

Providence Public Schools

Community Advisory Board (CAB) Guidebook DRAFT

April 4, 2019

**Providence
Schools**

Providence Public Schools
Every child, in school, every day, on time.

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Introduction

PPSD believes that community and family engagement in school improvement is critical. The Rhode Island Department of Education (RIDE) requires that schools included in the improvement process undertake a needs assessment, perform a root cause analysis, and form Community Advisory Boards (CABs) for the purpose of developing a school improvement plan. PPSD views the formation of CABs as an opportunity to create more meaningful collaboration with families and the community to improve our schools, and it is a key part of our broader strategy to ensure equity and voice for our students and our community.

The following PPSD schools have been identified by RIDE as needing Comprehensive Support and Improvement (CSI):

School	Grade Level	Redesign Timeline
Dr. Jorge Alvarez High School	High	Re-identified
Alfred Lima, Sr. Elementary School	Elementary	Newly identified
Carl G. Lauro Elementary School	Elementary	Re-identified
Nathan Bishop Middle School	Middle	Newly identified
Gilbert Stuart Middle School	Middle	Re-identified
Roger Williams Middle School	Middle	Re-identified
Hope High School	High	Re-identified
Mount Pleasant High School	High	Re-identified
Robert L. Bailey IV Elementary School	Elementary	Newly-identified
Dr. Martin Luther King, Jr. Elementary School	Elementary	Newly identified
Governor Christopher DeSesto Middle School	Middle	Re-identified
Juanita Sanchez High School	High	Re-identified
West Broadway Middle School	Middle	Newly identified

The RIDE [Practitioners' Guide to School Improvement Planning](#) provides expectations for the process for identified schools to engage in a planning process of prioritizing strategies and interventions to address areas of concern for districts across the state. This document is aligned to this RIDE guidance and provides further detail for how CABs will function specifically in PPSD.

Purpose of Community Advisory Boards

Rhode Island's ESSA (Every Student Succeeds Act) State Plan states that effective school improvement empowers students, families, and educators; that school improvement is a shared responsibility of all stakeholders throughout the statewide community; and that school improvement is not possible without authentically engaged local communities and families. PPSD believes that school improvement cannot happen without the strengths and insights community members possess. Our goal is for CABs to be full partners in identified schools' efforts to improve teaching and learning for all students.

The Collaborative Team Process

Composition of the Collaborative Team - Community Advisory Boards, School-Based Teams and the District

The Collaborative Team

The Collaborative Team consists of the CAB and the School Based Team. These teams work collaboratively to complete each part of the school improvement planning process. The teams work together through a parallel process in which each step of school improvement is documented through open meetings and a shared documents. The principal leads the school improvement process and works with the board as an Ex-Officio Member to ensure collaboration.

Community Advisory Boards (CABs)

PPSD's CABs are representative of the communities served by each identified schools. Members of PPSD CABs include current students, alumni, parents and guardians, and other community members. PPSD has three CABs: one each for elementary, middle and high schools. Each CAB has between 15-23 members. Although CABs serve multiple schools, each CAB has sub-committees of approximately 4-6 members who represent individual schools. Sub-committees complete each aspect of the school improvement process and approve plans for the schools they represent.

School-Based Teams (SBTs)

School-Based Teams include the staff at their school. The instructional leadership team at each school represents the staff. Parent-Teacher Organizations are also considered part of the school based team and are consulted and/or informed of the process, although they are not voting members. School-Based Teams are a part of the development of the school improvement plan at each step of the process.

PPSD District Implementation Team

Executive Directors (Principal Supervisors) are Ex-Officio members of the three CABs. They lead and facilitate the collaboration between school-based teams and the CAB. Executive Directors lead the overall implementation of CAB development by working with the Principals and the CAB to facilitate the needs assessment, root cause analysis and school improvement plan development. Executive Directors will ensure full participation from Principals and their School-Based Teams and CABs in this process. As Ex-Officio, Executive Directors are not voting members of the CAB, but they are vital members who lead the process of collaborative decision making. In addition to the Executive Directors, the district implementation team includes the Chief Academic Officer, the Director of Family and Community Engagement, the Director of Partnerships and other staff who support CABs.

Principals

Principals serve as Ex-Officio members of the CAB sub-committee that represents their school. They provide support and context to guide the school improvement planning process for their schools. Principals are responsible for developing the needs assessment tool, with feedback from the School Based Team and the CAB. They are responsible for collaborating with the

School Based Team and CAB to develop a school improvement plan for their school, while ensuring equitable voice and participation so the plan has input and approval from both parties.

Roles and Responsibilities of the Collaborative Team

CAB	School-Based Team (SBT)	District
<ul style="list-style-type: none"> ● Analyze the Needs Assessment of identified schools in CAB Sub-Committees. ● In CAB Sub-Committees, Collaborate with SBT in the development of a Comprehensive School Improvement Plan (CSIP). ● Monitor progress of CSIP. ● Report annually to RIDE on the status of CSIP implementation and progress. ● Consent to the early implementation of School Redesign Plan, if desired. ● Participate with PPSD and schools in the development of School Redesign Plan; CABs must formally endorse the School Redesign Plan. ● Monitor progress of School Redesign Plan. 	<ul style="list-style-type: none"> ● Finalize needs assessment tool. ● Conduct needs assessment. ● Bring conclusions from the SBT to the CAB. ● Draft the Comprehensive School Improvement Plan with feedback from CAB and SBT. ● Present the Comprehensive School Improvement Plan to the CAB. ● Implement and monitor progress on school improvement plan. ● Report updates on the school improvement plan to the CAB. 	<ul style="list-style-type: none"> ● Ensure CAB is reflective of students served in identified schools. ● Provide support to CABs and Schools so they have the information and capacity to develop, implement, and guide improvement efforts. ● Principal Supervisors play a critical role in ensuring effective CAB communication and productivity. ● Develop template for needs assessment and upload data that is available district-wide.

Required activities for CABs:

- Analyze Needs Assessment and Conduct Root Cause Analysis - **April 2019**
- Participate in the developing a School Improvement Plan - **May 2019**
- Participate in a grant application to support the plan - **May - June 2019**
- Budget - Monitor progress of School Improvement Plan - **Ongoing**
- Report to the Council of Elementary and Secondary Education the status of Comprehensive School Improvement Plan implementation - **Annually**
- Participate with District and school in development of school redesign, and formally endorse the school redesign plan - **Varies by identification type**
- Monitor progress of school redesign plan - **Varies by identification type**

CAB Activities

1. Orientation

CABs will meet to introduce themselves, to review district-wide data, and to gain a better understanding of the process. Each CAB member will be part of a [CAB subcommittee](#) that represents each school, and these sub-committees will be identified at the orientation meeting. As is the standard process for working or volunteering in any school-related capacity, CAB members will be provided the information necessary to complete a background check that will allow them to work in schools.

2. Needs Assessment and Root Cause Analysis

Each School Based Team works with the District to gather data for the needs assessment using the [RIDE Needs Assessment Template](#). Each school conducts a Needs Assessment and Root Cause Analysis and the Principal shares this with their CAB subcommittee. Then, each CAB sub-committee will analyze and review their Needs Assessment and conducts the Root Cause Analysis.

3. Selection of Evidence-Based Comprehensive School Improvement Strategies

The School Based Team and the CAB sub-committee review the needs assessment, root cause analysis, and existing school improvement strategies for their identified school. From these, the School Based Team and CAB subcommittees select evidence-based school improvement strategies for the schools they represent.

4. Application for School Improvement Funds

Using the Needs Assessment, Root Cause Analysis, and selected improvement strategies, the School Based Team and District will develop a grant application for school improvement funding (school improvement support grants, school improvement innovation grants, school redesign planning or implementation grants, and school improvement dissemination grants, depending on the unique context of the identified school). The CAB subcommittees that represent each school will approve this application before submission to RIDE.

5. School Improvement Monitoring and Support

Once a comprehensive school improvement plan is approved, CABs will establish a regular schedule of meetings to review student data and evidence of implementation quality of the interventions contained within the plan, as well as any other relevant information to the school

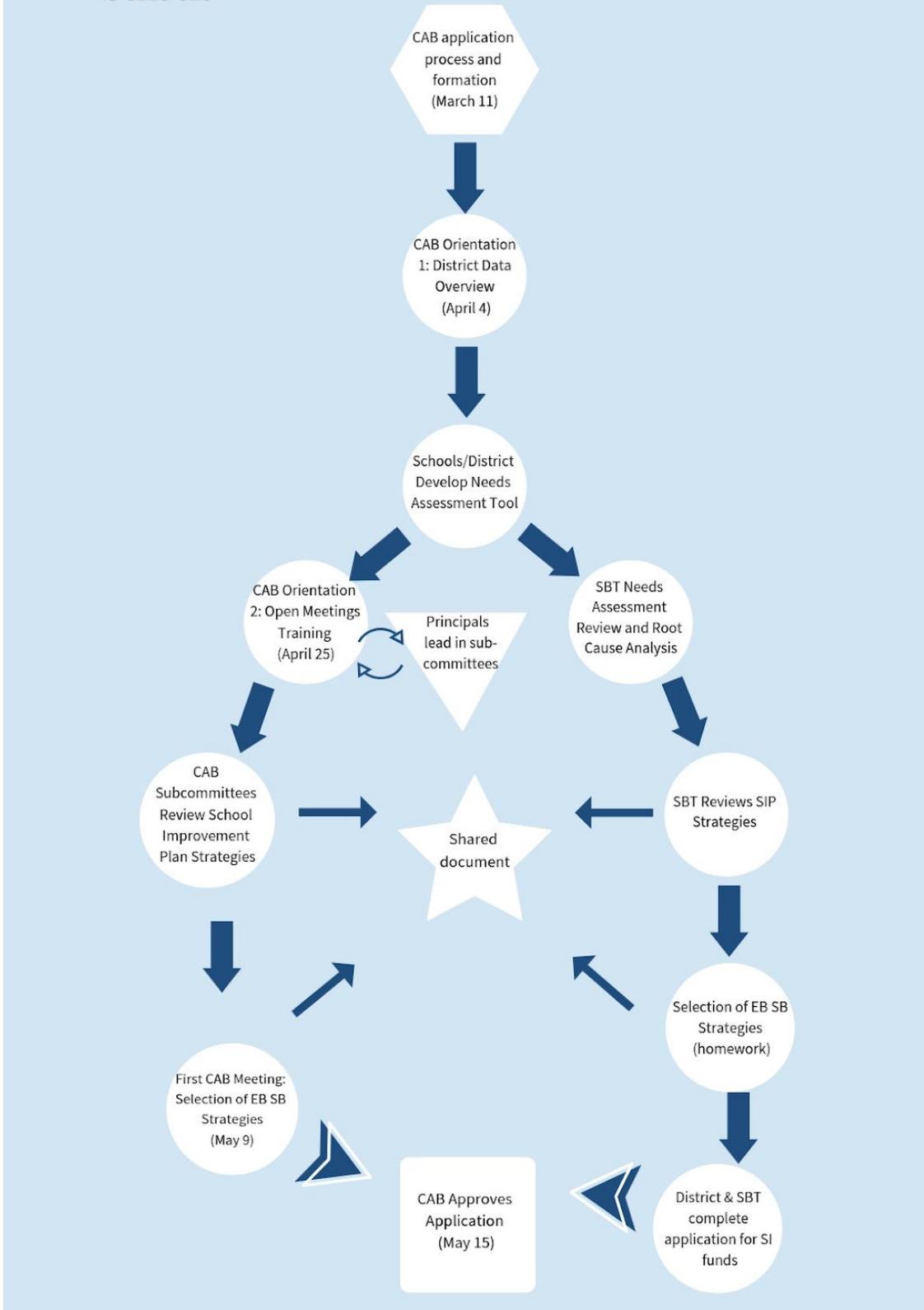
improvement efforts. All meetings, after the orientation meetings, must adhere to open meeting laws and will be open to the public. Meeting agendas will be posted 48 hours in advance of the meeting on the PPSD website.

Over the course of the year, should a CAB decide an improvement plan requires amendments, the CAB and PPSD should work together to submit those amendments, including programmatic and fiscal alterations, in a timely manner to the SEA. A formal process and timeline for requesting amendments will be put forward by RIDE by the time of the awarding of funds.

6. Annual Reporting of Progress

CABs will compile a report on the status of school improvement efforts at the identified CSI school to present to the Rhode Island Council on Elementary and Secondary Education. CABs and PPSD can present a report jointly but at no time is a CAB obligated to submit a report with PPSD nor may PPSD prevent a CAB from submitting an independent report to the Council on Elementary and Secondary Education. These reports should reflect both information regarding progress to achieving school improvement goals and the quality of implementation of efforts over the course of the school year.

Community Advisory Board Process Map



Membership of CABs

CABs were assembled in the Spring of 2019, and CAB membership will be reviewed annually to ensure representation of schools and communities. By creating an open application process, PPSD provided opportunities for willing members of the community to self-identify or be nominated from within the community.

CAB members will commit to being a part of the CAB until the school they represent exits improvement status. CAB members should disclose any actual or potential financial conflicts of interest to the LEAs prior to appointment. Under no conditions will a member of the community advisory board be an employee, contractee or otherwise be in a financial relationship with the LEA.

Open Meeting Compliance

CABs must adhere to most open-meeting regulations. PPSD will provide an open meetings training for all CAB members. All CAB meetings are open to the public and all meeting agendas and notes will be posted.

Needs Assessment and Root Cause Analysis

The Comprehensive Needs Assessment

PPSD will utilize the [RIDE-developed needs assessment](#). The district and school-based team will gather data to complete the needs assessment document. These data will be presented to the school based team and the CAB Sub-Committees of each identified school. We will use a [data analysis protocol](#) with the School Based Team and the CAB to ensure the data review is consistent and objective. The team will rate each domain of the needs assessment in one of the priority categories below:

1. **High priority, strong performance:** these are the indicators in which you are already strong and are having a large positive impact on your student outcomes. You'll want to make sure school improvement efforts preserve and expand these positive outcomes for all students.
2. **Low priority and strong performance:** these are often initiatives that are easily accomplished but have little measurable effect on student learning or other desired outcomes.
3. **Low priority, weak performance:** these are areas of improvement, but ones that even if they were improved, likely wouldn't move the needle significantly. Don't let either of these categories of indicators distract you from areas with greater potential impact.
4. **High priority and weak performance:** the major levers for improving outcomes for students. These priority indicators are where collaborative teams will want to focus most of their efforts for root-cause analysis so that you can effectively adopt strategies and interventions and commensurately improve related student outcomes.

Root Cause Analysis

Using the [Root Cause Analysis Template](#) from the Minnesota Department of Education, the School-Based Team will conduct a root cause analysis of the 3-5 highest priority needs as

identified by the needs assessment. This includes indicators identified as high priority and weak performance. The Principal will present the SBT's Root Cause Analysis to the CAB for review and to develop root causes.

Selecting Evidence-Based Interventions

Once the School-Based Team and CAB Sub-Committees have identified the Root Causes, they will review the interventions and strategies currently in each school's School Improvement Plans. The team will then identify strategies using multiple sources, [EdReports](#), [Evidence for ESSA](#), [What Works Clearinghouse](#), [John Hattie's Visible Learning](#), and other sources that provide information about products and services. Interventions carried out and supported by funding from Title I, Section 1003 (School Improvement) must have strong, moderate, or promising evidence supporting them. All other activities under Titles I-IV may use all four tiers of evidence as support for selected interventions.

It's important to note that PPSD has an annual budget process that aligns with state and city procurement processes that begins each Fall. This process includes a vendor fair in February, in which vendors who have responded to Requests For Proposals (RFPs) show their products and schools determine the products they will use for the following school year. This process allows the district to develop school budgets in February and to finalize contracts in May so products can be delivered to schools for school opening in early September.

Improvement Plan & School Redesign Plan

Developing a Comprehensive School Improvement Plan

Each PPSD school in Comprehensive School and Improvement will create a [Comprehensive School Improvement Plan](#) based on the strategies identified by the CAB Sub-Committee and the School-Based Team. The school will present this draft to their CAB Sub-Committee and the School Based Team for review and feedback. Upon receipt of feedback and the appropriate updates to the plan, the CAB Sub-Committee will approve and endorse the plan.

Comprehensive School Redesign Plan

It is expected that schools opting to implement school redesign efforts should provide a tailored version of their school improvement plan, refer to as a Comprehensive School Redesign Plan.

School Improvement (Title I, 1003) Comprehensive Funding Application Guidance

School Improvement Application Development

The District will complete a grant application based on the strategies developed in the school improvement plan. There are five different types of grants - Support, Innovation, Dissemination, Redesign Planning and Redesign Implementation. Support Grants are awarded based on the October 1st, 2018 enrollment figures for each identified school. LEAs may apply for two years of implementation funding from School Improvement: Support grants. LEAs may

also request to include funding for a year of planning prior to implementation, as well as a year of sustainability after implementation.

School Improvement Innovation, Dissemination, Redesign Planning and Redesign Implementation grants are all competitive. Innovation grants support innovative strategies and RIDE sets priorities for these grants. The priority for the first cycle is High Quality Materials and Instructional Transformation. Dissemination Grants encourage the collaboration between schools in comprehensive support and improvement and schools who have evidence-based strategies to share (including charter schools). In this model, the two schools partner for the CSI school to learn and implement best practices. Redesign grants are designed for schools and districts that planning to implement one of the School Redesign Models - Empowerment, Restart, Small Schools of Choice, LEA Proposed Redesign, or Closure.

PPSD Contacts

Main email contact for CAB questions and information

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Glossary of Terms

Acronyms and Helpful Definitions

1003 funds	Federal grants for school improvement
Accountability	The idea that people (students or teachers) or an organization (a school, school district, or state department of education) should be held responsible for improving student achievement and should be rewarded or sanctioned for their success or lack of
Achievement Gap	A consistent difference in scores on student achievement tests between certain groups of children and children in other groups. The data document a strong association between poverty and students' lack of academic success as measured by achievement tests; while poverty is not unique to any ethnicity, it does exist in disproportionate rates among African Americans and Hispanics, and among English learners
Alignment	The degree to which assessments, curriculum, instruction, textbooks and other instructional materials, teacher preparation and professional development, and systems of accountability all reflect and reinforce the educational program's objectives and standards
AP	Assistant Principal
ATSI	Additional Targeted Support and Improvement; a designation given to schools by RIDE
Benchmarks	A detailed description of a specific level of student achievement expected of students at particular ages, grades, or developmental levels; academic goals set for each grade level
CAB	Community Advisory Board
CESE	Council on Elementary and Secondary Education, one of two Councils that are part of the state's Board of Education (the other Council is the Council on Postsecondary Education); CESE and the Board of Education oversee all public education in the state
CSI	Comprehensive Support and Improvement; all schools identified as CSI by RIDE must undertake a needs assessment, perform a root cause analysis, and form Community Advisory Boards (CABs)
CSIP	Comprehensive support and improvement plan; a road map to set out the changes a CSI school needs to make to improve student achievement

Common Core State Standards (CCSS)	A set of educational standards that describe what students should know and be able to do in English language arts and math in each grade from kindergarten through 12th grade. Rhode Island is among the more than 40 states that have adopted Common Core Standards in an effort to establish clear, consistent educational standards across state lines
Content standards	The knowledge and skills associated with a particular subject area that defines what students need to know and be able to do at each grade level
Deliverable	A term describing the what must be provided upon the completion of a project
ELL	English Language Learner; students whose home language is not English and who qualify for extra help
ESSA	Every Student Succeeds Act; a US law that was passed in December 2015 to govern education policy. ESSA replaced the No Child Left Behind Act
Equity	The belief that state governments have an obligation to equalize students' access to educational opportunities and thus life chances
Evidence-Based Practices	also known as known as the “what works” agenda; focuses on using the best available evidence to bring about positive results or prevent negative results
IEP	Individualized Education Program; a written plan created for a student with learning disabilities by the student's teachers, parents or guardians, the school administrator, and other interested parties. The plan is tailored to the student's specific needs and abilities, and outlines goals for the student to reach.
ILP	Individual Learning Plan, a planning and monitoring tool that customizes and directs students’ goals and development in three domains: academic, career, and personal/social
LEA	Local Education Agency; a public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, town or school district (in our case, it’s PPSD)
LIEP	language instruction educational programs
Literacy	the ability to read, write, speak, and listen in order to communicate with others effectively, as well as the ability to think and respond

	critically and to process complex information across content areas
Methodology	A teaching method
MOA	Memorandum of Agreement; a legal document and describes the terms and details of a partnership agreement
NCLB	No Child Left Behind Act (NCLB); the reauthorization of the Elementary and Secondary Education Act – the principal federal law affecting education from kindergarten through high school. NCLB was replaced by ESSA in 2015
Needs Assessment	A systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants;" the difference between the current condition and wanted condition must be measured to appropriately identify the need
Norms	Schoolwide and classroom norms are the foundation for respectful behavior among all in the school community; norms are collaborative agreements about how a team will work together
Open Meetings Act	A chapter of the Rhode Island General Laws designed to ensure that government is conducted in an open manner so that the public may participate in their government and so that government will be accountable to the public
PAC	Parent Advisory Council, a district-wide parent organization to ensure that parents have an organized voice and are involved in the decision making process, and that parent needs, concerns and issues are communicated and resolved regularly and effectively
Performance-Based Diploma Assessment	Multifaceted assignments that serve as a culminating demonstration of a student's applied learning skills and knowledge of one or more content areas
Personalization	A diverse variety of educational programs, learning experiences, instructional approaches and academic support strategies that are intended to address the distinct learning needs, interests, aspirations or cultural backgrounds of individual students
Professional Development (PD)	Programs that allow teachers or administrators to acquire the knowledge and skills they need to perform their jobs successfully
Proficiency	A defined level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress to the next lesson, course, grade level, or to receive a diploma

RICAS	Rhode Island Comprehensive Assessment System, a high-quality assessment that meets federal requirements for annual assessments in English Language Arts (ELA) and mathematics for students in grades 3-8
RIDE	Rhode Island Department of Education
RI Continuous School Improvement Hub	A RIDE website that provides resources for school leaders on best practices and strategies in the areas of high quality curriculum and instruction, talent development and collaboration, and school climate and culture to support all schools in improvement efforts: http://www.ride.ri.gov/InformationAccountability/EveryStudentSucceedsAct(ESSA)/ResourceHub.aspx
Root Cause Analysis (RCA)	Identifies the cause of a problem or situation
Rubric	Refers to a grading or scoring system; a scoring tool that lists the criteria to be met in a piece of work. Also describes levels of quality for each of the criteria. These levels of performance may be written as different ratings (e.g., Excellent, Good, Needs Improvement) or as numerical scores (e.g., 4, 3, 2, 1).
SAT	Scholastic Aptitude Test; the College Board creates and administers the SAT, a college admission test that is not part of Rhode Island's assessment program. Students pay to take the test, which covers reading, writing and math. Most colleges require SAT scores as part of their application processes. The College Board is a non-profit association of schools, colleges, universities, and other educational organizations.
SBT	School Based Team; an on-going collaborative problem- solving unit of school personnel
SEA	State Education Agency; the agency primarily responsible for the supervision of a state's public elementary and secondary schools (in our case, RIDE)
SI	School Improvement
SRD	School Redesign (plan)
Title I, IA, II, IVA	A federal program that provides funds to improve the academic achievement for educationally disadvantaged students who score below the 50th percentile on standardized tests

TSI	Targeted Support and Improvement; a designation given to schools by RIDE
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