Outcome Milestones						
Implementation						
Focus Area	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Core Curriculum & Instruction	1. Purchase TouchMath (Kindergarten) and Do the Math (Gr 1-5)	1. Study instructional framework and begin implementation of TouchMath 5 days x 60 minutes in Reg. Ed, and 5 days	1. Reflect upon initial implementation of TouchMath and Do the Math to identify needed professional learning	1. Study nuances of instructional routines within TouchMath and Do the Math and continue implementation of	1. Continue implementation of TouchMath 5 days x 60 minutes in Reg. Ed, and 5 days x 30 minutes for RTI and Do the	1. Reflect upon implementation of TouchMath and Do the Math to identify needed professional learning

		x 30 minutes for RTI and Do the Math 5 days x 30 minutes	opportunities for 2020/21	TouchMath 5 days x 60 minutes in Reg. Ed, and 5 days x 30 minutes for RTI and Do the Math 5 days x 30 minutes	Math 5 days x 30 minutes to assess if students' learning needs are being supported and met	opportunities for 2021/22
	2. Strengthen instructional practices to continue support of deepening student discourse and engaging with SMP 3: Construct viable arguments and critique the reasoning of others by creating a bank of videos of our students engaging in discourse at each grade level	2. Analyze videos for depth of discourse on grade level teams and across grade levels to calibrate what rich student discourse looks like and sounds like at all grade levels and continue to add to our video bank	2. Continue to create a bank of videos of students engaged in discourse and reflect on our learning from these videos of what rich discourse looks like and sounds like at each grade level. Teachers and coach will widen the scope of the SMPs (standards for mathematical practice) to be captured for analyzing at all grade levels by determining a focus for next year's video collection.	2. Create a bank of videos that widens the scope of the SMPs captured for analysis by beginning with the identified SMP from last year's reflection and learning.	2. Analyze videos for evidence to support chosen focus on grade level teams and across grade levels to calibrate what the determined focus looks like and sounds like at all grade levels and continue to add to our video bank	2. Continue to create a bank of videos of students engaged in determined focus and reflect on our learning from these videos of what students engaged in the focus looks like and sounds like at each grade level. Teachers and coach will widen the scope of the SMPs to be captured for analyzing at all grade levels by determining a focus for next year's video collection.
	3. Determine grade level specific academic vocabulary for math content and begin the study of explicit instruction of academic vocabulary in the	3. Study the nuances of explicit academic vocabulary instruction and our developing instructional practices around this research based	3. Reflect on explicit academic vocabulary instructional practices, both successes and challenges, to determine further professional	3. Engage in professional learning opportunity to strengthen academic vocabulary instruction in the	3. Continue implementation of academic vocabulary instruction in the content area of mathematics and share student progress as	3. Continue implementation of consistent academic vocabulary instruction in the content area of mathematics and share student

	content area and develop a student tool for students to self monitor their progress with the vocabulary	practice and share student progress using the student self monitoring tool	learning opportunities for the next school year and evaluate student progress with the grade level academic vocabulary introduced throughout the year	content area of mathematics 4. Purchase , develop, and implement TouchMath for Grade 1	evidenced through the students' self-monitoring tool of understanding	progress as evidenced through the students' self-monitoring tool of understanding and reflect on successes and challenges to make revisions
Project-based learning	1. Gr 1-5 teachers will study PPSD Landmark to support learning about project-based learning	1. Gr 1-5 teachers study and implement best instructional practices for project-based learning 2. Utilize PPSD Landmarks as the core resource to provide project-based learning opportunities for students in Gr 1-5	1. Gr 1-5 teachers, ongoing study and implementation of best instructional practices for project-based learning 2. Utilize PPSD Landmarks as the core resource to provide project-based learning opportunities for students in Gr 1-5	1. Reflect on 2019/20 successes and challenges of implementing PPSD Landmarks in order to make revisions and / or modifications 2. Utilize school-based revisions of PPSD Landmarks as the core resource to provide project-based learning	1. Gr 1-5 teachers, ongoing study and implementation of best instructional practices for project-based learning 2. Utilize school-based revisions of PPSD Landmarks as the core resource to provide project-based learning	1. Continue to reflect on successes and challenges of implementing PPSD Landmarks in order to make revisions and / or modifications 2. Utilize school-based revisions of PPSD Landmarks as the core resource to provide project-based learning

				opportunities for students in Gr 1-5	opportunities for students in Gr 1-5	opportunities for students in Gr 1-5
Assessment/ Student learning outcomes	<p>1. Engage in a calibration protocol for scoring of BOY work samples from CBMs to develop scoring reliability and inform instruction</p> <p>2. Design and implement Qtr1 end-of-unit formative assessment in Eureka, Do the Math, and TouchMath to reflect on core instruction and monitor students' proficiency of grade-level standards</p>	<p>1. Engage in a calibration protocol for scoring of MOY work samples from CBMs in order to continue to develop scoring reliability and inform instruction</p> <p>2. Design and implement Qtr2&3 end-of-unit formative assessment in Eureka, Do the Math, and TouchMath to to continue to reflect on core instruction and monitor students' proficiency of grade-level standards</p>	<p>1. Engage in a calibration protocol for scoring of EOY work samples in order to continue to develop scoring reliability and reflect on instruction and student progress across the year</p> <p>2. Design and implement Qtr 4 end-of-unit formative assessment in Eureka, Do the Math, and TouchMath to to continue to reflect on core instruction and monitor students' proficiency of grade-level standards</p>	<p>1. Collaborate with students using data from student work produced on CBMs to set math learning goals</p> <p>2. Utilize end-of-unit formative assessments in Eureka, Do the Math, and TouchMath to to continue to reflect on core instruction, monitor students' proficiency of grade-level standards, and plan for differentiation</p>	<p>1. Collaborate with students using data from student work produced on CBMs to monitor progress and set MOY math learning goals</p> <p>2. Continue to utilize end-of-unit formative assessments in Eureka, Do the Math, and TouchMath to g to continue to reflect on core instruction, monitor students' proficiency of grade-level standards, and plan for differentiation</p>	<p>1. Collaborate with students to reflect on math learning goals that were set and the progress students made</p> <p>2. Utilize end-of-unit formative assessments for Eureka, Do the Math, and TouchMath to continue to reflect on core instruction, monitor students' proficiency of grade-level standards, and plan for differentiation</p>
Additional Professional Learning Opportunities	1. Professional development offered providing overview of Touch Math and Do the Math, the new K-5 foundational math programs	1. At least 3 professional development opportunities offered to support implementation of core curriculum resources,	1. At least 3 professional development opportunities offered to support implementation of core curriculum resources,	1. At least 1-2 professional development opportunities offered to support implementation of core curriculum resources,	1. At least 3 professional development opportunities offered to support implementation of core curriculum resources,	1. At least 3 professional development opportunities offered to support implementation of core curriculum resources,

	2. Collaborate with Mount Hope Learning Center to identify standards-aligned professional learning opportunities to support achievement of MLK students who attend this program	high-quality teaching strategies, and data analysis 2. Collaborate with Mount Hope Learning Center to provide at least 1-2 3. standards-aligned professional learning opportunities	high-quality teaching strategies, and data analysis 2. Collaborate with Mount Hope Learning Center to provide at least 3-4 3. standards-aligned professional learning opportunities	high-quality teaching strategies, and data analysis 2. Collaborate with Mount Hope Learning Center to reflect on 2019/20 professional learning opportunities & identify areas of need for 2020/21 support 3. standards-aligned professional learning opportunities	high-quality teaching strategies, and data analysis 2. Collaborate with Mount Hope Learning Center to provide at least 1-2 3. standards-aligned professional learning opportunities	high-quality teaching strategies, and data analysis 2. Collaborate with Mount Hope Learning Center to provide at least 3-4 3. standards-aligned professional learning opportunities
Shared Responsibility	1. Strengthen the use of Quarterly Instructional planning tool 2. Leadership establish baseline data through learning walks in	1. Monitor instructional pacing of Eureka, Do the Math, and TouchMath to n K-5 classrooms and collaborate with individual teachers provide any needed supports 2. Leadership & Lab Team partakes in at least 3-4 learning walks to collect	1. Reflect on and revise 2019/20 pacing guide for Eureka, Do the Math, and TouchMath for the following academic year 2. Leadership & Lab Team partakes in at least 8-10 learning walks to collect	1. Establish 2020/2021 Lab teachers 2. Review 2020/21 pacing guide for Eureka, Do the Math, and TouchMath to	1. Lab teachers meet with Leadership Team bi-monthly to schedule and plan professional learning sessions and coordinate embedded support opportunities for teachers 2. Monitor instructional pacing of Eureka, Touch Math and Do the Math in K-5 classrooms and	1. Lab teachers and Leadership Team reflect on 2020/2021 structure to design 2021/22 support plan and to schedule and plan summer learning opportunities 2. Reflect on and revise 2019/20 instructional pacing tool for or the following academic year

	collaboration with members of MLK's CAB, PPSD District Leadership & RIDE	ongoing data in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE	ongoing data in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE		continue to collaborate with individual teachers provide any needed supports	
	3. Implement baseline data meetings with classroom teachers, special educators and Leadership Team to identify students in need of academic intervention	3. Implement MOY data meeting with individual classroom teachers, special educators and Leadership Team to monitor student progress and plan necessary action steps for support	3. Implement EOY data meetings with individual classroom teachers, special educators and Leadership Team to monitor student progress and plan necessary action steps for support for the 2020/2021 academic year	3. Leadership & Lab Team establish new baseline data through learning walks in order to effectively plan for school year (PD, Learning Walks, support cycles, lab classrooms)	3. Leadership & Lab Team partakes in at least 3-4 learning walks to collect ongoing data in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE	3. Leadership & Lab Team partakes in at least 8-10 learning walks to collect ongoing data in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE
	4. Review 2018-19 STAR data using a data driven dialogue protocol to set a grade level goals	4. Review MOY STAR data using a data driven dialogue protocol to monitor grade level progress and set EOY goal	4. Review EOY STAR data using a data driven dialogue protocol to monitor grade level progress reflect on instruction and intervention	4. Implement baseline data meetings with classroom teachers, special educators and Leadership Team to identify students in need of academic intervention	4. Implement MOY data meeting with individual classroom teachers, special educators and Leadership Team to monitor student progress and plan necessary action steps for support	4. Implement EOY data meetings with individual classroom teachers, special educators and Leadership Team to monitor student progress and plan necessary action steps for support for the 2021/2022 academic year
	5. Collaborate with Mount Hope Learning Center to provide additional after-school academic/enrichment opportunities for K-5 students	5. Collaborate with Mount Hope Learning Center to provide additional after-school academic/enrichment opportunities for K-5 students	5. Collaborate with Mount Hope Learning Center to support summer academic/enrichment opportunities for K-5 students	5. Review 2019-20 STAR data using a data driven dialogue protocol to set a grade level goals	5. Review MOY STAR data using a data driven dialogue protocol to monitor grade level progress and set EOY goal	5. Review EOY STAR data using a data driven dialogue protocol to monitor grade level progress reflect on instruction and intervention
	6. Leadership Team communicates					

	2019/20 CSIP goals, milestones and action plan to families			6. Collaborate with Mount Hope Learning Center to provide additional after-school academic/enrichment opportunities for K-5 students 7. Leadership Team communicates 2020/21 CSIP goals, milestones and action plan to families	6. Collaborate with Mount Hope Learning Center to provide additional after-school academic/enrichment opportunities for K-5 students	6. Collaborate with Mount Hope Learning Center to support summer academic/enrichment opportunities for K-5 students
Leading Indicators						
	1. STAR BOY data show improvement over EOY from prior year, with vulnerable 2. Teachers begin implement core math programs according to pacing guide.	1. STAR MOY results show improvement over MOY from prior year, with vulnerable subgroups closing gaps 2. Teachers implement core math programs according to pacing guide. 3. Classroom teachers implement at least one project-based	1. STAR EOY results show improvement over MOY from prior year, with vulnerable subgroups closing gaps 2. Teachers implement core math programs according to pacing guide. 3. Classroom teachers implement at least two project-based	1. STAR BOY results show improvement over BOY from prior year, with vulnerable subgroups closing gaps 2. Teachers implement core programs according to pacing guide. 3. Classroom teachers implement at least one project-based	1. STAR MOY results show improvement over MOY from prior year, with vulnerable subgroups closing gaps 2. Teachers implement core math programs according to pacing guide. 3. Classroom teachers implement at least two project-based	1. STAR EOY results continue to show improvement over EOY from prior year, with vulnerable subgroups closing gaps 2. Teachers implement core math programs according to pacing guide. 3. Classroom teachers implement at least three project-based

		learning unit with moderate fidelity.	learning units with moderate fidelity	learning unit with high fidelity.	learning units with high fidelity	learning units with high fidelity
Lagging Indicators and Accountability Outcomes						
	RICAS results show all students making 5% of the gains in Math	RICAS results show all students making 5% of the gains in Math	RICAS results show all students making 5% of the gains in Math	RICAS results show all students making 5% of the gains in Math	RICAS results show all students making 5% of the gains in Math	RICAS results show all students making 5% of the gains in Math
	5% increase in Math to 12% proficient	5% increase in Math to 12% proficient	5% increase in Math to 12% proficient	5% increase in Math to 17% proficient	5% increase in Math to 17% proficient	5% increase in Math to 17% proficient
Equity and Shared Responsibility – <i>How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.</i>						
<p>Universal screeners will be implemented at the beginning, middle and end of year with all K-5 students. Identified students will benefit from differentiated instructional groups for core, interventions, and enrichment based upon individual student's needs and strengths; this will include collaboration among the Regular Ed Classroom teacher, the Math Coach, the Special Ed teachers and the EL Collaborative coach to ensure that every student is included in the scope of this work. Students will work with their teacher to set goals and participate in their progress monitoring as they are working towards those goals. These mathematical instructional plans will be shared with families.</p> <p>In year 2, teachers, along with a newly eshe LAB Team, will collaborate in data study with grade level colleagues, MLK's Mathematics Coach and the school's English Language Collaborative Coach in order to draw from varying levels of knowledge and experience in service of understanding different student populations' areas of need. This collaboration will be exceptionally important as regular education teachers continue to grow their understanding of SIOP/Ellevation strategies to support the learning needs of ENEs and ELL students placed in regular education classrooms in all content areas.</p> <p>Equity and shared responsibility are foundational for transformation and reform with regard to increasing proficiency as evidenced through instructional practices supported by Professional Learning opportunities that include:</p> <ul style="list-style-type: none"> - Establishment of a Lab Site Team of teachers who work collegially to help build capacity and distributed leadership - Data analysis to inform instruction - Explicit instruction that targets development of Academic Vocabulary - Culturally Responsive Teaching - Lesson Study - Addressing and strengthening foundational skills and gaps for all students in grades K-5 (<i>Touch Math for Kindergarten and *Do the Math 1-5; Do the Math 1-5 was purchased with Title 1 funds</i>). 						

Goal 3	
In year 2, improve the climate and culture at King School, which will include improving student and teacher attendance, strengthening social/emotional and behavioral supports and outcomes, decrease suspension rates, and increase family engagement. We will show growth in favorable percentages in SurveyWorks data by EOY 2021..	
3.1 Intervention and Justification Continue to implement current successful strategies for MTSS and incorporate additional strategies to strengthen our current systems of support in social emotional learning, attendance, and behavioral concerns.	Framework Domain(s): Culture and Climate Shift Shared Responsibility and Equity Turnaround Leadership
<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>	
<ul style="list-style-type: none"> - Continue to use screener and diagnostic assessments to identify students below proficiency, coordinate literacy interventions, and monitor progress - Teacher Support Team will continue to meet weekly to provide teachers with instructional methods, interventions ideas, and accommodations to help students identified as needing academic assistance - Establish a consistent Behavior Support Team in order to provide teachers with research-based interventions and strategies for supporting students' needs - Continue partnership with No Bully®, a nonprofit organization that ignites compassion to eradicate bullying and cyberbullying worldwide - Build partnership with Nonviolent Schools RI, including professional development, during the 2020-2021 school year - Establish an annual Attendance Team to review attendance data, contact families, log correspondences, and collaborate with applicable staff and community resources in order to decrease overall absenteeism and tardiness - Implement quarterly 	
<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>	
Climate & Culture <ul style="list-style-type: none"> ● Social Emotional Learning ● Support staff ● Attendance for students ● Attendance for teachers ● Positive recognition ● Equity ● Cultural competencies ● Belief systems ● Accessing core/CCSS ● Being invested in school and education 	

- Community partnerships
- Open classroom doors
- Scheduling
- Family involvement
- Common, rigorous expectations
- Training for cultural competencies needed
- Vision & Mission

Evidence Basis – What evidence basis is there for this action?

Evidence Tier: Choose an item.

Citation(s):

- <https://rti4success.org>
- <https://www.researchgate.net>
- <https://casel.org>
- <https://safesupportivelearning.ed.gov>
- <https://ies.ed.gov>
- Elias, Maurice J., Joseph E. Zins, and Roger P. Weissberg. *Promoting social and emotional learning: Guidelines for educators*. Ascd, 1997.

Proposed Funding Source:

School Improvement (1003)
Innovation Grant

Title I

Local Budget

Proposed Funding Amount:

Non Violent Schools RI - Year 2:

- Summer Institute (Summer 2020) - 7 Teachers @ \$400.00 ea = \$2800.00
- \$40 pp for materials = \$280.00
- PD during the school year (7 x 20 hours @ 43.06/hr) = \$6028.40
- Facilitator for PD = \$2500.00
- School Mentor (\$50/month) = \$450.00

TOTAL = \$12,058.40

Implementation and Outcome Milestones

Implementation

Focus Area	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 – EOY
Instruction & Intervention	1. Teachers will begin to implement the "First 8 Weeks of School" as part of	1. Teachers will continue to implement the No Bully program by conducting solution	1. Teachers will reflect on the No Bully program in order to plan for the 2020/21	1. 100% of teachers will implement the No Bully program with fidelity which includes identifying	1. Teachers will continue to implement the No Bully program by conducting solution	1. Teachers will reflect upon and modify the No Bully program in order to plan for

	the Caring School Community resource with high fidelity	<p>team meetings to address issues of bullying.</p> <p>2. Teachers will implement the "Daily Check-ins, Planning/Decision Making and Problem Solving " meetings at least 2x per month, as part of the Caring School Community resource with moderate fidelity</p>	<p>academic year</p> <p>2. Teachers will continue to implement the No Bully program by conducting solution team meetings to address issues of bullying.</p> <p>2. Teachers will implement the "Daily Check-ins, Planning/Decision Making and Problem Solving " meetings at least 2x per month, or as needed, as part of the Caring School Community resource with high fidelity</p> <p>3. Establish a SEL Team to participate in Non Violent Schools RI and bring information and strategies back to their teams and</p>	<p>targets, holding solution meetings, filing paperwork for program directors data collection.</p> <p>2. Teachers will continue to implement the "First 8 Weeks of School" as part of the Caring School Community resource with high fidelity</p> <p>3. Establish/re establish a SEL Team to participate in Non Violent Schools RI and bring information and strategies back to their teams and the school as a whole</p>	<p>team meetings to address issues of bullying.</p> <p>2. Teachers will implement the "Daily Check-ins, Planning/Decision Making and Problem Solving " meetings at least 2x per month, as part of the Caring School Community resource with moderate fidelity</p> <p>3. SEL Team will continue to participate in Non Violent Schools RI and bring information and strategies back to their teams and the school as a whole</p>	<p>the 2021/22 academic year</p> <p>2. Teachers will implement the "Daily Check-ins, Planning/Decision Making and Problem Solving " meetings at least 2x per month, as part of the Caring School Community resource with moderate fidelity</p> <p>3. SEL Team will continue modify structures for participating in Non Violent Schools RI and bringing information and strategies back to their teams and the school as a whole</p>
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			the school as a whole			
Additional Professional Learning Opportunities		100% of K-5 teachers, itinerants, and special educators will engage in 2-3 professional development sessions offered for selected program.	100% of K-5 teachers, itinerants, and special educators will engage in 2-3 professional development sessions offered for selected program.		100% of K-5 teachers, itinerants, and special educators will engage in 2-3 professional development sessions offered for selected program.	100% of K-5 teachers, itinerants, and special educators will engage in 2-3 professional development sessions offered for selected program.
Shared Responsibility	<p>1. Leadership Team establish baseline data through learning walks in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE</p> <p>2. Implement baseline data meetings with classroom teachers, special educators and Leadership Team to identify students in need of SEL intervention</p> <p>3. Leadership Team communicates 2019/20 CSIP goals, milestones and action plan</p>	<p>1. Leadership & LAB Team partakes in at least 3-4 learning walks to collect ongoing data in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE</p> <p>2. Implement MOY data meeting with individual classroom teachers, special educators and Leadership Team to monitor student progress and plan necessary action steps for support</p>	<p>1. Leadership & LAB Team partakes in at least 8-10 learning walks to collect ongoing data in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE</p> <p>2. Implement EOY data meetings with individual classroom teachers, special educators and Leadership Team to monitor student progress and plan necessary action steps for support for the 2020/2021 academic year</p>	<p>1. Establish 2020/2021 LAB teachers. Leadership & Lab Team establish baseline data through learning walks in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE</p> <p>2. Implement baseline data meetings with classroom teachers, special educators and Leadership Team to identify students in need of SEL intervention</p> <p>3. Leadership Team communicates 2020/21 CSIP goals,</p>	<p>1. Leadership & LAB Team partakes in at least 3-4 learning walks to collect ongoing data in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE</p> <p>2. Implement MOY data meeting with individual classroom teachers, special educators and Leadership Team to monitor student progress and plan necessary action steps for support</p>	<p>1. Leadership & LAB Team partakes in at least 8-10 learning walks to collect ongoing data in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE</p> <p>2. Implement EOY data meetings with individual classroom teachers, special educators and Leadership Team to monitor student progress and plan necessary action steps for support for the 2021/2022 academic year</p>

				milestones and action plan		
Leading Indicators						
	1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2018/19 BOY	1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2018/19 MOY	1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2018/2019 EOY	1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2019/20 BOY	1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2019/20 MOY	1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2019/2020 EOY
	2. BIMAS data will show a decrease in behavioral concerns and and increase in adaptive behaviors in comparison to the 2018/19 BOY data	2. BIMAS data will show a decrease in behavioral concerns and and increase in adaptive behaviors in comparison to the 2018/19 MOY data	2. BIMAS data will show a decrease in behavioral concerns and and increase in adaptive behaviors in comparison to the 2018/19 EOY data	2. BIMAS data will show a decrease in behavioral concerns and and increase in adaptive behaviors in comparison to the 2019/20 BOY data	2. BIMAS data will show a decrease in behavioral concerns and and increase in adaptive behaviors in comparison to the 2019/20 BOY data	2. BIMAS data will show a decrease in behavioral concerns and and increase in adaptive behaviors in comparison to the 2019/20 BOY data
	3. K-5 classrooms, SPED, and Itinerants will implement SEL program with moderate fidelity.	3. K-5 classrooms, SPED, and Itinerants will implement SEL program with moderate fidelity.	3. K-5 classrooms, SPED, and Itinerants will implement SEL program with high fidelity.	3. K-5 classrooms, SPED, and Itinerants will implement SEL program with moderate fidelity.	3. K-5 classrooms, SPED, and Itinerants will implement SEL program with moderate fidelity.	3. K-5 classrooms, SPED, and Itinerants will implement SEL program with high fidelity.
Lagging Indicators						
		SurveyWorks	SurveyWorks	SurveyWorks	SurveyWork	SurveyWorks
		Skyward data	Skyward data	Skyward data	Skyward data	Skyward data
Equity and Shared Responsibility – How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.						

We will ensure that all of our vulnerable subgroups, as well as our entire body of students, are appropriately served by having continuous progress monitoring for all targeted highly important/weakly attained goals for climate and culture. By continually monitoring and supporting our SEL resources (No Bully, Caring School Community by CCC, and Non Violent Schools RI), we can provide targeted supports and services.

Goal 3

To improve the climate and culture at King School, which will include improving student and teacher attendance, strengthening social/emotional and behavioral supports and outcomes, decrease suspension rates, and increase family engagement. We will show growth in favorable percentages in SurveyWorks data by EOY 2021.

3.2 Intervention and Justification

Strengthen implementation of instructional strategies, resources, and curriculum to support social-emotional learning and behavior management.

Framework Domain(s):

Turnaround Leadership
High Quality Materials & Instructional Transformation
Talent Development & Collaboration

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

In order to improve implementation and outcomes of our social-emotional learning curriculum our school will focus on three areas: professional learning, fidelity in program roll-out, and accountability.

To support professional learning around best practices for social-emotional learning, our school will:

- Create a structure that allows all classroom teachers to observe Lead Teachers facilitating classroom meetings using our adopted, updated social-emotional curriculum, Caring School Community
- Provide professional development opportunities focusing on the following topics: restorative justice, de-escalation strategies, culturally responsive teaching
- Engage in professional study of the Center for the Collaborative Classroom curriculum and online resources to deepen our practice as a teacher, coaches, and administrators.

To increase fidelity in program roll-out, our school will:

- Participate in SEL Learning Walks to monitor program roll-out and implementation with high fidelity
- Implement school-wide, monthly/weekly MLK Town Hall Meeting
- Ensure that 100% of classroom teachers are engaging students in morning meetings
- Continue to expand opportunities for Buddy Program collaboration
- Purchase 2nd Edition of Caring School Community kits for all teachers, including Administrators, Itinerant Teachers and Special Educators

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

Our needs assessment revealed that, although most students report having a trusted adult at school they can come to with problems, we still had students feel psychologically unsafe in school. It also revealed that administrators and teachers do not feel that they have received enough professional learning opportunities in cultural competencies.

Climate & Culture

- Social Emotional Learning
- Support staff
- Attendance for students
- Attendance for teachers
- Positive recognition
- Equity
- Cultural competencies
- Belief systems
- Accessing core/CCSS
- Being invested in school and education
- Community partnerships
- Open classroom doors
- Scheduling
- Family involvement
- Common, rigorous expectations
- Training for cultural competencies needed
- Vision & Mission

Evidence Basis – What evidence basis is there for this action?

Evidence Tier: Choose an item.

Citation(s):

[Emotional Intelligence](#)

[School Climate Improvement](#)

Proposed Funding Source:

School Improvement (1003)
Support Grant

Title I

Proposed Funding Amount:

2nd Edition of Caring School Community Classroom Kits (Center for the Collaborative Classroom)

- Grade K x 5 = \$1250.00
- Grade 1 x 5 = \$1250.00
- Grade 2 x 5 = \$1250.00

<u>Effects of peace with Kingian Nonviolence</u> <u>Nonviolence education</u>	<i>Local Budget</i>	<ul style="list-style-type: none"> • Grade 3 x 5 = \$1250.00 • Grade 4 x 5 = \$1250.00 • Grade 5 x 5 = \$1250.00 • SPED x 2 = \$500.00 • Specialists x 1 (K through 5) = \$1500 • Leader's Package Kit = \$1,000.00 <p>PD aligned to Center for the Collaborative Classroom work :</p> <ul style="list-style-type: none"> • Consultant (Full Day) = \$2600.00 • PD for Teachers (32 x 10 hours @ 43.06/hr) = \$13779.20 • PD for TAs 7 @ 18.00 avg. =126.00 x 6= 756.00 • Materials for school-wide activities = \$600.00 <p>TOTAL = \$27,235.20</p>
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Implementation and Outcome Milestones						
Implementation						
Focus Area	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY		
Instruction & Intervention	1. Teachers will continue to implement the No Bully program by conducting solution team meetings to address issues of bullying.	1. Teachers will continue to implement the No Bully program by conducting solution team meetings to address issues of bullying.	1. Teachers will reflect on the No Bully program in order to plan for the 2020/21 academic year.	1. 100% of teachers will implement the No Bully program with fidelity which includes identifying targets, holding solution meetings, filing paperwork for program directors data collection.	1. Teachers will continue to implement the No Bully program by conducting solution team meetings to address issues of bullying.	1. Teachers will reflect upon and modify the No Bully program in order to plan for the 2021/22 academic year
	2. Teachers will begin	2. Teachers will	2. Teachers will	2. Teachers will	2. Teachers will	2. Teachers will

	to implement the "First 8 Weeks of School" for CCC and attend PD to strengthen understanding.	implement the "Daily Check-ins, Planning/Decision Making and Problem Solving" meetings at least 2x per month, as part of the Caring School Community resource with moderate fidelity	implement the "Daily Check-ins, Planning/Decision Making and Problem Solving" meetings at least 2x per month, or as needed, as part of the Caring School Community resource with high fidelity	continue to implement the "First 8 Weeks of School" as part of the Caring School Community resource with high fidelity 3. Establish a SEL Team to participate in Non Violent Schools RI and bring information and strategies back to their teams and the school as a whole	implement the "Daily Check-ins, Planning/Decision Making and Problem Solving" meetings at least 2x per month, as part of the Caring School Community resource with moderate fidelity 3. SEL Team will continue to participate in Non Violent Schools RI and bring information and strategies back to their teams and the school as a whole	implement the "Daily Check-ins, Planning/Decision Making and Problem Solving" meetings at least 2x per month, as part of the Caring School Community resource with moderate fidelity 3. SEL Team will continue modify structures for participating in Non Violent Schools RI and bringing information and strategies back to their teams and the school as a whole
Shared Responsibility	<p>1. Leadership establish baseline data through learning walks in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE</p> <p>2. Implement baseline data meetings with classroom teachers, special educators and Leadership Team to identify</p>	<p>1. Leadership & Lab Team partakes in at least 3-4 learning walks to collect ongoing data in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE</p> <p>2. Implement MOY data meeting with</p>	<p>1. Leadership & Lab Team partakes in at least 8-10 learning walks to collect ongoing data in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE</p> <p>2. Implement EOY data meetings with</p>	<p>1. Establish 2020/2021 Lab teachers. Leadership & Lab Team establish baseline data through learning walks in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE</p> <p>2. Implement baseline data meetings with</p>	<p>1. Leadership & Lab Team partakes in at least 3-4 learning walks to collect ongoing data in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE</p> <p>2. Implement MOY data meeting with</p>	<p>1. Leadership & Lab Team partakes in at least 8-10 learning walks to collect ongoing data in collaboration with members of MLK's CAB, PPSD District Leadership & RIDE</p> <p>2. Implement EOY data meetings with</p>

	<p>students in need of SEL intervention</p> <p>3. Leadership Team communicates 2019/20 CSIP goals, milestones and action plan</p>	<p>individual classroom teachers, special educators and Leadership Team to monitor student progress and plan necessary action steps for support</p>	<p>individual classroom teachers, special educators and Leadership Team to monitor student progress and plan necessary action steps for support for the 2020/2021 academic year</p>	<p>classroom teachers, special educators and Leadership Team to identify students in need of SEL intervention</p> <p>3. Leadership Team communicates 2020/21 CSIP goals, milestones and action plan</p>	<p>individual classroom teachers, special educators and Leadership Team to monitor student progress and plan necessary action steps for support</p>	<p>individual classroom teachers, special educators and Leadership Team to monitor student progress and plan necessary action steps for support for the 2021/2022 academic year</p>
3. Leading Indicators						
	<p>1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2018/19 BOY</p> <p>2. BIMAS data will show a decrease in behavioral concerns and increase in adaptive behaviors in comparison to the 2018/19 BOY data</p> <p>3. K-5 classrooms, SPED, and</p>	<p>1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2018/19 MOY</p> <p>2. BIMAS data will show a decrease in behavioral concerns and increase in adaptive behaviors in comparison to the 2018/19 MOY data</p> <p>3. K-5 classrooms, SPED, and</p>	<p>1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2018/2019 EOY</p> <p>2. BIMAS data will show a decrease in behavioral concerns and increase in adaptive behaviors in comparison to the 2018/19 EOY data</p> <p>3. K-5 classrooms, SPED, and</p>	<p>1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2019/20 BOY</p> <p>2. BIMAS data will show a decrease in behavioral concerns and increase in adaptive behaviors in comparison to the 2019/20 BOY data</p> <p>3. K-5 classrooms, SPED, and</p>	<p>1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2019/20 MOY</p> <p>2. BIMAS data will show a decrease in behavioral concerns and increase in adaptive behaviors in comparison to the 2019/20 BOY data</p> <p>3. K-5 classrooms, SPED, and</p>	<p>1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2019/2020 EOY</p> <p>2. BIMAS data will show a decrease in behavioral concerns and increase in adaptive behaviors in comparison to the 2019/20 BOY data</p> <p>3. K-5 classrooms, SPED, and</p>

	Itinerants will implement SEL program with moderate fidelity.	Itinerants will implement SEL program with moderate fidelity.	Itinerants will implement SEL program with high fidelity.	Itinerants will implement SEL program with moderate fidelity.	Itinerants will implement SEL program with moderate fidelity.	Itinerants will implement SEL program with high fidelity.
Lagging Indicators						
		SurveyWorks	SurveyWorks	SurveyWorks		
		Skyward data	Skyward data	Skyward data		
Equity and Shared Responsibility – <i>How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.</i>						
We will ensure all vulnerable subgroup populations are appropriately served by monitoring the Skyward data throughout the school year. We will also be monitoring the entire school. Data compiled will help enable us to make more-informed decisions as to whether or not the supports are appropriate.						

Goal 3	
To improve the climate and culture at King School, which will include improving student and teacher attendance, strengthening social/emotional and behavioral supports and outcomes, decrease suspension rates, and increase family engagement. We will show growth in favorable percentages in SurveyWorks data by EOY 2021.	
3.3 Intervention and Justification Increase family engagement to improve and strengthen the implementation of our school's climate and culture strategies and students' overall academic success and emotional resilience.	Framework Domain(s): Turnaround Leadership High Quality Materials & Instructional Transformation Talent Development & Collaboration
<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>	
King School will work to increase family engagement by collecting data to better understand barriers, improve strategies for communication with families, and facilitate positive relationships with students, families and members of the community.	
To better understand barriers to family engagement, our school will: <ul style="list-style-type: none"> - Assess current family engagement through use of surveys, focus groups and/or interviews - Consider need to collect additional data through 3rd party climate and culture survey - Consider contracting a family engagement specialist to analyze data and develop improvement plan 	

To improve communication with families, our school will:

- Update and maintain school and PTO webpages
- Staff will collaborate to develop building-wide standard for consistent two-way communication with parents/guardians across grade levels (e.g. Class Dojo).
- Increase communication around school-wide activities, events and policies.
- Develop and distribute grade level, parent-friendly academic guides for curricula

Teachers and staff will facilitate positive relationships with students' families and members of the community

- Provide a welcoming environment for families and invite them to participate as equal partners in the education of their child(ren).
- Families and school staff will continuously collaborate to support students' learning and healthy development, both at home and at school.
- Provide families opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.
- Engage families in the school's volunteer program so they can participate in supporting school-wide, classroom, and family involvement activities.
- Families and school staff are connected to expanded learning opportunities, community services, and civic participation.

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.

Climate & Culture

- Social Emotional Learning
- Support staff
- Attendance for students
- Attendance for teachers
- Positive recognition
- Equity
- Cultural competencies
- Belief systems
- Accessing core/CCSS
- Being invested in school and education
- Community partnerships
- Open classroom doors
- Scheduling
- Family involvement
- Common, rigorous expectations
- Training for cultural competencies needed
- Vision & Mission

Evidence Basis – *What evidence basis is there for this action?*

Evidence Tier: Choose an item.

<i>Citation(s):</i> - https://ies.ed.gov - https://safesupportivelearning.ed.gov - https://www.ecs.org - http://www.readingrockets.org - https://files.eric.ed.gov https://safesupportivelearning.ed.gov/sites/default/files/SCIRP/actionguidefamilywhole.pdf	<i>Proposed Funding Source:</i> School Improvement (1003) Innovation Grant Title I Local Budget	<i>Proposed Funding Amount:</i> Family Liaison <ul style="list-style-type: none"> Salary = \$30,000.00 Printing and supplies for Family Liaison = \$600.00 TOTAL = \$21,995.40
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Implementation and Outcome Milestones						
Implementation						
Focus Area	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 – EOY
Family Engagement Team	1. Establish 2019/20 Family Engagement Team, including administration, teachers, families and community partners 2. Develop and distribute grade level, parent-friendly academic guides for Qtr 1 curricula	1. Family Engagement Team will meet at least 5-10 times 2. Develop and distribute grade level, parent-friendly academic guides for Qtr 2&3 curricula	1. Family Engagement Team will meet at least 10-15 times 2. Develop and distribute grade level, parent-friendly academic guides for Qtr 4 curricula	1. Establish 2020/21 Family Engagement Team, including administration, teachers, families and community partners 2. Update and distribute grade level, parent-friendly academic guides for Qtr 1 curricula	1. Family Engagement Team will meet at least 5-10 times 2. Update and distribute grade level, parent-friendly academic guides for Qtr 2&3 curricula	1. Family Engagement Team will meet at least 10-15 times 2. Update and distribute grade level, parent-friendly academic guides for Qtr 4 curricula

Communication	<p>1. Determine a school-wide standard two-way communication system for connecting with families (e.g. Class Dojo) and introduce at Open House and through a detailed letter to families</p> <p>2. Leadership Team communicates 2019/20 CSIP goals, milestones and action plan to families</p> <p>3. Hire Family Liaison and work collaboratively with Family Liaison to develop a plan for Family Engagement, Attendance, and learning opportunities for families for the school year</p>	<p>1. Maintain consistent communication with families using school-wide standard two-way communication system (e.g. Class Dojo).</p> <p>2. Establish MLK website</p> <p>3. Work collaboratively with Family Liaison to monitor plans for Family Engagement, Attendance, and learning opportunities for families for the school year</p>	<p>1. Maintain consistent communication with families using school-wide standard two-way communication system (e.g. Class Dojo).</p> <p>2. Continue to update MLK website sharing the following details: school-wide activities, events and policies3.</p> <p>3. Work collaboratively with Family Liaison to review data and success with Family Engagement, Attendance, and learning opportunities for families for the school year and develop a plan o the following year</p>	<p>1. Maintain consistent communication with families using school-wide standard two-way communication system (e.g. Class Dojo).</p> <p>2. Continue to update MLK website sharing the following details: school-wide activities, events and policies and grade level curricula</p> <p>3. Work collaboratively with Family Liaison to develop a plan for Family Engagement, Attendance, and learning opportunities for families for the school year</p>	<p>1. Maintain consistent communication with families using school-wide standard two-way communication system (e.g. Class Dojo).</p> <p>2. Continue to update MLK website sharing the following details: school-wide activities, events and policies, grade level curricula and classroom teacher news</p> <p>3. Work collaboratively with Family Liaison to monitor plans for Family Engagement, Attendance, and learning opportunities for families for the school year</p>	<p>1. Maintain consistent communication with families using school-wide standard two-way communication system (e.g. Class Dojo).</p> <p>2. Continue to update MLK website sharing the following details: school-wide activities, events and policies, grade level curricula and classroom teacher news</p> <p>3. Work collaboratively with Family Liaison to monitor plans for Family Engagement, Attendance, and learning opportunities for families for the school year and develop a plan for the following year</p>

We will ensure that all of our vulnerable subgroups, as well as our entire body of students, are appropriately served by having continuous progress monitoring for all targeted highly important/weakly attained goals for climate and culture. By continually monitoring and supporting our SEL resources (No Bully, Caring School Community by CCC, and Non Violent Schools RI), we can provide targeted supports and services.

Goal 3

To improve the climate and culture at King School, which will include improving student and teacher attendance, strengthening social/emotional and behavioral supports and outcomes, decrease suspension rates, and increase family engagement. We will show growth in favorable percentages in SurveyWorks data by EOY 2021.

3.4 Intervention and Justification

Develop teacher knowledge and talent by offering high quality professional learning opportunities embedded, both within the school day and outside of the school day, to all faculty members.

Framework Domain(s):

Turnaround Leadership
High Quality Materials & Instructional Transformation
Talent Development & Collaboration

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.

In order to increase professional learning opportunities , the following evidence-based interventions will occur:

- Establish Laboratory Teachers to build capacity and expertise within the all content areas, foster grade level collaboration and offer embedded professional learning among colleagues. This is a distributed leadership role to:
 - Support a structure to allow for peer observation across grade levels
 - Build capacity to lead differentiated professional development for all staff
 - Support and collaborate with colleagues
 - Leverage in-house knowledge and expertise in order to raise the quality of teaching overall
- Design a flexible embedded professional learning structure that includes but is not limited to: Weekly grade-level, special education and itinerant Common Planning Times, Lab Teacher Professional Learning Communities, classroom observations, pre- and post- observation conferences, collaborative planning (beyond grade level CPT), data analysis meetings, analyzing student work sessions, teacher-to-teacher learning walks, program specific professional development sessions and SEL workshops.

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.

Climate & Culture

- Social Emotional Learning
- Support staff
- Attendance for students
- Attendance for teachers
- Positive recognition
- Equity
- Cultural competencies
- Belief systems
- Accessing core/CCSS
- Being invested in school and education
- Community partnerships
- Open classroom doors
- Scheduling
- Family involvement
- Common, rigorous expectations
- Training for cultural competencies needed
- Vision & Mission

Evidence Basis – *What evidence basis is there for this action?*

Evidence Tier: Choose an item.

Citation(s):

- [Engaging Families in School Improvement Initiatives with Web-Based Tools](#)
- [School Climate Culture](#)
- [High Impact Family Engagement](#)
- [Getting Parents Involved in Schools](#)
- [Why Community Engagement Matters in School Turnaround](#)
- [School Climate Improvement](#)

Proposed Funding Source:

*School Improvement (1003)
Innovation Grant
Local Budget*

Proposed Funding Amount:

LAB Teachers

- Stipend for 6 LAB Teachers (3 ELA and 3 Math) @ \$1250.00 ea = \$7500.00
- Professional learning texts for LAB participants (\$50.00/book for 10 LAB participants for 2 books for 2 years) = \$1000.00
- Professional Development payment aligned to LAB work for 4 hrs/month each plus aligned coach = \$4800.00
- PD for 4 Teachers (1.5 hrs/week for 20 weeks @ \$43.06/hr) = \$3875.00

TOTAL = \$17,175.00

Implementation and Outcome Milestones

Implementation

Professional learning opportunities	Professional learning sessions on the following topics:	Continued professional learning sessions on the following topics:	Continued professional learning sessions on the following topics:	Continued professional learning sessions on the following topics:	Continued professional learning sessions on the following topics:	Continued professional learning sessions on the following topics:
	<ol style="list-style-type: none"> 1. Foundations 2. TouchMath 3. Caring School Community 4. No Bully 5. Literacy strategies 6. Math strategies 7. Social Emotional Learning strategies 8. Culturally Responsive Teaching 9. Behavior management strategies 	<ol style="list-style-type: none"> 1. Foundations 2. TouchMath 3. Caring School Community 4. No Bully 5. Literacy strategies 6. Math strategies 7. Social Emotional Learning strategies 8. Culturally Responsive Teaching 9. Behavior management strategies 	<ol style="list-style-type: none"> 1. Foundations 2. TouchMath 3. Caring School Community 4. No Bully 5. Literacy strategies 6. Math strategies 7. Social Emotional Learning strategies 8. Culturally Responsive Teaching 9. Behavior management strategies 	<ol style="list-style-type: none"> 1. Foundations 2. TouchMath 3. Caring School Community 4. No Bully 5. Literacy strategies 6. Math strategies 7. Social Emotional Learning strategies 8. Non Violent Schools RI 9. Culturally Responsive Teaching 10. Behavior management strategies 	<ol style="list-style-type: none"> 1. Foundations 2. TouchMath 3. Caring School Community 4. No Bully 5. Literacy strategies 6. Math strategies 7. Social Emotional Learning strategies 8. Non Violent Schools RI 9. Culturally Responsive Teaching 10. Behavior management strategies 	<ol style="list-style-type: none"> 1. Foundations 2. TouchMath 3. Caring School Community 4. No Bully 5. Literacy strategies 6. Math strategies 7. Social Emotional Learning strategies 8. Non Violent Schools RI 9. Culturally Responsive Teaching 10. Behavior management strategies

Leading Indicators

	1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2018/19 BOY	1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2018/19 MOY	1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2018/2019 EOY	1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2019/20 BOY	1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2019/20 MOY	1. Skyward data for suspensions, behavioral write-ups, and attendance will improve in comparison to 2019/2020 EOY
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	<p>2. BIMAS data will show a decrease in behavioral concerns and and increase in adaptive behaviors in comparison to the 2018/19 BOY data</p> <p>3. K-5 classrooms, SPED, and Itinerants will implement SEL program with moderate fidelity.</p>	<p>2. BIMAS data will show a decrease in behavioral concerns and and increase in adaptive behaviors in comparison to the 2018/19 MOY data</p> <p>3. K-5 classrooms, SPED, and Itinerants will implement SEL program with moderate fidelity.</p>	<p>2. BIMAS data will show a decrease in behavioral concerns and and increase in adaptive behaviors in comparison to the 2018/19 EOY data</p> <p>3. K-5 classrooms, SPED, and Itinerants will implement SEL program with high fidelity.</p>	<p>2. BIMAS data will show a decrease in behavioral concerns and and increase in adaptive behaviors in comparison to the 2019/20 BOY data</p> <p>3. K-5 classrooms, SPED, and Itinerants will implement SEL program with moderate fidelity.</p>	<p>2. BIMAS data will show a decrease in behavioral concerns and and increase in adaptive behaviors in comparison to the 2019/20 BOY data</p> <p>3. K-5 classrooms, SPED, and Itinerants will implement SEL program with moderate fidelity.</p>	<p>2. BIMAS data will show a decrease in behavioral concerns and and increase in adaptive behaviors in comparison to the 2019/20 BOY data</p> <p>3. K-5 classrooms, SPED, and Itinerants will implement SEL program with high fidelity.</p>
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Lagging Indicators and Accountability Outcomes

SurveyWorks from previous year	SurveyWorks	SurveyWorks	SurveyWorks from previous year	SurveyWorks	SurveyWorks
Skyward data from previous year	Skyward data	Skyward data	Skyward data from previous year	Skyward data	Skyward data

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

We will ensure that all of our vulnerable subgroups, as well as our entire body of students, are appropriately served by having continuous progress monitoring for all targeted highly important/weakly attained goals for climate and culture. By continually monitoring and supporting our SEL resources (No Bully, Caring School Community by CCC, and Non Violent Schools RI), we can provide targeted supports and services.

