COMPREHENSIVE SCHOOL IMPROVEMENT
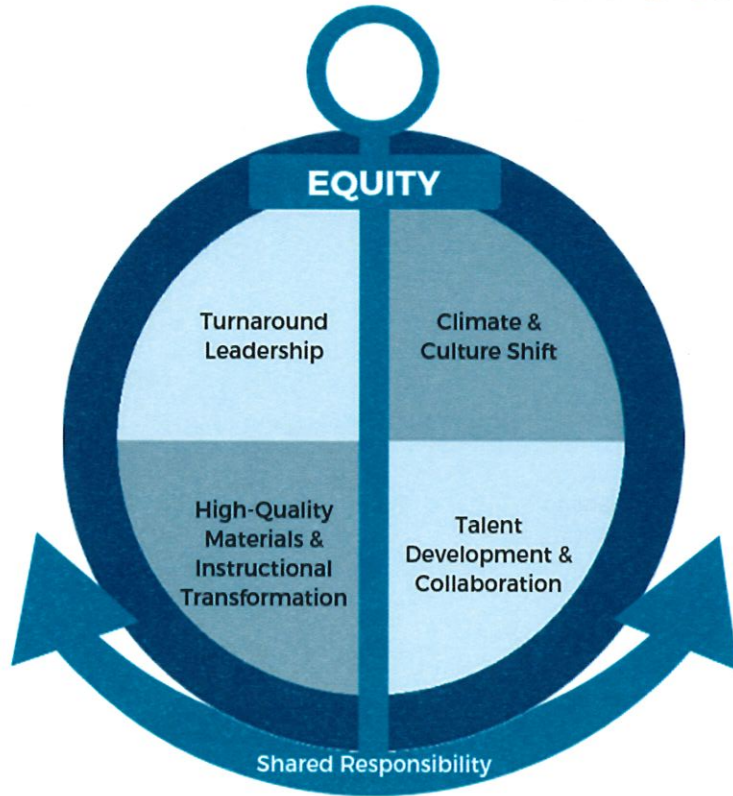## MOUNT PLEASANT HIGH SCHOOL

Office of School Improvement
Division of the Deputy Commissioner

EQUITY

Turnaround Leadership

Climate & Culture Shift

High-Quality Materials & Instructional Transformation

Talent Development & Collaboration

Shared Responsibility

Comprehensive School Improvement Plan Model Template

Essential Elements of a School Improvement Plan & Guidance for Using this Model Template

The following represents an overview of the information that must be submitted to the Rhode Island Department of Education as part of a school's written improvement plan—a plan intended to guide and monitor the work of implementing the identified strategies to reach the intended goals, aligned with the state accountability system. To the greatest extent possible, the format of the written document should be made useful for the purposes of monitoring and communicating the plan within the school or district community. As such, RIDE strongly suggests that written documentation be **no longer than twelve pages of content**, excluding any appendices or additional information. Whether choosing to use this model template or another, please attend to the details below regarding the essential elements any plan submitted to RIDE should include:

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

Must include details about:
- *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%)*

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

Must include details about:
- *No more than five unique evidence-based interventions to address goals and root causes*
- *Context-based rationale for choosing these intervention strategies*
  - *How is the intervention aligned with the practices outlined in Rhode Island Framework for Comprehensive School Improvement?*
  - *How does this intervention build upon— or depart from— existing efforts?*
  - *What capacity does the school have to implement the Intervention?*
  - *What evidence is there to suggest this evidence-based intervention will be successful in this particular context?*

   o *Any special considerations for specific populations of students, if applicable—in particular, multilingual learners and differently-abled students*
   o *Resources and funding to be leveraged for implementation*
   o *Professional support and learning opportunities to enable implementation*
   o *Timeline for implementation, including quarterly implementation milestones*
   o *How the SEA and LEA can support implementation or address foreseen challenges*
4. **Continuous Improvement, Monitoring, and Communication:** Describe how the evidence-based intervention and student outcome goals will be monitored and how stakeholders, including the Community Advisory Board and school-based collaborative team, will be kept informed of progress.

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

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. 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

Comprehensive School Improvement Plan Model Template

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	Improve the percentage of all students scoring proficient on the PSAT10 EBRW exam in Grade 10 by 10% from 14.7% to 24.7% by EOY 2021 Improve the percentage of all students scoring proficient on the SAT EBRW exam in Grade 11 by 10% from 7% to 17% by EOY 2021
Intervention 1.1	Implementation of high quality core curriculum resources with fidelity (Springboard ELA 9-12, Pearson enVision A/G/A for Math).
Intervention 1.2	Implementation and use of personalized interventions and enrichments (i.e. Reading Plus, Khan Academy)
Intervention 1.3	Teachers, school leadership team and the Dean of Instruction will collaborate in the implementation of school wide research based instructional strategies for comprehension, discussion, and authentic collaboration/group work.
Goal 2	Improve the percentage of all students scoring proficient on the PSAT10 Math exam in Grade 10 by 10% from 4% to 14% by EOY 2021 Improve the percentage of all students scoring proficient on the SAT Math exam in Grade 11 by 10% from 3% to 13% by EOY 2021
Intervention 2.1	Implementation of high quality core curriculum resources with fidelity (Springboard ELA 9-12, Pearson enVision A/G/A for Math).
Intervention 2.2	Implementation and use of personalized interventions and enrichments (i.e. Reading Plus, Khan Academy)
Intervention 2.3	Teachers, school leadership team and the Dean of Instruction will collaborate in the implementation of school wide research based instructional strategies for comprehension, discussion, and authentic collaboration/group work.
Goal 3	Increase MPHS graduation rate by 10% from 68% to 78% by EOY 2021
Intervention 3.1	In order to increase attendance, our attendance team will expand the use of Kinvolved, Check and Connect, and provide quarterly student incentives and awards for attendance, scholarship, and citizenship as part of a MTSS model.
Intervention 3.2	Continue focus on Culturally Responsive Teaching and the Restorative Justice Model in order to decrease behavior referrals and suspension percentages

Comprehensive School Improvement Plan Model Template

LEA: _____   **School:** Mount Pleasant High School

Plan Period: _____   **Date Last Modified:** _____

As Rhode Island transitions to the full implementation of the *Every Student Succeeds Act*, and aligns school improvement processes and procedures with the new federal law, the Rhode Island Department of Education has committed to providing model resources to the field, while also allowing the field to select the resources that best suit their needs— so long as they still provide the necessary information. **For more information on the essential elements of a school improvement plan, please see the previous page.**

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Section 1: Engagement & Plan Development – School Improvement Collaborative Team Members

Name	Signature	Role + Perspective (*why are you participating?*)	Date
Joseph P. Buchanan	Joseph P. Buchanan	Community member	
Nicole D. Reynis		Principal	8/8/19
Christopher Coleman		Principal	8/8/19
A. Robson		Community member	8/9/19

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

Goal 1 ELA
Improve the percentage of all students scoring proficient on the PSAT10 EBRW exam in Grade 10 by 10% from 14.7% to 24.7% by EOY 2021. Improve the percentage of all students scoring proficient on the SAT EBRW exam in Grade 11 by 10% from 7% to 17% by EOY 2021.

Intervention and Justification	Framework Domain(s):
Intervention 1.1 Implementation of high quality core curriculum resources with fidelity (Springboard ELA 9-12, Pearson enVision A/G/A for Math). **Intervention 1.2** Implementation and use of personalized interventions and enrichments (i.e. ALEKS, Reading Plus, Khan Academy) **Intervention 1.3** Teachers, school leadership team and the Dean of Instruction will collaborate in the implementation of school wide research based instructional strategies for comprehension, discussion, and authentic collaboration/group work.	**Domain 1** - High Quality Curricular Materials and Instructional Transformation **Domain 3** - Talent Development and 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.
Our school will adopt a full instructional model based on research based instructional strategies selected from Highlander Institute for personalized and blended learning and from International Network ELL based professional development and resources. ELA curriculum will be new: MPHS is adopting Springboard ELA for grades 9-12. In addition our ELL program will be adopting a new curricular resource: American Reading Company. Springboard Curriculum

for ELA and American Reading Company curriculum come with full training for all participating teachers including elbow to elbow training in the classroom for ARC. Partner with AVID assist training teachers to help students with SAT training and college readiness while closing the achievement gaps in SAT scores.

Students will utilize their linked Khan Academy and College Board accounts which will provide a personalized learning path based on their PSAT/SAT scores. This intervention will differentiate instruction in concepts and skills. Students will learn and practice content relevant to their needs and at their own pace, whether they are below, at, or above grade level. Teachers will utilize Khan Academy instructional reports to target students learning needs.

To meet the needs of our growing ELL population, MPHS will increase the number of teachers with ELL certifications through hiring practices and funding for 6 teachers to take part in year-long ESL certification program to prepare educators to be culturally and linguistically responsive teachers.

3 Instructional Strategies to be adopted school wide:
Close Reading and Reading Comprehension Strategies:
1. Activating and Building Prior Knowledge strategies such as 'Give One Get One' for ELLs, Special education students, and General education students in all contents
   (Source: From resource guide from Internationals Network and Scarborough, 2001)

2. Text Coding and Annotation Strategies to be used across the contents (August, D. & T. Shanahan, eds. (2006) Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth.)
3. Socratic Seminar to deconstruct increasingly more difficult texts (or parts of texts)

Each of these strategies will be introduced during monthly PLCs led by Ell specialist, Dean of Instruction, and Dr. Mathis. Teacher Leaders will use department time to reinforce the strategy with their departments during weekly time. Planned instructional walk throughs will use the specific strategy as its lens. The last piece of the cycle will include teacher to teacher feedback during 'Looking at Student Work' time in order to assess if the strategy has been effective as evidenced by student products.

PLCS will happen on a monthly basis Tues and Thurs until all staff are trained on the specific strategy. Continuous cycle of PLC training, department time once a month, classroom walk through with feedback, and looking at student work sessions will occur each month.

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.

MPHS Empowerment Plan, CAB root cause analysis, and ILT all conclude that a major source of low student performance on SAT and ACCESS stem from the absence of research based curriculum in the classrooms. To that end 3 new curricula have been adopted at MPHS to address this need: ELA will adopt Spring Board which is aligned to Khan Academy and Core Standards; Math instruction will come from approved vendor Pearson's EnVision; and ELLs will be utilizing American Reading Company.

One importance noticing from the ILT and our CAB involves the clear communication of MPHS's vision. Work will be done to provide teachers and students with our quarterly cycle of classroom observations, an emphasis on a clear articulation of 3 specific learning strategies, protocols, and skills for Math and for ELA that teachers are expected to utilize and students will be required to master during each quarter. An 'Instructional Calendar' will be the basis of shared communication and awareness of common goals by teachers, students, parents, and the community.

Evidence Basis – *What evidence basis is there for this action?*	**Evidence Tier: Tier II, Tier III**

		Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones		1.1, 1.2 Train teachers in Springboard and other newly adopted research based programs	1.1, 1.2 Teacher will have participated in 2 Springboard trainings Review implementation and data of newly adopted core resource Springboard ELA) and interventions	1.1, 1.2 Teacher will have participated in 2 additional Springboard trainings Review implementation and data of core resource Springboard ELA) and interventions Teachers will utilize Springboard digital assessment dashboard for progress reports and summative assessments	1.1, 1.2 Review Y1 teacher implementation data to determine areas of targeted support.	1.1, 1.2 Teacher will have participated in at least 2 Springboard collaborative planning sessions. Review data of core resource Springboard ELA) and interventions

Administrators will provide timely feedback to teachers following walk throughs, and partner visitations | 1.1, 1.2 Teacher will have participated in 2 additional Springboard trainings Review implementation and data of core resource Springboard ELA) and interventions Teachers will utilize Springboard digital assessment dashboard for progress reports and summative assessments |
| | | 1.3 We will adopt 3 research based instructional strategies for comprehension, discussion, and authentic collaboration/group work and plan training and cycle of support for teachers | 1.3 Teachers will have participated in 2 trainings on research based instructional strategies and at least 1 collaborative data cycle | 1.3 Teachers will have participated in 2 additional research based instructional strategies trainings and at least 1 additional collaborative data cycle | 1.3 School admin team will review year 1 data of teacher training and classroom implementation of the 3 research based instructional strategies adopted and plan Yr2 training and cycles of support for teachers | 1.3 Teachers will have participated in 2 research based instructional strategies trainings and at least 2 planning sessions and collaborative data cycles | 1.3 Teachers will have participated in at leas a total of 4 collaborative plannin sessions and data cycles focusing on research based instructional strategies |

Comprehensive School Improvement Plan Model Template

Leading Indicators	**1.1, 1.3** PSAT 8/9 PSAT 10 2018 and ACCESS scores **1.1, 1.3** BOY literacy screener to measure student baseline reading data	Analyze quarter 1 and 2 summative assessments Administer MOY literacy screener to students who required BOY intervention 1.2 Student usage data shows that teachers are implementing Khan Academy's Official SAT practice with moderate fidelity	Review all SY 19-20 data	Analyze data, identify gaps, and tier students according to SAT and ACCESS results to determine instructional interventions and support	Analyze MOY data to identify gaps between special populations and general education students to determine instructional interventions and support	Students demonstrat statistically significan increase in proficienc All teachers are utilizing core and intervention resourcε with fidelity
Lagging Indicators and Accountability Outcomes	**1.1, 1.3** Implement PSAT/SAT for grades 9-11 (PSAT 8/9, PSAT/NMSQT, and SAT) in October 2019 (Interim/ Embedded Assessment 1).		PSAT/SAT results show all students making 50% of the gains to goal. Resulting in at least 19.7% of students proficient on PSAT EBRW and at least 12% of students proficient on SAT EBRW.	Utilize EOY 2020 STAR and PSAT to identify and group students for necessary skill targeting and interventions		PSAT/SAT results show all students making 100% of the gains to goal. Resulting in at least 24.7% of students proficient on PSAT EBRW and at least 17% of students proficient on SAT EBRW.

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

Comprehensive School Improvement Plan Model Template

MPHS Administration, ILT, Empowerment Committees and the Community Advisory Board identified the lack of proficiency of our students of color and English Language learners as one of the primary drivers of low achievement in ELA in our school. Their root cause analysis of this underperformance led them to conclude that our instructional supports for ELs and underperforming students were at the emerging implementation level. The specific partners who have been collaborating at MPHS under the School Empowerment Plan share the vision of MPHS that achievement gaps must be closed through intentional practice, attention to data trends that increase student outcomes, and the adoption of a philosophy of equity, social justice, and cultural responsiveness. Student participation in instructional strategies on a metacognitive level will be paired with MPHS faculty's school wide approach to focusing on 3 Literacy and 3 Numeracy strategies in corresponding classrooms. We will also pay mind to our students' performances on the SAT, on STAR BOY/MOY data, PSAT and SAT data, and NGScience scores.

Goal 2

Improve the percentage of all students scoring proficient on the PSAT10 Math exam in Grade 10 by 10% from 4% to 14% by EOY 2021
Improve the percentage of all students scoring proficient on the SAT Math exam in Grade 11 by 10% from 3% to 13% by EOY 2021

Intervention and Justification	Framework Domain(s):
Intervention 2.1 Implementation of high quality core curriculum resources with fidelity (Springboard ELA 9-12, Pearson enVision A/G/A for Math). **Intervention 2.2** Implementation and use of personalized interventions and enrichments (i.e. ALEKS, Reading Plus, Khan Academy) **Intervention 2.3** Teachers, school leadership team and the Dean of Instruction will collaborate in the implementation of school wide research based instructional strategies for comprehension, discussion, and authentic collaboration/group work.	**Domain 1** - High Quality Curricular Materials and Instructional Transformation **Domain 3** - Talent Development and 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.

Our school will adopt a full instructional model based on research based instructional strategies selected from Highlander Institute for personalized and blended learning and from International Network ELL based professional development and resources. Math curriculum will be new: MPHS is adopting Pearson EnVision 2.0 A/G/A for math instruction in grades 9-12. In addition MPHS will be adopting a new curricular ELL resource: American Reading Company (ARC) with the intent of our teachers learning literacy and numeracy teaching strategies based upon research from our professional development from ARC, Highlander Institute, and Pearson EnVision 2.0 A/G/A. Partner with AVID assist training teachers to help students with SAT training and college readiness while closing the achievement gaps in SAT scores.

Students will utilize a personalized learning path through their Khan Academy accounts linked to College Board. Khan Academy Official SAT site will be used to differentiate instruction and enable students to learn and practice content relevant to their needs and at their own pace, whether they are below, at, or above grade level and practice SAT /PSAT aligned math skills.

To meet the needs of our growing ELL population, MPHS will increase the number of teachers with ELL certifications through hiring practices and funding for 6 teachers to take part in year-long ESL certification program to prepare educators to be culturally and linguistically responsive teachers.

Teachers will receive PD in order to implement three school wide research based instructional strategies. These strategies will be introduced during monthly PLCs led by ELL specialist, Dean of Instruction, and Dr. Mathis. Teacher Leaders will use department time to reinforce the strategy with their departments during weekly time. Planned instructional walk throughs will use the specific strategy as its lens. The last piece of the cycle will include teacher to teacher feedback during 'Looking at Student Work' time in order to assess if the strategy has been effective as evidenced by student products.

PLCS will happen on a monthly basis Tues and Thurs until all staff are trained on the specific strategy. Continuous cycle of PLC training, department time once a month, classroom walk through with feedback, and looking at student work sessions will occur each month.

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.

MPHS Empowerment Plan, CAB root cause analysis, and ILT conclude that a major source of low student performance on SAT and ACCESS stem from the absence of research based curriculum in the classrooms. To that end 3 new curricula have been adopted at MPHS to address this need: Math will adopt the Pearson enVision 2.0 A/G/A which is aligned to the Common Core State Standards.

One importance noticing from the ILT and the CAB team involves the clear communication of MPHS's vision. Work will be done to provide teachers and students with our quarterly cycle of classroom observations, an emphasis on a clear articulation of 3 specific learning strategies, protocols, and skills for Math and ELA that teachers are expected to utilize and students will be required to master during each quarter. An 'Instructional Calendar' will be the basis of shared communication and awareness of common goals by teachers, students, parents, and the community.

Evidence Basis – What evidence basis is there for this action?	Evidence Tier: Choose an item.	
Citation(s): The Impact of Fidelity of Implementation in Effective Standards-Based Instruction	***Proposed Funding Source:*** 1003 support Title I	*Proposed Funding Amount:* **$9,300.96** **Tier III: Reading Proficiency and Mathematics Problem Solving**

Comprehensive School Improvement Plan Model Template

Testing the Relation between Fidelity of Implementation and Student Outcomes in Math Crawford, Lindy; Carpenter, Dick M., II; Wilson, Mary T.; Schmeister, Megan; McDonald, Marilee Assessment for Effective Intervention, v37 n4 p224-235 Sep 2012 **School Factors that Contribute to the Underachievement of Students of Color and What Culturally Competent School Leaders Can Do** Smith, Camille A. *Educational Leadership and Administration: Teaching and Program Development*, v17 p21-32 Fall 2005 **Raising Test Scores through the Continuous Improvement Model** L. David Weller &Sylvia J. Weller Pages 159-164	Published online: 03 Apr 2010 **Scaffolding Instruction for English Language Learners: A Conceptual Framework** Aída Walqui Pages 159-180	Published online: 22 Dec 2008 **Increasing Student Engagement Using Effective and Metacognitive Writing Strategies in Content Areas** Karen S. Smith,Johan Erik Rook &Thomas W. Smith Pages 43-48	Published online: 07 Aug 2010	**Strategy H1.1/2.1 Effective School-wide Instructional Strategies + Multi-lingual Learner Supports** **Strategy H2.2 High Quality Curriculum- Math** **Strategy H2.3 Personalized Intervention and Enrichment- Math** **Strategy H3. 1 Culturally Responsive Practices**	**Tier II Study: Interactions among Instructional Practices. Curriculum and Student Achievement Based High School Mathematics**

Implementation and Outcome Milestones						
	Y1 – BOY	**Y1 – MOY**	**Y1 – EOY**	**Y2 – BOY**	**Y2 – MOY**	**Y2 - EOY**

Comprehensive School Improvement Plan Model Template

Implementation Milestones						
	2.1, 2.2 Train teachers in Pearson enVision A/G/A and other newly adopted research based programs	2.1, 2.2 Teacher will have participated in 3 Pearson enVision A/G/A trainings School admin team and teachers will review implementation and data of newly adopted core resource Pearson enVision A/G/A Math) and interventions	2.1, 2.2 Teacher will have participated in 2 additional Pearson enVision A/G/A trainings. Admin team and teachers will review implementation and data of core resource Pearson enVision A/G/A Math) and interventions Teachers will utilize Pearson enVision A/G/A digital assessment dashboard for progress reports and summative assessments	2.1, 2.2 Admin team and math specialists will review Y1 teacher implementation data to determine and plan additional training as well as areas for targeted support.	2.1, 2.2 Teachers will have participated in at least 1 Pearson enVision A/G/A training (webinar) and 2 collaborative planning sessions. Admin team and teachers will review data of core resource Pearson enVision A/G/A Math) and interventions Administrators will provide timely feedback to teachers following walkthroughs, and partner visitations	2.1, 2.2 Teacher will have participated in 2 additional Pearson enVision A/G/A collaborative planning sessions. Admin team and teachers will review implementation and data of core resource Pearson enVision A/G/A Math) and interventions Teachers will utilize Pearson enVision A/G/A digital assessment dashboard for progress reports and summative assessments
	1.3/2.3 We will adopt 3 research based instructional strategies for comprehension, discussion, and authentic collaboration/group work and plan training and cycle of support for teachers	1.3/2.3 Teachers will have participated in 2 trainings on research based instructional strategies and at least 1 collaborative data cycle	1.3/2.3 Teachers will have participated in 2 additional research based instructional strategies trainings and at least 1 additional collaborative data cycle	1.3/2.3 School admin team will review year 1 data of teacher training and classroom implementation of the 3 research based instructional strategies adopted and plan Yr2 training and cycles of support for teachers	1.3/2.3 Teachers will have participated in 2 research based instructional strategies trainings and at least 2 planning sessions and collaborative data cycles	1.3/2.3 Teachers will have participated in at least a total of 4 collaborative planning sessions and data cycles focusing on research based instructional strategies

Comprehensive School Improvement Plan Model Template

Leading Indicators	PSAT 8/9 PSAT 10 Math Sections April 2018 scores **2.1, 2.3** BOY STAR math to measure student baseline math data **2.1, 2.3** Math section PSAT/SAT for grades 9-11 (PSAT 8/9, PSAT/NMSQT, and SAT) in October 2019 (Interim/ Embedded Assessment 1).	**2.1,** Walkthrough data shows teachers are implementing Pearson enVision AGA with moderate fidelity **2.2** Student usage data shows that teachers are implementing Khan Academy's Official SAT practice with moderate fidelity STAR MOY math results show ELL students closing gaps with regular population group.	**2.1,** Walkthrough data shows teachers are implementing Pearson enVision AGA with high fidelity **2.2** Student usage data shows that teachers are implementing Khan Academy's Official SAT practice with high fidelity	PSAT 8/9 PSAT 10 Math Sections April 2019 scores show at least 5% improvement from 2018 data **2.1, 2.3** BOY STAR math scores show improvement from previous BOY scores **2.1, 2.3** Improved scores in Math section PSAT/SAT for grades 9-11 (PSAT 8/9, PSAT/NMSQT, and SAT) in October 2020 (Interim/ Embedded Assessment 1).	STAR MOY results show improving overall proficiency for all students and decreasing gaps for ELL students compared to prior year.	Teachers who were showing moderate fidelity to curriculum are now showing full fidelity

Comprehensive School Improvement Plan Model Template

Lagging Indicators and Accountability Outcomes	Utilize 2019 PSAT and SAT to identify and group students for necessary skill targeting and interventions		PSAT/SAT results show all students making 50% of the gains to goal. Resulting in at least 9% of students proficient on PSAT Math and at least 8% of students proficient on SAT Math.	Utilize EOY 2020 STAR and PSAT to identify and group students for necessary skill targeting and interventions		PSAT/SAT results show all students making 100% of the gains to goal. Resulting in at least 14% of students proficient on PSAT Math and at least 13% of students proficient on SAT Math.

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

School Factors that Contribute to the Underachievement of Students of Color and What Culturally Competent School Leaders Can Do
Smith, Camille A.
Educational Leadership and Administration: Teaching and Program Development, v17 p21-32 Fall 2005

Raising Test Scores through the Continuous Improvement Model
L. David Weller &Sylvia J. Weller
Pages 159-164 | Published online: 03 Apr 2010

Scaffolding Instruction for English Language Learners: A Conceptual Framework
Aída Walqui
Pages 159-180 | Published online: 22 Dec 2008

Increasing Student Engagement Using Effective and Metacognitive Writing Strategies in Content Areas
Karen S. Smith,Johan Erik Rook &Thomas W. Smith
Pages 43-48 | Published online: 07 Aug 2010

SIG/Title I

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MPHS Administration, ILT, Empowerment Committees and the Community Advisory Board identified the lack of proficiency of our students of color and English Language learners as one of the primary drivers of low achievement in ELA in our school. Their root cause analysis of this underperformance led them to conclude that our instructional supports for ELs and underperforming students were at the emerging implementation level. The specific partners who have been collaborating at MPHS under the School Empowerment Plan share the vision of MPHS that achievement gaps must be closed through intentional practice, attention to data trends that increase student outcomes, and the adoption of a philosophy of equity, social justice, and cultural responsiveness. Student participation in instructional strategies on a metacognitive level will be paired with MPHS faculty's school wide approach to focusing on 3 Literacy and 3 Numeracy strategies in corresponding classrooms. We will also pay mind to our students' performances on the SAT, on STAR BOY/MOY data, PSAT and SAT data, and NGScience scores.

Goal 3	
Increase MPHS graduation rate by 10% from 68% to 78% by EOY 2021.	
Intervention and Justification	**Framework Domain(s):**
Intervention 3.1 In order to increase attendance, our attendance team will expand the use of Kinvolved, Check and Connect, and provide quarterly student incentives and awards for attendance, scholarship, and citizenship as part of a MTSS model. **Intervention 3.2** Continue focus on Culturally Responsive Teaching and the Restorative Justice Model in order to decrease behavior referrals and suspension percentages	**Domain 4 -** Climate and Cultural Shift
Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) of the Rhode Island Comprehensive School Improvement Framework will drive successful execution.	
The attendance team will expand the use of Kinvolved, Check and Connect, and provide quarterly student incentives and awards for attendance, scholarship, and citizenship as part of a MTSS model to increase overall student attendance. MPHS will also increase student attendance by by continuing and increasing student access to school based mental health referrals (Providence Center); continue and increase student access to Social Emotional Learning resources (Breathing Time Yoga: Pocket Tools, Youth Build Mentoring, Sweet Creations, Anti Bullying)	

Restorative Justice Practices:

MPHS identified select members from the Social Emotional Learning design team (Empowerment Plan) to attend Restorative Justice Practices training during the 2018-19 school year. Members that received this training will share the practices with other faculty members and pilot some components of the program in their classroom (ie: Restorative Circles). MPHS will pilot components of the program in at least 15% of the classrooms during the 2019-2020 school year, and 30% of the classrooms during the 2020-2021 school year.

MPHS will partner with Zaretta Hammond to consult with faculty and staff to focus on neuroscience to the conversation about equity, literacy and culturally responsive pedagogy.

In order to further support the students and teachers at Birch Academy, a liaison will be hired. The liaison will be responsible for overseeing the day to day school operations for the Birch Academy.

To provide challenging and rigorous curriculum options to MPHS students, funding will be provided for AP certification program for 1 teacher.

To meet the needs of our growing ELL population, MPHS will increase the number of teachers with ELL certifications through hiring practices and funding for 6 teachers to take part in year-long ESL certification program to prepare educators to be culturally and linguistically responsive teachers.

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.

MPHS Empowerment Plan, CAB root cause analysis, and ILT conclude that there is a need to decrease chronic absenteeism and increase student attendance. The root cause analysis suggests community Outreach to parents to inform and provide support for students in area of needed such as SEL, Attendance, and Academics.

Additionally, BIMAS data collected in the Fall of 2017 indicates that 12% of students are at risk for Conduct, 20% are at risk for Negative Affect and 31% of the students are at risk for Cognitive/ Attention. Additionally, 54% of students are exhibiting social concerns, and 32% of students are exhibiting concerns in academic functioning. Note that this data should be interpreted with caution for the following reasons:
- ➢ The BIMAS was introduced to teachers in Fall 2017 through basic training
- ➢ Teachers expressed some apprehension about utilizing the universal screener, due to concerns that it could be used to negatively reflect their ability to manage classroom and students
- ➢ Teachers were concerned about their ability to assess student levels of risk and functioning

The above factors may have resulted in under-reporting students with higher levels of risk/concern on the initial assessment. As of April 2018, there have been 2,483 teacher referrals this school year from 56 faculty members. The Safe and Caring Schools committee continues to provide more in depth social-emotional Learning, MTSS, PBIS and BIMAS training to increase user comfort and familiarity.

Comprehensive School Improvement Plan Model Template

Evidence Basis – What evidence basis is there for this action?	Evidence Tier: Tier 3	
Citation(s): **Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.** **School Factors that Contribute to the Underachievement of Students of Color and What Culturally Competent School Leaders Can Do** Smith, Camille A. *Educational Leadership and Administration: Teaching and Program Development*, v17 p21-32 Fall 2005 **Raising Test Scores through the Continuous Improvement Model** L. David Weller &Sylvia J. Weller Pages 159-164	Published online: 03 Apr 2010 **Scaffolding Instruction for English Language Learners: A Conceptual Framework** Aída Walqui Pages 159-180	Published online: 22 Dec 2008 **Increasing Student Engagement Using Effective and Metacognitive Writing Strategies in Content Areas** Karen S. Smith,Johan Erik Rook &Thomas W. Smith Pages 43-48	Published online: 07 Aug 2010	*Proposed Funding Source:* **SIG 1003a - CSI** **Title I** **Strategy H1.1/2.1 Effective School-wide Instructional Strategies and Multi-lingual Learner Supports** **Strategy H1.2 High Quality Curriculum-ELA** **Strategy H2.2. High Quality Curriculum-Math** **Strategy H3.1 Culturally Responsive Practices**	*Proposed Funding Amount:* **$35,000** **$4,957.32** **Tier III: Reading Proficiency and Mathematics Problem Solving by High School English Language Learners** **Tier III: The Relationship of School Structure and Support to Suspension Rates for Black and White High school Students**

Comprehensive School Improvement Plan Model Template

Implementation and Outcome Milestones

	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	Identify Restorative Justice Practice school team members. Restorative Practice School Team implements a tool/checklist for classroom visits. Faculty are formally trained in Kinvolved; 25>% of faculty use to text parents Partnership with Zarretta Hammond is established.	Teachers and students utilize Restorative Justice Practices to support increasing student attendance. Restorative Practice School Team analyzes data of the tool/checklist to determine next steps. 35-40>% of faculty use Kinvolved to text parents Use of Zaretta Hammond's initial teacher survey on cultural biases.	15% of classrooms will have completed piloting Restorative Justice Practices to increase student attendance. Restorative Practice School Team analyzes data of the tool/checklist to determine Y2 BOY. 50>% of faculty use Kinvolved to text parents. Analyze usage reports for Kinvolved and determine next steps based in fidelity of program for Y2. Complete Zaretta Hammond training and determine areas of support and sustainability for Y2. Implement teacher survey on culturally responsive teaching practices.	Identify an additional 15% of classrooms to pilot Restorative Justice Practices to increase student attendance. Implement Restorative Justice Practices School Team plan, determined from Y1 EOY. New faculty formally trained in Kinvolved Using results from teacher survey on culturally responsive teaching, select culturally responsive teaching strategies and plan implementation of PLC training.	Teachers and students utilize Restorative Justice Practices to support increasing student attendance. Restorative Practice School Team analyzes data of tool/checklist to determine next steps. 75>% of faculty use Kinvolved to text parents Implement strategies for sustainability of culturally responsive teaching. Teachers participated in at least 2 trainings.	30% of classrooms will have completed piloting Restorative Justice Practices to increase student attendance. Restorative Practice School Team analyzes data of tool/checklist to determine next steps based on program effectiveness. Analyze usage reports for Kinvolved and determine next steps based in fidelity of program. Use of feedback from teacher participation in culturally responsive teaching practices to determine effectiveness.

Comprehensive School Improvement Plan Model Template

Leading Indicators	50%> of faculty will use Kinvolved daily	7-15% of classroom teachers implement restorative justice strategies with moderate fidelity 75%> of faculty will use Kinvolved daily	Increase of overall student attendance compared to EOY 18-19 All faculty members express high comfort level with Kinvolved and will use Kinvolved daily		15-25% of classroom teachers implement restorative justice strategies with moderate fidelity Teachers implement selected culturally responsive strategies with moderate fidelity	Increase of overall student attendance compared to EOY 19-20
Lagging Indicators and Accountability Outcomes			Attendance results show all students making 50% of the gains to goal. Resulting in at least 73% graduation rate.			Attendance results show all students making 100% of the gains to goal. Resulting in at least 78% graduation rate.

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

School Factors that Contribute to the Underachievement of Students of Color and What Culturally Competent School Leaders Can Do
Smith, Camille A.
Educational Leadership and Administration: Teaching and Program Development, v17 p21-32 Fall 2005

Raising Test Scores through the Continuous Improvement Model
L. David Weller &Sylvia J. Weller
Pages 159-164 | Published online: 03 Apr 2010

Scaffolding Instruction for English Language Learners: A Conceptual Framework
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Comprehensive School Improvement Plan Model Template

MPHS Administration, ILT, Empowerment Committees and the Community Advisory Board identified the lack of proficiency of our students of color and English Language learners as one of the primary drivers of low achievement in ELA in our school. Their root cause analysis of this underperformance led them to conclude that our instructional supports for ELs and underperforming students were at the emerging implementation level. The specific partners who have been collaborating at MPHS under the School Empowerment Plan share the vision of MPHS that achievement gaps must be closed through intentional practice, attention to data trends that increase student outcomes, and the adoption of a philosophy of equity, social justice, and cultural responsiveness. Student participation in instructional strategies on a metacognitive level will be paired with MPHS faculty's school wide approach to focusing on 3 Literacy and 3 Numeracy strategies in corresponding classrooms. We will also pay mind to our students' performances on the SAT, on STAR BOY/MOY data, PSAT and SAT data, and NGScience scores.

Section 4: Continuous Improvement – Communication and Shared Responsibility

Partners *(if applicable)*
In the space below, please describe the role of any lead partners or providers, and how they will be held accountable for implementing particular activities or supports. RIDE recognizes that some LEAs may have performance-based contracting requirements—considering these details might be helpful in explaining the nature of the partnership.
Highlander Institute Internationals Network Breathing Time Yoga Youth Build Sweet Creations Rhode Island College Upward Bound

Continuous Improvement and Sustainability
In the space below, please describe how the work and the outcomes will be sustained beyond the funding and the implementation period outlined. In doing so, it may be worthwhile to consider the following questions: what will be the process for revising this plan, as needed? How often will the plan be revisited for revision on a regular basis?
MPHS ILT and CAB will check-in on our plan quarterly, will assess the status of each of our intervention against our milestones, leading, and lagging indicators reference above in our two year monitoring plan. During these quarterly meetings, we will make adjustments to our implementation timeline but do not anticipate making major changes to the overall direction of our interventions. At the end of each school year, if there are major areas where we have not met targets or where our priorities have shifted in a significant way, we will use the summer to revisit and revise our plan to establish a new course. All changes will be guided by input from our ILT and our CAB and will be approved by our ZED before being submitted for consideration to RIDE. Our work will be sustainable because we at MPHS are staking pains to afford our teacher leaders with every opportunity to attend 'train the trainer' PD with our current partners. For example, after faculty PD for Internationals Network, we offer the same PD to teachers at CPT. Then on the second day of training, the time is devoted to teacher leaders honing their lens for making classroom observations of the specific strategy and 'look fors'. We will continue this model of shared leadership in all aspects with professional development partnerships and opportunities.

Transparency and Communication

Comprehensive School Improvement Plan Model Template

Our Empowerment Plan and Comprehensive School Improvement Plan will be presented to the full faculty after its revised and reviewed by several constituencies within the MPHS community: Our CAB will meet 5/9/21 to review this document. Our ILT will be sent the plans to edit in preparation for our May 28th ILT meeting. Parents will be presented with the plan during our summer parent orientation for new and incoming students.

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