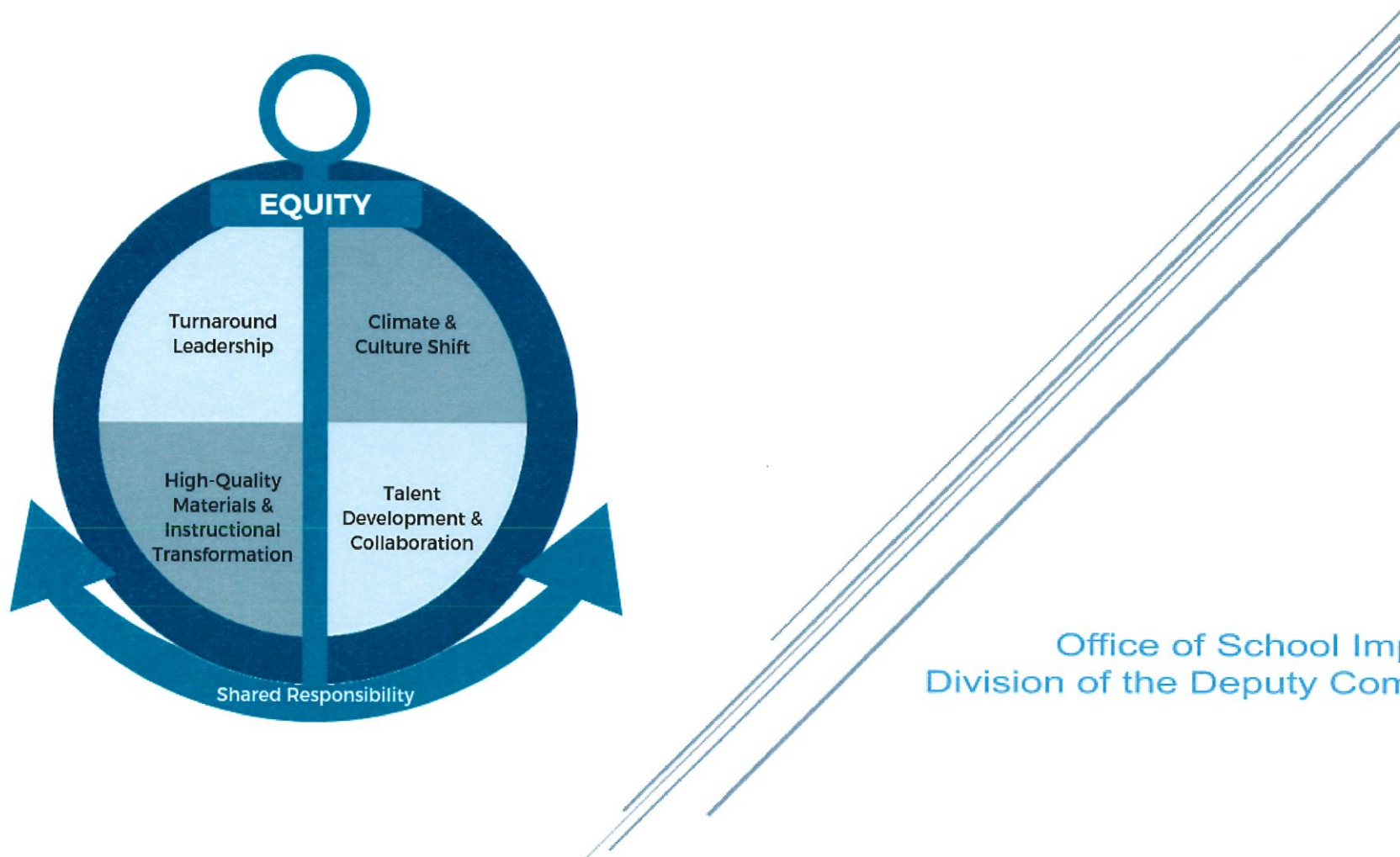


COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

GILBERT STUART MIDDLE SCHOOL

Rhode Island Department of Elementary and Secondary Education



Office of School Improvement
Division of the Deputy Commissioner

Comprehensive School Improvement Plan – Gilbert Stuart Middle School

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

The following represents an overview of the information that must be submitted to the Rhode Island Department of Education as part of a school's written improvement plan—a plan intended to guide and monitor the work of implementing the identified strategies to reach the intended goals, aligned with the state accountability system. To the greatest extent possible, the format of the written document should be made useful for the purposes of monitoring and communicating the plan within the school or district community. As such, RIDE strongly suggests that written documentation be **no longer than twelve pages of content**, excluding any appendices or additional information. Whether choosing to use this model template or another, please attend to the details below regarding the essential elements 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?
- Any special considerations for specific populations of students, if applicable—in particular, multilingual learners and differently-abled students
- Resources and funding to be leveraged for implementation
- Professional support and learning opportunities to enable implementation
- Timeline for implementation, including quarterly implementation milestones
- How the SEA and LEA can support implementation or address foreseen challenges

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

Must include details about:

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

[illegible]

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Goal 1	<p>Increase the percentage of Gilbert Stuart MS students showing typical and high growth on the annual RICAS ELA assessment in grades 6 - 8.</p> <p>As a baseline, in 2018, 14% of students with SGPs achieved high growth and 34% of students achieved typical growth in ELA.</p> <p>In 2019, we aim to have 20% of students with SGPs achieve high growth and 38% of students with SGPs achieve typical growth.</p> <p>In 2020, we aim to have 28% of students with SGPs achieve high growth and 41% of students with SGPs achieve typical growth.</p> <p>(The target for 2020 will be updated in Fall 2019 based on student performance data from the 2019 RICAS ELA Assessment)</p> <p>If we achieve these targets, the school's ELA growth would earn 2 points under RIDE's accountability criteria and would begin to move towards a higher rate of student proficiency in ELA.</p>
<i>Intervention A</i>	Across all content areas teachers will implement school-wide writing strategies to improve reading comprehension and writing. Teachers will use formative assessment and embed student conferring practices to enhance feedback to students.
<i>Intervention B</i>	Students who are not making adequate progress will have an additional individual learning plan created through the Multi-Tiered system of support team. The implementation of this plan will be supported by job embedded professional development as well as a data specialist that collects data, analyzes data and supports progress monitoring.
<i>Intervention C</i>	Purchase curricula that has been researched based through a National Clearing House that supports Tier I, II & III students and provide teachers with professional development and job embedded professional support and professional development on how to personalize instruction and implement into their classroom design.
Goal 2	<p>Increase the percentage of Gilbert Stuart MS students showing typical and high growth on the annual RICAS Math assessment in grades 6 - 8.</p> <p>As a baseline, in 2018, 19% of students with SGPs achieved high growth and 32% of students achieved typical growth in math.</p> <p>In 2019, we aim to have 23% of students with SGPs achieve high growth and 35% of students with SGPs achieve typical growth.</p> <p>In 2020, we aim to have 27% of students with SGPs achieve high growth and 38% of students with SGPs achieve typical growth.</p> <p>(The target for 2020 will be updated in Fall 2019 based on student performance data from the 2019 RICAS Math Assessment)</p> <p>If we achieve these targets, the school's math growth would earn 2 points under RIDE's accountability criteria and would begin to move towards a higher rate of student proficiency in Math.</p>
<i>Intervention D</i>	Specific strategy based classroom support will be provided to teachers through job embedded professional development to help educators examine evidence of constructed responses to improve curriculum, instruction, assessment practices, and programs work collaboratively to score and collaborate work. Educators work through collaborative structures, professional development and processes support coordination and implementation of constructed response released items and quarterly units of study. Students will write responses to multi-part items that include calculations and explanations to a problem and sets of problems.
<i>Intervention B</i>	Students who are not making adequate progress will have an additional individual learning plan created through the Multi-Tiered system of support team. This plan will be supported by a job embedded professional development as well as a data specialist that collects data, analyzes data and supports progress monitoring.
<i>Intervention C</i>	Purchase curricula that has been researched based through a National Clearing House that supports Tier I, II & III students and provide teachers with professional development and job embedded professional support on how to personalize instruction and implement into their classroom design.
Goal 3	<p>Decrease the percentage of GSMS students who are chronically absent.</p> <p>In the 2017-2018 school year, 36% of students were chronically absent.</p> <p>In the 2018-2019 school year, we are projecting to have 30% of students chronically absent.</p> <p>For the 2019-2020 school year, we will aim to have no more than 25% of students chronically absent.</p> <p>For the 2020-2021 school year, we will aim to have no more than 20% of students chronically absent.</p> <p>For the 2021-2022 school year, we will aim to have no more than 15% of students chronically absent.</p> <p>If we meet these targets, our increase in student attendance will positively impact our school's rating in the Fall 2022 Accountability Release.</p>
<i>Intervention E</i>	Provide personalized early outreach by increasing student access to school based mental health referrals and access to Social Emotional Learning resources with the support of a restorative justice model. Provide quarterly student incentives and awards for attendance, scholarship, and citizenship as part of a MTSS model. Continue focus on Culturally Responsive Teaching and adopt a Restorative Justice Model

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

Goal 1	
<p>Increase the percentage of Gilbert Stuart MS students showing typical and high growth on the annual RICAS ELA assessment in grades 6 - 8.</p> <p>As a baseline, in 2018, 14% of students with SGPs achieved high growth and 34% of students achieved typical growth in ELA.</p> <p>In 2019, we aim to have 20% of students with SGPs achieve high growth and 38% of students with SGPs achieve typical growth.</p> <p>In 2020, we aim to have 28% of students with SGPs achieve high growth and 41% of students with SGPs achieve typical growth.</p> <p>(The target for 2020 will be updated in Fall 2019 based on student performance data from the 2019 RICAS ELA Assessment)</p> <p>If we achieve these targets, the school's ELA growth would earn 2 points under RIDE's accountability criteria and would begin to move towards a higher rate of student proficiency in ELA.</p>	
Intervention A and Justification <p>Teachers will work with students to set goals for reading and writing. They will then collect data across all content areas teachers to support the school-wide writing strategies to improve reading comprehension and writing. Teachers will use formative assessment and embed student conferring practices to enhance feedback to students to inform their goals and progress related to their goals.</p>	Framework Domain(s): High quality materials and 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>To support student growth, the school has identified student goal setting and data chats using formative assessment, student conferences, and feedback to students in literacy to enhance school-wide implementation of the core curriculum. In 2018-2019, the school focused on writing strategies to support students' success with CCSS ELA standards in literacy-focused classrooms (ELA, Social Studies, Science). For the 2019-2020 school year, the school will focus on lesson design that embeds formative assessment, student conferences and feedback</p> <p>Through a continuous cycle of inquiry, teachers will receive professional learning centered on literacy development to implement strategies through rigorous standards based common lessons with scaffolds for all learners. School leaders and teachers will conduct regular learning walks gathering data around the implementation of the chosen strategies and will report their data back to teams for analysis and future collaborative planning. Teacher teams will also analyze student work from common lessons to determine next steps in addressing student misconceptions and opportunities for further practice.</p> <p>Teachers will participate in job-embedded professional learning based on student needs as identified by the school-wide data. The data will be analyzed to identify trends across the building and opportunities for differentiated support in professional learning, to uncover evidence of gaps between different populations (EL, Special Ed., etc.) and to identify potential future opportunities to create more rigorous and engaging learning opportunities for all students.</p>	

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

The CAB and ILT have highlighted student achievement and growth in ELA as a high-importance, low-performance area for improvement. In Spring 2018, 4% of GSMS students scored as proficient in ELA and 48% of students demonstrated typical or high growth in ELA. Student performance among Black students, Hispanic students, students with IEPs and ELs were below the school's overall performance. Looking at student data by content domain, writing was an area of particular weakness across the whole school and subgroups. The school identified supporting writing across the curriculum as an opportunity to improve student performance across ELA performance and growth indicators.

Another important noticing from the ILT and our CAB involves the clear communication of GSMS'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 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. On the State of RI RICAS exam 30% of the test is weighted in the students ability to write an essay in response to a text they have read. The Narrative and Text Based Essays equate to 8 points compared to multiple choice: 1 point, Multiple select-2 points and Technology Enhanced – 2 points.

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

Evidence Tier: Choose an item.

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<p>Citation(s):</p> <p><u>Self-Motivation for Academic Attainment: The Role of Self-Efficacy Beliefs and Personal Goal Setting</u></p> <p><u>Teacher Efficacy and the Effects of Coaching on Student Achievement</u></p> <p>Additional Research:</p> <p><u>Feedback to Writing Study</u></p> <p><u>Assessment Driven Improvements</u></p> <p><u>School Factors that Contribute to the Underachievement of Students of Color and What Culturally Competent School Leaders Can Do</u></p> <p>Smith, Camille A. Educational Leadership and Administration: Teaching and Program Development, v17 p21-32 Fall 2005</p> <p><u>Carnegie Council on Advancing Adolescent Literacy</u>. (2010). <i>Time to act: An agenda for advancing adolescent literacy for college and career success</i>. New York, NY: Carnegie Corporation of New York.</p> <p>https://www.carnegie.org/media/filer_public/8c/8d/8c8dfd82-b5fc-4bb9-8bd1-bb262175eaf4/ccny_report_2010_tta_agenda.pdf</p> <p><i>Raising Test Scores through the Continuous Improvement Model</i> <u>L. David Weller</u> & <u>Sylvia J. Weller</u> Pages 159-164 Published online: 03 Apr 2010</p> <p><i>Scaffolding Instruction for English Language Learners: A Conceptual Framework</i> <u>Aida Walqui</u> Pages 159-180 Published online: 22 Dec 2008</p>	<p>Proposed Funding Source: SIG - Innovation Grant</p> <p>Local Budget</p>	<p>Proposed Funding Amount: \$23,000 - 0.2 FTE Middle School Literacy Specialist (20% of \$115,000)</p> <p>Proposed Funding Amount: \$23,000 - 0.2 FTE Middle School Data Specialist (20% of \$115,000)</p> <p>NISL Innovation Grant- 31,000 pd- Gaal 1 and 2</p> <p>36 Weeks of PLC's Local Budget early release to focus on Departmental PLC's. Local Funding.</p>
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Implementation and Outcome Milestones

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	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	<p>Intervention A Create a 2019/20 calendar for Writing Across the Curriculum</p> <p>Develop rubric and feedback systems for students and adults</p> <p>Intervention B Students create goals with teachers in ILP based on BOY screening data.</p> <p>Weekly / biweekly MTSS meeting</p> <p>Intervention C Create and build a common understanding and a strong sense of purpose for program adoption. Establish clear directions and expectations for program use. Implement new curricula including American Reading Company and StudySync in ELA.</p>	<p>Intervention A Literacy PLC: Student assessment BOY RICAS release</p> <p>Data from 2018-2019 RICAS</p> <p>Walk through 100% of classrooms with literacy data collection tool</p> <p>Analyze classroom walk through data to determine necessary supports</p> <p>Provide 2 professional development opportunities to support fidelity of implementation</p> <p>Intervention B Students monitor progress towards goals in ILP in regular data conferences.</p>	<p>Intervention A Literacy Team analyze: Student assessment MOY data Star RICAS release EOY Star data</p> <p>2 professional development opportunities offered to support fidelity of implementation</p> <p>Tier 2 & 3 students complete a minimum of 30 hours of Read 180 time - 80 lessons</p> <p>Offer summer PD to support writing growth</p> <p>Intervention B Students monitor progress with teachers towards goals in ILP in regular data conferences.</p>	<p>Intervention A Create a 2020/21 pacing guide for writing lessons, walk through calendar, PD calendar</p> <p>Onboard new teachers</p> <p>Intervention B Students create goals with teachers in ILP based on BOY screening data.</p> <p>Weekly / biweekly MTSS meeting</p> <p>Intervention C 1st American Reading Company PD and Curricula PD. READ 180 and System 44 Training. StudySync Training.</p> <p>Onboard new teachers</p> <p>Provide initial training and ongoing professional development.</p>	<p>Intervention A Literacy Team analyze: Student assessment BOY data and RICAS release</p> <p>Data from 2018-2019 RICAS</p> <p>Walk through 100% of classrooms with literacy data collection tool</p> <p>Analyze classroom walk through data to determine necessary supports</p> <p>100% of classroom teachers implement extended writing across two grade level texts minimum 1 time</p> <p>2 professional development opportunities offered to support fidelity of implementation</p>	<p>Intervention A Literacy team well established. Able to onboard new teachers upon arrival. Planning for 2021-2022</p> <p>Offer summer PD to support writing growth</p> <p>Intervention B Students monitor progress with teachers towards goals in ILP in regular data conferences.</p> <p>Weekly / biweekly MTSS review</p> <p>Intervention C ELA and ELL teachers evaluated; individualized professional learning opportunities to continue to grow in curriculum implementation.</p> <p>Continue to adhere to guidelines for Read 180, System 44, AMC and StudySync implementation guidelines.</p>

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	<p>Create cycle of support for job embedded professional development.</p>	<p>Weekly / biweekly MTSS review</p> <p>Intervention C Provide initial training and ongoing professional development to teachers based on needs identified in walkthrough data analysis.</p> <p>Communicate clear guidelines for on-model classroom instruction. Set policies and procedures for using data to monitor student progress and teacher implementation school wide.</p> <p>Analyze and review progress of coaching cycles.</p>	<p>Weekly / biweekly MTSS review</p> <p>Intervention C Continue to monitor student outcomes.</p> <p>Review EOY coaching data and create a plan for SY20-21</p>	<p>Adhere to student placement guidelines. Adhere to student exiting criteria</p> <p>1st StudySync ELA consultancy training</p> <p>Implement new coaching cycle</p>	<p>Intervention B</p> <p>Students monitor progress towards goals in ILP in regular data conferences.</p> <p>Weekly / biweekly MTSS review</p> <p>Intervention C</p> <p>Teachers utilizing new curricula provided feedback from walk through, Instructional Rounds, and partner visitations.</p> <p>Systematically use data to monitor student progress and teacher implementation at the school level.</p> <p>Provide opportunities for collaboration and communication.</p> <p>Provide in-classroom support, coaching and job embedded professional development.</p> <p>Analyze and review progress of coaching cycles.</p>	<p>Continued school level monitoring of student progress and teacher implementation.</p> <p>Review EOY coaching data and create play for SY20-21</p>
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Leading Indicators	Walk through data	Analysis of special event attendance (students and staff)	Analysis of Special event attendance (students and staff)	Analysis of special event attendance (students and staff)	Analysis of special event attendance (students and staff)	Analysis of special event attendance (students and staff)
	Analysis of Walk through data	Walk through data	Walk through data	Walk through data	Walk through data	Walk through data
	Analysis of Program Usage Data	Analysis of Walk through data	Analysis of Walk through data	Analysis of Walk through data	Analysis of Walk through data	Analysis of Walk through data
		Analysis of Program Implementation Effectiveness and Student Outcome Data	Analysis of Program Implementation Effectiveness and Student Outcome Data	Analysis of Program Implementation Effectiveness and Student Outcome Data	Analysis of Program Implementation Effectiveness and Student Outcome Data	Analysis of Program Implementation Effectiveness and Student Outcome Data
		Successful planning of PD, visits, and debriefs				Teachers who were showing moderate fidelity to curriculum are now showing full fidelity
Lagging Indicators and Accountability Outcomes	Utilize EOY 2019 STAR and ACCESS to identify and group students for necessary skill targeting and interventions	Use results of BOY STAR to formulate groups within contents and for tutoring after school	Identify via course formative assessments and, MOY STAR and RICAS/ACCESS for ELL students which students need credit recovery, increased supports, and/or re-teaching	Utilize EOY 2020 STAR and RICAS/ACCESS to identify and group students for necessary skill targeting and interventions	Use results of BOY STAR to formulate groups within contents and for tutoring after school	Identify via course formative assessments and, MOY STAR and RICAS/ACCESS for ELL students which students need credit recovery, increased supports, and/or re-teaching

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

GSMS Administration, ILT, 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. These 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 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 STAR BOY/MOY/EOY data, RICAS and Formative assessment data from our curriculum, and NGScience scores.

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<p>Intervention B and Justification</p> <p>Students who are not making adequate progress will have an additional individual learning plan created through the Multi-Tiered system of support team. The implementation of this plan will be supported by job embedded professional development as well as a data specialist that collects data, analyzes data and supports progress monitoring.</p>	<p>Framework Domain(s): High quality materials and instructional transformation</p>
<p><i>Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) of the Rhode Island Comprehensive School Improvement Framework will drive successful execution.</i></p>	
<p>Students who are not making adequate progress will have an additional individual learning plan created through the Multi-Tiered system of support team. This plan will be supported by a job embedded professional development as well as a data specialist that collects data, analyzes data and supports progress monitoring.</p>	
<p><i>Relevant Results of Needs Assessment and Conclusions of Root Cause Analysis – Please share the most germane and revelatory outcomes of the needs assessment and root cause analysis that led the school to select this particular Intervention to address the challenge at hand.</i></p>	
<p>The CAB and ILT have highlighted student achievement and growth in ELA as a high-importance, low-performance area for improvement. In Spring 2018, 4% of GSMS students scored as proficient in ELA and 48% of students demonstrated typical or high growth in ELA. Student performance among Black students, Hispanic students, students with IEPs and ELs were below the school's overall performance. Looking at student data by content domain, writing was an area of particular weakness across the whole school and subgroups. The school identified supporting writing across the curriculum as an opportunity to improve student performance across ELA performance and growth indicators.</p> <p>Another important noticing from the ILT and our CAB involves the clear communication of GSMS'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 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. On the State of RI RICAS exam 30% of the test is weighted in the students ability to write an essay in response to a text they have read. The Narrative and Text Based Essays equate to 8 points compared to multiple choice: 1 point, Multiple select-2 points and Technology Enhanced – 2 points.</p>	
<p>Evidence Basis – What evidence basis is there for this action?</p>	<p>Evidence Tier: Tier II</p>

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<p>Citation(s):</p> <p><u>School Factors that Contribute to the Underachievement of Students of Color and What Culturally Competent School Leaders Can Do</u> Smith, Camille A. Educational Leadership and Administration: Teaching and Program Development, v17 p21-32 Fall 2005</p> <p><u>Carnegie Council on Advancing Adolescent Literacy</u>. (2010). <i>Time to act: An agenda for advancing adolescent literacy for college and career success</i>. New York, NY: Carnegie Corporation of New York.</p> <p>https://www.carnegie.org/media/filer_public/8c/8d/8c8dfd82-b5fc-4bb9-8bd1-bb262175eaf4/ccny_report_2010_tta_agenda.pdf</p> <p><i>Raising Test Scores through the Continuous Improvement Model</i> <u>L. David Weller</u> & <u>Sylvia J. Weller</u> Pages 159-164 Published online: 03 Apr 2010</p> <p><i>Scaffolding Instruction for English Language Learners: A Conceptual Framework</i> <u>Aida Walqui</u> Pages 159-180 Published online: 22 Dec 2008</p>	<p>Proposed Funding Source:</p>	<p>No additional funding</p>
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<p>Intervention C and Justification</p> <p>Purchase curricula that has been researched based through a National Clearing House that supports Tier I, II & III students (with a particular focus on ELL) and provide teachers with professional development and job embedded professional support on how to personalize instruction and implement into their classroom design.</p>	<p>Framework Domain(s): High quality materials and instructional transformation</p>
<p><i>Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) of the Rhode Island Comprehensive School Improvement Framework will drive successful execution.</i></p>	
<p>Purchase curricula that has been researched based through a National Clearing House that supports Tier I, II & III students and provide teachers with professional development and job embedded professional support on how to personalize instruction and implement into their classroom design.</p> <p>We will provide specific focus for or EL students in order to increase language development, vocabulary, reading comprehension and critical thinking in order to increase reading proficiency.</p>	
<p><i>Relevant Results of Needs Assessment and Conclusions of Root Cause Analysis – Please share the most germane and revelatory outcomes of the needs assessment and root cause analysis that led the school to select this particular Intervention to address the challenge at hand.</i></p>	

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The CAB and ILT have highlighted student achievement and growth in ELA as a high-importance, low-performance area for improvement. In Spring 2018, 4% of GSMS students scored as proficient in ELA and 48% of students demonstrated typical or high growth in ELA. Student performance among Black students, Hispanic students, students with IEPs and ELs were below the school's overall performance. Looking at student data by content domain, writing was an area of particular weakness across the whole school and subgroups. The school identified supporting writing across the curriculum as an opportunity to improve student performance across ELA performance and growth indicators.

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<p>Citation(s):</p> <p><i>The effect of an instructional intervention on middle school english learners' science and english reading achievement</i></p> <p>https://onlinelibrary.wiley.com/doi/full/10.1002/tea.21031</p> <p>Additional Research</p> <p><u><i>School Factors that Contribute to the Underachievement of Students of Color and What Culturally Competent School Leaders Can Do</i></u></p> <p>Smith, Camille A.</p> <p><i>Educational Leadership and Administration: Teaching and Program Development</i>, v17 p21-32</p> <p>Fall 2005</p> <p><u><i>Carnegie Council on Advancing Adolescent Literacy</i></u>. (2010). <i>Time to act: An agenda for advancing adolescent literacy for college and career success</i>. New York, NY: Carnegie Corporation of New York.https://www.carnegie.org/media/filer_public/8c/8d/8c8dfd82-b5fc-4bb9-8bd1-bb262175eaf4/ccny_report_2010_tta_agenda.pdf</p> <p><i>Scaffolding Instruction for English Language Learners: A Conceptual Framework</i></p> <p><u>Aida Walqui</u> Pages 159-180 Published online: 22 Dec 2008</p>	<p>Proposed Funding Source:</p> <p>Title I</p> <p>McGraw Hill Education LLC</p> <p>American Reading Company PD</p> <p>American Reading Company</p> <p>American Reading Company</p>	<p>Proposed Funding Amount:</p> <p>Two On Site PD Days \$2500 @2 days (\$5000) Title one funded</p> <p>3 Day Module (on site training) \$(8,700)</p> <p>Grade 7-8 Unit 1-2-3-4 \$9600 x 4 (\$38,200)</p> <p>IRLA Toolkit BK Toolkit \$3750.00 x4 (\$15,000)</p> <p>Professional Development: 4 ELA, 3 Math Teachers \$40hr @ 70 hours @ 7 Teachers @ 7.85% FICA (\$19,600)-INTERVENTION C</p>
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Implementation and Outcome Milestones						
	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	<p>Intervention A Create a 2019/20 calendar for Writing Across the Curriculum</p> <p>Develop rubric and feedback systems for students and adults</p> <p>Intervention B Students create goals with teachers in ILP based on BOY screening data.</p> <p>Weekly / biweekly MTSS meeting</p> <p>Intervention C Create and build a common understanding and strong sense of purpose for program</p>	<p>Intervention A Literacy PLC: Student assessment BOY RICAS release</p> <p>Data from 2018-2019 RICAS</p> <p>Walk through 100% of classrooms with literacy data collection tool</p> <p>Analyze classroom walk through data to determine necessary supports</p> <p>Provide 2 professional development opportunities to</p>	<p>Intervention A Literacy Team analyze: Student assessment MOY data Star RICAS release EOY Star data</p> <p>2 professional development opportunities offered to support fidelity of implementation</p> <p>Tier 2 & 3 students complete a minimum of 30 hours of Read 180 time - 80 lessons</p> <p>Offer summer PD to support writing growth</p>	<p>Intervention A Create a 2020/21 pacing guide for writing lessons, walk through calendar, PD calendar</p> <p>Onboard new teachers</p> <p>Intervention B Students create goals with teachers in ILP based on BOY screening data.</p> <p>Weekly / biweekly MTSS meeting</p> <p>Intervention C 1st American Reading Company PD and Curricula PD. READ 180</p>	<p>Intervention A Literacy Team analyze: Student assessment BOY data and RICAS release</p> <p>Data from 2018-2019 RICAS</p> <p>Walk through 100% of classrooms with literacy data collection tool</p> <p>Analyze classroom walk through data to determine necessary supports</p> <p>100% of classroom teachers implement extended writing</p>	<p>Intervention A Literacy team well established. Able to onboard new teachers upon arrival. Planning for 2021-2022</p> <p>Offer summer PD to support writing growth</p> <p>Intervention B Students monitor progress with towards goals in ILP in regular data conferences.</p> <p>Weekly / biweekly MTSS review</p> <p>Intervention C</p>

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	<p>adoption. Establish clear directions and expectations for program use. Implement new curricula including American Reading Company and StudySync in ELA.</p> <p>Create cycle of support for job embedded professional development.</p>	<p>support fidelity of implementation</p> <p>Intervention B</p> <p>Students monitor progress with teachers towards goals in ILP in regular data conferences.</p> <p>Weekly / biweekly MTSS review</p> <p>Intervention C</p> <p>Provide initial training and ongoing professional development to teachers based on needs identified in walkthrough data analysis.</p> <p>Communicate clear guidelines for on-model classroom instruction. Set policies and procedures for using data to monitor student progress and teacher implementation school wide.</p> <p>Analyze and review progress of coaching cycles.</p>	<p>Intervention B</p> <p>Students monitor progress with teachers towards goals in ILP in regular data conferences.</p> <p>Weekly / biweekly MTSS review</p> <p>Intervention C</p> <p>Continue to monitor student outcomes.</p> <p>Review EOY coaching data and create a plan for SY20-21</p>	<p>and System 44 Training. StudySync Training.</p> <p>Onboard new teachers</p> <p>Provide initial training and ongoing professional development.</p> <p>Adhere to student placement guidelines. Adhere to student exiting criteria</p> <p>1st StudySync ELA consultancy training</p> <p>Implement new coaching cycle</p>	<p>across two grade level texts minimum 1 time</p> <p>2 professional development opportunities offered to support fidelity of implementation</p> <p>Intervention B</p> <p>Students monitor progress with teachers towards goals in ILP in regular data conferences.</p> <p>Weekly / biweekly MTSS review</p> <p>Intervention C</p> <p>Teachers utilizing new curricula provided feedback from walk through, Instructional Rounds, and partner visitations.</p> <p>Systematically use data to monitor student progress and teacher implementation at the school level.</p> <p>Provide opportunities for collaboration and communication.</p>	<p>ELA and ELL teachers evaluated; individualized professional learning opportunities to continue to grow in curriculum implementation.</p> <p>Continue to adhere to guidelines for Read 180, System 44, AMC and StudySync implementation guidelines.</p> <p>Continued school level monitoring of student progress and teacher implementation.</p> <p>Review EOY coaching data and create plan for SY20-21</p>

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					<p>Provide in-classroom support, coaching and job embedded professional development.</p> <p>Analyze and review progress of coaching cycles.</p>	
Leading Indicators	<p>Walk through data</p> <p>Analysis of Walk through data</p> <p>Analysis of Program Usage Data</p>	<p>Analysis of special event attendance (students and staff)</p> <p>Walk through data</p> <p>Analysis of Walk through data</p> <p>Analysis of Program Implementation Effectiveness and Student Outcome Data</p> <p>Successful planning of PD, visits, and debriefs</p>	<p>Analysis of Special event attendance (students and staff)</p> <p>Walk through data</p> <p>Analysis of Walk through data</p> <p>Analysis of Program Implementation Effectiveness and Student Outcome Data</p>	<p>Analysis of special event attendance (students and staff)</p> <p>Walk through data</p> <p>Analysis of Walk through data</p> <p>Analysis of Program Implementation Effectiveness and Student Outcome Data</p>	<p>Analysis of special event attendance (students and staff)</p> <p>Walk through data</p> <p>Analysis of Walk through data</p> <p>Analysis of Program Implementation Effectiveness and Student Outcome Data</p> <p>Teachers who were showing moderate fidelity to curriculum are now showing full fidelity</p>	<p>Analysis of special event attendance (students and staff)</p> <p>Walk through data</p> <p>Analysis of Walk through data</p> <p>Analysis of Program Implementation Effectiveness and Student Outcome Data</p>
Lagging Indicators and Accountability Outcomes	Utilize EOY 2019 STAR and ACCESS to identify and group students for necessary skill targeting and interventions	Use results of BOY STAR to formulate groups within contents and for tutoring after school	Identify via course formative assessments and, MOY STAR and RICAS/ACCESS for ELL students which students need credit recovery, increased supports, and/or re-teaching	Utilize EOY 2020 STAR and RICAS/ACCESS to identify and group students for necessary skill targeting and interventions	Use results of BOY STAR to formulate groups within contents and for tutoring after school	Identify via course formative assessments and, MOY STAR and RICAS/ACCESS for ELL students which students need credit recovery, increased supports, and/or re-teaching

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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.

GSMS Administration, ILT, 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. These 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 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 STAR BOY/MOY/EOY data, RICAS and Formative assessment data from our curriculum, and NGScience scores.

Goal 2

Increase the percentage of Gilbert Stuart MS students showing typical and high growth on the annual RICAS Math assessment in grades 6 - 8.

As a baseline, in 2018, 19% of students with SGPs achieved high growth and 32% of students achieved typical growth in math.

In 2019, we aim to have 23% of students with SGPs achieve high growth and 35% of students with SGPs achieve typical growth.

In 2020, we aim to have 27% of students with SGPs achieve high growth and 38% of students with SGPs achieve typical growth.

(The target for 2020 will be updated in Fall 2019 based on student performance data from the 2019 RICAS Math Assessment)

If we achieve these targets, the school's math growth would earn 2 points under RIDE's accountability criteria and would begin to move towards a higher rate of student proficiency in Math.

Intervention D and Justification

Specific strategy based classroom support will be provided to teachers through job embedded professional development to help educators examine evidence of constructed responses to improve curriculum, instruction, assessment practices, and programs work collaboratively to score and collaborate work. Educators work through collaborative structures, professional development and processes support coordination and implementation of constructed response released items and quarterly units of study. Students will write responses to multi-part items that include calculations and explanations to a problem and sets of problems.

Framework Domain(s): High quality materials and instructional transformation

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

In the 2019-2020 school year, math teachers will collaborate with grade-level peers to identify and/or create common constructed-response tasks for students to complete. This work will build off of the school's work developing writing across the curriculum in the 2018-2019 school year. The teachers will engage in cycles of inquiry to analyze student performance on common tasks and to identify instructional next steps for reteaching and extension. Teachers will be supported in identifying high-quality assessment items and analyzing student performance by a content specialist.

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In the 2020-2021 school year, with the support of a math specialist, math teachers will use data from the 2019-2020 school year to customize units of study to support student readiness for success with constructed-response items.

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 CAB and ILT have highlighted student achievement and growth in Math as a high-importance, low-performance area for improvement. In Spring 2018, 3% of GSMS students scored as proficient in Math and 51% of students demonstrated typical or high growth in Math. Student performance among Black students, Hispanic students, students with IEPs and ELs were below the school's overall performance.

Another important noticing from the ILT and our CAB involves the clear communication of GSMS'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 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. On the State of RI RICAS exam 30% of the test is weighted in the students ability to write an extended response to show how they solve a math problem. These open-ended items equate to 4 points each compared to multiple choice: 1 point, Multiple select-2 points and Technology Enhanced – 2 points.

Evidence Basis – What evidence basis is there for this action?	Evidence Tier: Choose an item.	
<p>Citation(s): Teacher Efficacy and the Effects of Coaching on Student Achievement</p> <p>Additional Research</p> <p>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</p> <p>Raising Test Scores through the Continuous Improvement Model L. David Weller & Sylvia J. Weller Pages 159-164 Published online: 03 Apr 2010</p> <p>Scaffolding Instruction for English Language Learners: A Conceptual Framework Aida Walqui Pages 159-180 Published online: 22 Dec 2008</p>	<p>Proposed Funding Source: SIG - Innovation Grant</p>	<p>Proposed Funding Amount: \$23,000 - 0.2 FTE Middle School Math Specialist (20% of \$115,000)</p>

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Intervention B and Justification Students who are not making adequate progress will have an additional individual learning plan created through the Multi-Tiered system of support team. The implementation of this plan will be supported by job embedded professional development as well as a data specialist that collects data, analyzes data and supports progress monitoring.	Framework Domain(s):
<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>	
Students who are not making adequate progress will have an additional individual learning plan created through the Multi-Tiered system of support team. This plan will be supported by a job embedded professional development as well as a data specialist that collects data, analyzes data and supports progress monitoring.	
<i>Relevant Results of Needs Assessment and Conclusions of Root Cause Analysis – Please share the most germane and revelatory outcomes of the needs assessment and root cause analysis that led the school to select this particular Intervention to address the challenge at hand.</i>	
<p>The CAB and ILT have highlighted student achievement and growth in Math as a high-importance, low-performance area for improvement. In Spring 2018, 3% of GSMS students scored as proficient in Math and 51% of students demonstrated typical or high growth in Math. Student performance among Black students, Hispanic students, students with IEPs and ELs were below the school's overall performance.</p> <p>Another important noticing from the ILT and our CAB involves the clear communication of GSMS'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 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. On the State of RI RICAS exam 30% of the test is weighted in the students ability to write an extended response to show how they solve a math problem. These open-ended items equate to 4 points each compared to multiple choice: 1 point, Multiple select-2 points and Technology Enhanced – 2 points.</p>	
Evidence Basis – What evidence basis is there for this action?	Evidence Tier: Choose an item.

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<p>Citation(s):</p> <p><u>Teacher Efficacy and the Effects of Coaching on Student Achievement</u></p> <p><u>School Factors that Contribute to the Underachievement of Students of Color and What Culturally Competent School Leaders Can Do</u></p> <p>Smith, Camille A. Educational Leadership and Administration: Teaching and Program Development, v17 p21-32 Fall 2005</p> <p><u>Carnegie Council on Advancing Adolescent Literacy</u>. (2010). Time to act: An agenda for advancing adolescent literacy for college and career success. New York, NY: Carnegie Corporation of New York.</p> <p>https://www.carnegie.org/media/filer_public/8c/8d/8c8dfd82-b5fc-4bb9-8bd1-bb262175eaf4/ccny_report_2010_tta_agenda.pdf</p> <p>Raising Test Scores through the Continuous Improvement Model <u>L. David Weller</u> & <u>Sylvia J. Weller</u> Pages 159-164 Published online: 03 Apr 2010</p> <p>Scaffolding Instruction for English Language Learners: A Conceptual Framework <u>Aida Walqui</u> Pages 159-180 Published online: 22 Dec 2008</p>	<p>Proposed Funding Source: SIG - Innovation Grant</p>	<p>Proposed Funding Amount: \$23,000 - 0.2 FTE Middle School Math Specialist (20% of \$115,000)</p>
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<p>Intervention C and Justification</p> <p>Purchase curricula that has been researched based through a National Clearing House that supports Tier I, II & III students and provide teachers with professional development and job embedded professional support on how to personalize instruction and implement into their classroom design.</p>	<p>Framework Domain(s): High quality materials and instructional transformation</p>
<p><i>Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) of the Rhode Island Comprehensive School Improvement Framework will drive successful execution.</i></p> <p>Purchase curricular resources that have been researched based through a National Clearing House that support Tier I, II & III students. Provide teachers with professional development and job embedded professional support on how to personalize instruction and implement these resources into their classroom design.</p>	

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

The CAB and ILT have highlighted student achievement and growth in Math as a high-importance, low-performance area for improvement. In Spring 2018, 3% of GSMS students scored as proficient in Math and 51% of students demonstrated typical or high growth in Math. Student performance among Black students, Hispanic students, students with IEPs and ELs were below the school's overall performance.

Another important noticing from the ILT and our CAB involves the clear communication of GSMS'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 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. On the State of RI RICAS exam 30% of the test is weighted in the students ability to write an extended response to show how they solve a math problem. These open-ended items equate to 4 points each compared to multiple choice: 1 point, Multiple select-2 points and Technology Enhanced – 2 points.

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

Evidence Tier: Choose an item.

Citation(s):

Can Online Off-The-Shelf Lessons Improve Student Outcomes? Evidence from A Field Experiment
<https://www.nber.org/papers/w22398>

Additional Research

[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

[Carnegie Council on Advancing Adolescent Literacy](#). (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York, NY: Carnegie Corporation of New York.

https://www.carnegie.org/media/filer_public/8c/8d/8c8dfd82-b5fc-4bb9-8bd1-bb262175eaf4/ccny_report_2010_tta_agenda.pdf

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

Proposed Funding Source:
 Support Grant

Great Minds LLC Eureka

Proposed Funding Amount:

Eureka Math Student Edition Set
 26.96 @ 300 Student (\$8,088)
 73.65 Teacher Edition x4 (294.60)
 26.96 Eureka Spanish Edition x78 (2102.88)

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Implementation and Outcome Milestones						
	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 – EOY
Implementation Milestones	<p>Intervention D Create a 2019/20 calendar for Common Constructed Response Math Tasks</p> <p>Develop rubric and feedback systems for students and adults</p> <p>Intervention B Students create goals in ILP based on BOY screening data.</p> <p>Weekly / biweekly MTSS meeting</p> <p>Intervention C Create and build a common understanding and strong sense of purpose for program adoption. Establish clear directions and expectations for program</p>	<p>Intervention D Math PLC: Student assessment BOY RICAS release</p> <p>Data from 2018-2019 RICAS</p> <p>Walk through 100% of classrooms with math data collection tool</p> <p>Analyze classroom walk through data to determine necessary supports</p> <p>Provide 2 professional development opportunities to support fidelity of implementation</p>	<p>Intervention D Math Team analyze: Student assessment MOY data Star RICAS release EOY Star data</p> <p>2 professional development opportunities offered to support fidelity of implementation</p> <p>Offer summer PD to support student communication in math.</p> <p>Intervention B Students monitor progress towards goals in ILP in regular data conferences.</p>	<p>Intervention D Create a 2020/21 pacing guide for constructed-response lessons, walk through calendar, PD calendar</p> <p>Onboard new teachers</p> <p>Intervention B Students create goals in ILP based on BOY screening data.</p> <p>Weekly / biweekly MTSS meeting</p> <p>Intervention C 1st American Reading Company PD and Curricula PD. READ 180 and System 44 Training. StudySync Training.</p>	<p>Intervention D Math Team analyze: Student assessment BOY data and RICAS release</p> <p>Data from 2019-2020 RICAS</p> <p>Walk through 100% of classrooms with math data collection tool</p> <p>Analyze classroom walk through data to determine necessary supports</p> <p>2 professional development opportunities offered to support fidelity of implementation</p>	<p>Intervention D Math team well established. Able to onboard new teachers upon arrival. Planning for 2021-2022</p> <p>Offer summer PD to support student communication in math</p> <p>Intervention B Students monitor progress towards goals in ILP in regular data conferences.</p> <p>Weekly / biweekly MTSS review</p> <p>Intervention C Math teachers evaluated; individualized professional learning</p>

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	use. Implement new curricula including Eureka in Math.	Intervention B Students monitor progress towards goals in ILP in regular data conferences. Weekly / biweekly MTSS review	Weekly / biweekly MTSS review Intervention C Continue to monitor student outcomes. Review EOY coaching data and create a plan for SY20-21	Onboard new teachers Provide initial training and ongoing professional development. Adhere to student placement guidelines. Adhere to student exiting criteria Implement new coaching cycle	Intervention B Students monitor progress towards goals in ILP in regular data conferences. Weekly / biweekly MTSS review Intervention C Teachers utilizing new curricula provided feedback from walk through, Instructional Rounds, and partner visitations. Systematically use data to monitor student progress and teacher implementation at the school level. Provide opportunities for collaboration and communication. Provide in-classroom support, coaching and job embedded professional development. Analyze and review progress of coaching cycles.	opportunities to continue to grow in curriculum implementation. Continue to adhere to guidelines for Eureka, other math program implementation guidelines. Continued school level monitoring of student progress and teacher implementation. Review EOY coaching data and create plan for SY21-22
	Create cycle of support for job embedded professional development.	Intervention C Provide initial training and ongoing professional development to teachers based on needs identified in walkthrough data analysis. Communicate clear guidelines for on-model classroom instruction. Set policies and procedures for using data to monitor student progress and teacher implementation school wide. Analyze and review progress of coaching cycles.				

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Leading Indicators	Walk through data	Analysis of special event attendance (students and staff)	Analysis of Special event attendance (students and staff)	Analysis of special event attendance (students and staff)	Analysis of special event attendance (students and staff)	Analysis of special event attendance (students and staff)
	Analysis of Walk through data	Walk through data	Walk through data	Walk through data	Walk through data	Walk through data
	Analysis of Program Usage Data	Analysis of Walk through data	Analysis of Walk through data	Analysis of Walk through data	Analysis of Walk through data	Analysis of Walk through data
		Analysis of Program Implementation Effectiveness and Student Outcome Data	Analysis of Program Implementation Effectiveness and Student Outcome Data	Analysis of Program Implementation Effectiveness and Student Outcome Data	Analysis of Program Implementation Effectiveness and Student Outcome Data	Analysis of Program Implementation Effectiveness and Student Outcome Data
		Successful planning of PD, visits, and debriefs				Teachers who were showing moderate fidelity to curriculum are now showing full fidelity
Lagging Indicators and Accountability Outcomes	Utilize EOY 2019 STAR and ACCESS to identify and group students for necessary skill targeting and interventions	Use results of BOY STAR to formulate groups within contents and for tutoring after school	Identify via course formative assessments and, MOY STAR and RICAS/ACCESS for ELL students which students need credit recovery, increased supports, and/or re-teaching	Utilize EOY 2020 STAR and RICAS/ACCESS to identify and group students for necessary skill targeting and interventions	Use results of BOY STAR to formulate groups within contents and for tutoring after school	Identify via course formative assessments and, MOY STAR and RICAS/ACCESS for ELL students which students need credit recovery, increased supports, and/or re-teaching

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

GSMS Administration, ILT, 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. These 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 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 STAR BOY/MOY/EOY data, RICAS and Formative assessment data from our curriculum, and NGScience scores.

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Goal 3	
<p>Decrease the percentage of GSMS students who are chronically absent.</p> <p>In the 2017-2018 school year, 36% of students were chronically absent.</p> <p>In the 2018-2019 school year, we are projecting to have 30% of students chronically absent.</p> <p>For the 2019-2020 school year, we will aim to have no more than 25% of students chronically absent.</p> <p>For the 2020-2021 school year, we will aim to have no more than 20% of students chronically absent.</p> <p>For the 2021-2022 school year, we will aim to have no more than 15% of students chronically absent.</p> <p>If we meet these targets, our increase in student attendance will positively impact our school's rating in the Fall 2022 Accountability Release.</p>	
3.1 Intervention and Justification	Framework Domain(s): Climate and Cultural Shift
<p><i>Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) of the Rhode Island Comprehensive School Improvement Framework will drive successful execution.</i></p>	
<p>Provide personalized early outreach by increasing student access to school based mental health referrals and access to Social Emotional Learning resources with the support of a restorative justice model. Provide quarterly student incentives and awards for attendance, scholarship, and citizenship as part of a MTSS model. Continue focus on Culturally Responsive Teaching and adopt a Restorative Justice Model.</p> <p>This Intervention represents three tiers of strategies. <u>Tier I Strategies</u> are Universal Strategies that should be available to every student in a school building. <u>Tier II Strategies</u> are aimed at early intervention and designed to help students who need slightly more support to avoid chronic absence. <u>Tier III Strategies</u> are intensive supports offered to the students facing the greatest challenges to getting to school. Our assumption is that all levels of strategies involve some level of these core ingredients: A. Monitor data, B. Engage students and families, C. Recognize good and improved attendance, D. Provide personalized outreach and E. Remove barriers.</p> <p>The Attendance Team will meet individually with those students who were chronically absent during the 2019-2020 academic year. The Attendance Team will identify at-risk grade 6-7-8 students, and monitor them. Current students are monitored by advisory teachers, incentives, daily progress reports, home visits, phone calls, letters, and Truancy Court.</p>	
<p><i>Relevant Results of Needs Assessment and Conclusions of Root Cause Analysis – Please share the most germane and revelatory outcomes of the needs assessment and root cause analysis that led the school to select this particular Intervention to address the challenge at hand.</i></p>	
<p>A growing body of research is revealing the prevalence of chronic absence and its critical role in student achievement. Fortunately, research is also showing that chronic absence can be addressed when school districts, communities, and policymakers work together to monitor the problem and implement solutions that address the underlying causes. The chronic absentee rate at the end of the 16-17 school year at GSMS was 44%. For School Year 17-18 GSMS worked to decrease the absenteeism to below 35% by June of 2018. For this current academic school year 18-19 Gilbert Stuart Middle school is positively trending down nearly 3% to 32% Chronic Absentism.</p>	

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Evidence Basis – What evidence basis is there for this action?	Evidence Tier: Choose an item.	
<p>Citation(s):</p> <p>Allensworth, E. (2013). The use of ninth-grade early warning indicators to improve Chicago schools. <i>Journal of Education for Students Placed at Risk</i>, 18(1), 68-83.</p> <p>Balfanz, R., and Byrnes, V. (2013). <i>Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School Attendance and Its Implications for Other Cities</i>. Baltimore, MD: Johns Hopkins School of Education.</p> <p>Cook, P.J., Dodge, K., Farkas, G., Fryer, R.G., Guryan, J., Ludwig, J., Mayer, S., Pollack, H., and Steinberg, L. (2014). <i>The (Surprising) Efficacy of Academic and Behavioral Intervention with Disadvantaged Youth: Results from a Randomized Experiment in Chicago</i>. National Bureau of Economic Research Working Paper No. 19862.</p> <p>Roderick, M., Kelley-Kemple, T., Johnson, D.W., and Beechum, N.O. (2014).</p> <p><i>Preventable failure: Improvements in long-term outcomes when high schools focused on the ninth grade year: Research summary</i>. Chicago, IL: University of Chicago Consortium on Chicago School Research.</p>	<p>Proposed Funding Source: SIG / Title I</p>	<p>Proposed Funding Amount:</p>

Implementation and Outcome Milestones						
	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 – EOY
<p>Implementation Milestones</p>	<p>Implement and monitor attendance programs in order to decrease student chronic absenteeism.</p> <p>IF we are able to identify the core reasons for students being chronically absent, then we will be able to address the issue so that the student is able to come to school regularly. Adults will monitor attendance daily, and meet with students who are chronically</p>	<p>100% of Teachers assigned to this strategy will track participation with school wide-attendance challenges</p> <p>100% of the Attendance team will develop a tiered system of support for chronically absent students.</p>	<p>Parent Workshops on Attendance and impact on education achievement</p> <p>PD Training for Teachers/Staff as Student Success Mentors</p> <p>Richer Picture platform is supported through Title 1</p>			

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	<p>absent to determine the root cause for their chronic absenteeism. Home visits will occur as well as referrals to truancy court.</p> <p>The Attendance Team designed a Tracking Tool, which is accessible to all Attendance Team members via google docs. The Team monitors this daily.</p>	<p>All Guidance Counselors will send “nudge” letters and texts home to parents, as determined by the attendance teams. Our student targets are to gain their trust so they are honest with us about why they are chronically absent so that we can work with them to remove barriers preventing them from attending school regularly.</p> <p>The Attendance Team designed a Tracking Tool, which is accessible to all Attendance Team members via google docs. The Team monitors this daily. Student grades will be monitored by the Attendance Team as well.</p> <p>Currently have and are awaiting incentives to pass out to students for meeting quarterly attendance goals. Substantially approved and programmatically approved through Title One Office.</p>	via contract and supplies.			
Leading Indicators						
Lagging Indicators and Accountability Outcomes						
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>						
Gilbert Stuart Administration, ILT 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						

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students were at the emerging implementation level. The specific instructional specialists who have been collaborating at GSMS under the current School Empowerment Plan share the vision of GSMS 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 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 STAR BOY/MOY/EOY data, RICAS and Formative assessment data from our curriculum, and NGScience scores.

Y1-BOY-MOY-EOY Y2-BOY-MOY-EOY	TIER 1 Missing Less than 10% of School	TIER 2 At Risk of Missing 10-19% of Days	TIER 3 At Risk of Missing 20% or more Days
A. Monitor Data	<ul style="list-style-type: none"> • Create a school team that regularly reviews attendance data for trends for all students and identify how many and which students fall into the different tiers of needed support • Establish a school plan for reducing chronic absence based on an analysis of strengths and challenges around school climate and attendance practice • Use qualitative and quantitative data to identify common barriers to 	<ul style="list-style-type: none"> • Review attendance every week for students who are chronically absent or at risk of chronic absence (due to chronic absence in the past or existence of a health challenge such as asthma). Look for patterns in attendance • Look for qualitative data to assess the underlying cause for a student's continued absences • Evaluate whether students with persistent chronic absence need an appropriate 	<ul style="list-style-type: none"> • Identify which and how many students have a history of missing 20% or more of school and or at risk due to other major challenges (involvement in child welfare, juvenile justice, homelessness etc.) • Review attendance daily and ensure that Tier III students are in school each day. Follow up on each absence for each student identified for tier III intervention

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	attendance	tier 3 response	
B. Engage students and parents	<p>Create a school climate that encourages students to come to school everyday</p> <ul style="list-style-type: none"> ● Provide an engaging curriculum that draws students to school ● Keep school clean and clear of health hazards that contribute to asthma and respiratory disease ● Cultivates an atmosphere where students feel respected and safe ● Offer programs before and after school to engage students ● Provide enrichment activities for students, such as field trips, assemblies, and dances <p>Create a welcoming culture of attendance</p> <ul style="list-style-type: none"> ● Greet students and families 	<p>Provide information and attention that underscores concern for children</p> <ul style="list-style-type: none"> ● Call or send letter to alert family to attendance concerns and explore what help may be needed. (If possible, use a nurse to make contact especially for student with a medical condition) ● Suggest a home visit and/or conference to address barriers to attendance ● Use the Student Attendance Success Plan to help develop family strategies to support improved attendance ● Provide parents with family-friendly, easy-to-understand information and/or assistance in reaching out to social services or community 	<p>Assess student and family needs and intensify outreach</p> <ul style="list-style-type: none"> ● Determine if the student and their family is or should be agency involved. If they are, work to set up a meeting to coordinate services ● Refer students and families to appropriate service agencies e.g. social services, human resources, counseling, housing, and health services ● Work with relevant agencies to develop a comprehensive educational plan that also address student and family needs ● Share data with appropriate agencies and ensure that agencies are using chronic absence as a must respond to indicator ● Work with families to avoid

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<p>B. Engage students and parents (Continued)</p>	<p>at the door in the morning</p> <ul style="list-style-type: none"> ● Reinforce positive, welcoming experience in the front office ● Create visuals (bulletin boards, banners, posters) that reflect attendance messaging and modify during the year to sustain impact ● Explain expectations for attendance, and how absences can add up, in back-to-school materials and at events ● Tell parents how to report an absence ● Ensure that your school has opportunities for parental engagement and involvement including organized parent groups, learning at home, and volunteer opportunities <p>Provide activities that engage students and families</p> <ul style="list-style-type: none"> ● Offer opportunities for before and afterschool programs at the school ● Offer field trips, dances, assemblies, book fairs and other activities ● Call when students miss school to express concern 	<p>resources that may be helpful in addressing barriers identified</p> <ul style="list-style-type: none"> ● Help parents understand and avoid legal consequences of extreme chronic absence ● Nurture teacher interest and capacity in helping to reach out to chronically absent students and their families <p>Identify and provide for family needs e.g. food pantry, clothing assistance, and literacy programs</p> <p>Maintain contact with family to ensure they are receiving needed support.</p> <p>Identify academic needs of the student and develop a plan to provide appropriate tutoring and coaching services.</p> <ul style="list-style-type: none"> ● Determine if the student has make up work that is needed to keep up their grade point average and ensure the student and their family 	<p>legal consequences to the extent possible</p> <p>If necessary, leverage the power of the courts to involve families and students in needed services and interventions</p> <ul style="list-style-type: none"> ● Determine if the Courts have access to additional programs or services that would assist the family in overcoming barriers to attendance <p>Work to ensure that the student is connected to positive supports and programs, e.g. mentoring</p> <p>Utilize lessons learned from working with families and students in tier three to inform tier one and two prevention and intervention efforts.</p>
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	<ul style="list-style-type: none"> • Welcome students back and identify any academic support needed. 	<p>understand what make up work is due</p>	
<p>C. Recognize Good & Improved Attendance</p>	<ul style="list-style-type: none"> • Create friendly competition among classrooms offering raffles, parties and public recognition for good and improved attendance • Celebrate individual progress through weekly, monthly and periodic recognition using bulletin boards, certificates, verbal and written acknowledgement) • Recognize students and parents at special assemblies 	<p>Establish specific individual goals and provide recognition as they are met.</p> <ul style="list-style-type: none"> • Work with students and families to set attendance goals and time frames • Engage students in tracking their own attendance daily • Recognize good and improved attendance weekly • Develop strategies with students based on age, interest and other factors 	<p>Incorporate appropriate positive reinforcements into plans for supporting the student's improved attendance.</p>
<p>D. Provide Personalized Early Outreach</p>	<ul style="list-style-type: none"> • Place calls home each day that a student is absent • Include attendance on report cards and in report card conferences • Integrate information about chronic absence into parent 	<ul style="list-style-type: none"> • Assign student an attendance buddy • Recruit students for engaging afterschool activities. Provide morning check-ins for students • Schedule Parent/School Staff 	<ul style="list-style-type: none"> • Ensure continued positive and regular contact with the family • Check in on agreements at appropriate intervals • Follow through on commitments of support to

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	<p>programs and communications throughout the year</p> <ul style="list-style-type: none"> • Host a transition meeting (i.e. incoming kindergartners and families new to the school) with incoming families to help them learn about their child's new school, get to know their teachers, and to set expectations about attendance including clearly communicating how absences can add up and impede learning, along with helping families to understand all of the learning that happens in the early grades 	<p>Conference to discuss absences (Principal, Vice Principal, Teacher, Guidance Counselor, etc.)</p> <p>Assess student and family needs</p> <ul style="list-style-type: none"> • Refer families to appropriate services e.g. social services, human resources, housing, and health services • Arrange transportation to and from school with other families or staff • Makes home visits and connect families with needed resources • Work with students and families to develop strategies for improved attendance 	<p>the family</p> <ul style="list-style-type: none"> • When the student misses school ensure assigned personnel is following up on each absence
<p>E. Remove barriers to attendance</p>	<p>Invite parents and community members to help address the barriers that keep children from attending school. Strategies could include:</p> <ul style="list-style-type: none"> • A school breakfast program and/or food pantry to address hunger and nutrition 	<ul style="list-style-type: none"> • Identify barriers to attendance, such as health, transportation or housing • Involve public agencies and community partners and resources as needed to address barriers to attendance • Involve the school nurse with 	<ul style="list-style-type: none"> • Implement agreed upon family intervention plan. Monitor for progress • Connect students with chronic physical and mental health issues to medical providers

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	<p>needs</p> <ul style="list-style-type: none">● A safe walk to school program to address community safety● Health interventions such as flu shots, dental checkups and asthma management plans● A clothing drive for winter coats or school uniform exchange● Adoption of a school climate initiative aimed at improving approaches to student discipline and creating a more welcoming environment	<p>follow-up on medical related absences</p> <ul style="list-style-type: none">● Provide families with information on community resources that can help overcome barriers● Connect families with school-based resources that can support good attendance	
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Section 4: Continuous Improvement – Communication and Shared Responsibility

Partners (if applicable)

In the space below, please describe the role of any lead partners or providers, and how they will be held accountable for implementing particular activities or supports. RIDE recognizes that some LEAs may have performance-based contracting requirements—considering these details might be helpful in explaining the nature of the partnership.

- Will not be leveraging community partners directly for the strategies in the CSIP.

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?

GSMS 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 ED before being submitted for consideration to RIDE. Our work will be sustainable because we at GSMS are making plans to afford our teacher leaders with every opportunity to attend ‘train the trainer’ PD with our curriculum partners.

Transparency and Communication

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

Our Comprehensive School Improvement Plan will be presented to the full faculty after its revised and reviewed by several constituencies within the GSMS community:

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 GSMS at any time!