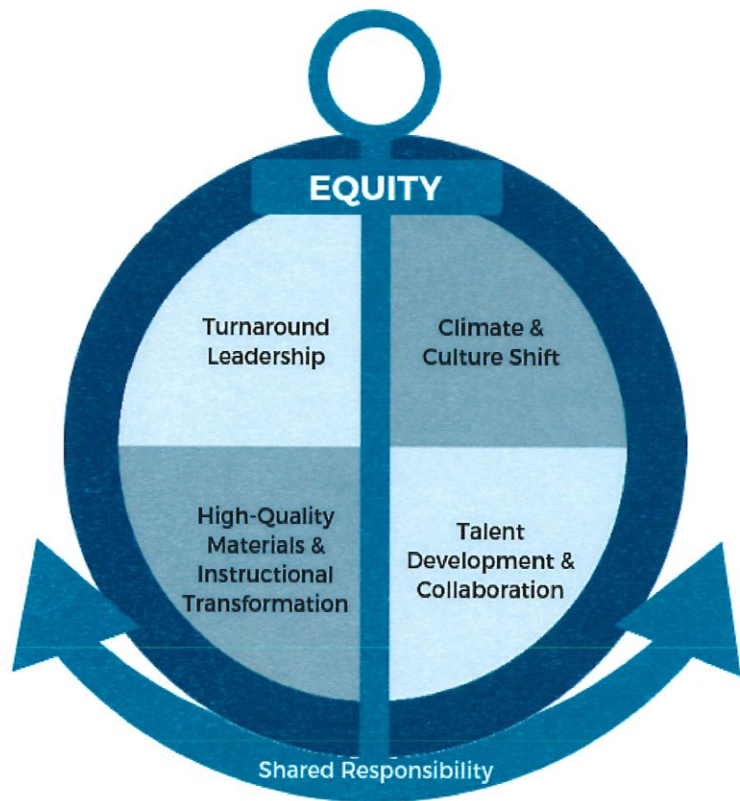


COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

ROGER WILLIAMS MIDDLE SCHOOL

Rhode Island Department of Elementary and Secondary Education



Comprehensive School Improvement Plan Model Template

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

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

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

Must include details about:

- o Which, why, and how various stakeholder groups were involved
- o Timeline of plan development
- o Evidence of LEA approval

2. **Outcome Goals and Aligned Interventions:** Describe the **three student outcome goals** the school plans to address. Please note that these goals should be rooted in the metrics that compose the Rhode Island State Accountability System.

Must include details about:

- o Data-centered rationale for choosing each goal and the root-causes identified through the needs assessment
- o Specific, measurable, applicable, realistic, and time bound (SMART) goal statements around specific student outcomes
 - Time span of no more than three to four years; for some schools that were re-identified, this time span is actually no more than two years
 - Must include baseline data in goal statement (e.g. By the end of the 2019-2020 school year, the percentage of 3rd graders who score at proficient or above on the state assessment will increase from 20% to 50%)

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

Must include details about:

- o No more than five unique evidence-based interventions to address goals and root causes
- o Context-based rationale for choosing these intervention strategies
 - How is the intervention aligned with the practices outlined in Rhode Island Framework for Comprehensive School Improvement?
 - How does this intervention build upon— or depart from— existing efforts?
 - What capacity does the school have to implement the Intervention?
 - What evidence is there to suggest this evidence-based intervention will be successful in this particular context?
- o Any special considerations for specific populations of students, if applicable—in particular, multilingual learners and differently-abled students
- o Resources and funding to be leveraged for implementation
- o Professional support and learning opportunities to enable implementation
- o Timeline for implementation, including quarterly implementation milestones
- o How the SEA and LEA can support implementation or address foreseen challenges

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

Must include details about:

- o Process for monitoring both implementation milestones and progress toward outcome goals; Process and timing for revising the plan as needed, at least annually

LEA: Providence School: Roger Williams Middle School
Plan Period: School Year 19-20 and 20-21 Date Last Modified: Aug 2, 2019

The Comprehensive School Improvement Plan (CSIP) model template is one such resource. After working with the Community Advisory Board to complete the Needs Assessment and Root Cause Analysis, **schools should complete all sections of the CSIP before completing the application for School Improvement 1003 Grant awards—both are due to RIDE on May 15, 2019.** If necessary, subsequently upon receipt of any School Improvement 1003 Grant awards, schools should revise Section 2 and Section 3, as needed.

[illegible]

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is there to suggest this intervention will be successful in our context? What policy or programmatic support is needed from the LEA or the SEA? How will we monitor quality, consistent implementation? What activities or interventions do we need to stop doing, or do differently, in order to serve kids better? How will we address challenges?

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

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

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

Goal 1	Increase the percentage of RWMS students showing typical and high growth on the annual RICAS ELA assessment in grades 6 – 8. As a baseline, in 2018, 20% of students with SGPs achieved high growth and 33% of students achieved typical growth in ELA. In 2019, we aim to have 23% of students with SGPs achieve high growth and 36% of students with SGPs achieve typical growth. In 2020, we aim to have 25% of students with SGPs achieve high growth and 39% of students with SGPs achieve typical growth. If we achieve these targets, the school's ELA growth would earn 2 points under RIDE's accountability criteria.
<i>Intervention 1.1</i>	Strengthen literacy instruction by transitioning to a high-quality instructional resources which include differentiated supports for English Learners (StudySync and Reading Plus), students with special needs and students currently below grade level and increase professional learning support for teachers of ELA to support strong lesson design which includes strategic formative assessment and clear goals and outcomes.
<i>Intervention 1.2</i>	Strengthen literacy instruction by further developing the Literacy Team to support the use of rigorous reading and writing instruction in all content areas with research based strategies for all students to access the material. Cycles of support will include job embedded professional learning opportunities and professional development to support teachers so they are planning with student data and monitoring student outcomes. Teachers and students will utilize research based writing strategies (marking the prompt, common graphic organizers, common rubrics) in all content areas to improve reading comprehension and critical thinking skills with the support of a literacy team
Goal 2	Increase the percentage of RWMS students showing typical and high growth on the annual RICAS Math assessment in grades 6 – 8. As a baseline, in 2018, 22% of students with SGPs achieved high growth and 34% of students achieved typical growth in math. In 2019, we aim to have 24% of students with SGPs achieve high growth and 36% of students with SGPs achieve typical growth. In 2020, we aim to have 26% of students with SGPs achieve high growth and 37% of students with SGPs achieve typical growth. If we achieve these targets, the school's math growth would earn 2 points under RIDE's accountability criteria.
<i>Intervention 2.1</i>	Strengthen numeracy instruction by transitioning to a high-quality instructional resource (Eureka Math) for Core Math classes with job embedded professional development support for teachers and professional development in math and science to support teacher best practices and lesson design that supports strategic formative assessments and clear goals for students

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<i>Intervention 2.2</i>	Strengthen math intervention programs during the school day by implementing data chats and a weekly station rotation in Math Lab periods. Strengthen math intervention programs outside of the school day through data-driven tutoring cycles.
Goal 3	Increase the school's Family Engagement Survey Works score. In Spring 2019, the school received 14% favorable responses in Family Engagement. In Spring 2020, we aim to receive 33% favorable responses in Family Engagement. In Spring 2021, we aim to receive 52% favorable responses in Family Engagement.
<i>Intervention 3.1</i>	Increase the percentage of parent involvement in our school. Provide parent workshops around student data, social-emotional issues, academic achievement and student, family and community celebrations.

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

Goal 1	
<p>Increase the percentage of RWMS students showing typical and high growth on the annual RICAS ELA assessment in grades 6 – 8.</p> <p>As a baseline, in 2018, 20% of students with SGPs achieved high growth and 33% of students achieved typical growth in ELA.</p> <p>In 2019, we aim to have 23% of students with SGPs achieve high growth and 36% of students with SGPs achieve typical growth.</p> <p>In 2020, we aim to have 25% of students with SGPs achieve high growth and 39% of students with SGPs achieve typical growth.</p> <p>If we achieve these targets, the school's ELA growth would earn 2 points under RIDE's accountability criteria.</p>	
1.1 - Intervention and Justification <p>Strengthen professional development support for teachers who use high quality curricula materials to ensure they understand the best practices necessary to accelerate student achievement with ELA.</p>	Justification <p>By creating and realizing a stronger vision for Tier 2 and Tier 3 instruction beyond the use of a resource, students performing below level will have greater opportunities to address content gaps and will be better prepared for success in the core content classroom.</p> Framework Domain(s): High quality materials and instructional transformation
<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>	

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RWMS is committed to meeting the needs of all students with high quality teaching and materials.

StudySync

"StudySync is a complete ELA curriculum designed to meet the rigorous academic needs of today's classroom. In print or online, StudySync is designed to engage every student, because every student deserves the same opportunity and access in the classroom, regardless of his or her native language, learning level or physical, social and emotional ability...Resources are organized around a first read, a close read, and an associated skill lesson. ELL skill lessons emphasize explicit vocabulary instruction, language acquisition, and reading comprehension."

Reading Plus

"Reading Plus' adaptive instruction is continuously collecting data on student performance in order to customize instruction for every student. Students who encounter difficulty are provided with instructional scaffolds and increased depth of instruction to help them develop greater independence. Students who demonstrate mastery are progressed to increasingly higher levels of practice and instructional rigor."

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.

In Domain 1, High Quality Materials and Instructional Transformation, we found that only 3% of our students were proficient on RICAS with one of the reasons being a lack of implementation of high quality materials. Though these materials have been available, not all teachers have been utilizing them in their day to day lessons.

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

Evidence Tier: Choose an item.

Citation(s):
[Teacher Efficacy and the Effects of Coaching on Student Achievement](#)

Additional Research

[StudySync](#)
[Ed Reports](#)
[WIDA PRIMEv2](#)
[Efficacy Study](#)
[California Study](#)
[Comprehensive Assessments](#)

Proposed
Funding
Source:
SIG -
Innovation
Grant

Proposed Funding Amount:
\$23,000 - 0.2 FTE Middle School Literacy Specialist (20% of \$115,000)-Innovation
\$23,000 - 0.2 FTE Middle School Data Specialist (20% of \$115,000)

12 novels x 120 copies x 7 titles = 10,080-- Support Grant

17 hrs x 60 teachers x \$40.00 =40,800 (between Goal 1 and Goal 2) Support Grant

NISL Innovation Grant- 31,000 pd- Goal 1 and 2- Year 2 Innovation Grant

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Reading Plus What Works Clearinghouse Reading Plus Efficacy Study RP Bid		
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Implementation and Outcome Milestones						
1.1	Y1 –BOY	Y1 – MOY	Y2 - EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY

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Implementation Milestones	Reading Plus Create Reading Plus calendar for student use and teacher support	Reading Plus All students at minimum 15 hours RP intervention Teachers tracking and celebrating student achievements with support for Coordinators	Reading Plus All students complete a minimum of 30 hours Teachers tracking and celebrating student achievements with support for Coordinator	Reading Plus On board new teachers to research based intervention Train EL & Special Ed Coordinators and ELA TL to monitor and track student / teacher usage	Reading Plus Track implementation of intervention Coach and supported teachers	Reading Plus All students complete a minimum of 30 hours Teachers tracking and celebrating student achievements with support for Coordinator
	Reading Plus training for all intervention teachers , Lexia training for Special Ed, and iLit training ELL Coordinator and EL teachers		Determine efficacy of iLit and Reading Plus for coming school year	Create a calendar / plan for implementation of		
	Train EL & Special Ed Coordinators and ELA TL to monitor and track student / teacher usage					
	Students complete placement assessment and 5 hours of RP	Study Sync Differentiated job embedded PD provided by Specialist, EL Coordinator, and ELA TL	Study Sync Differentiated job embedded PD provided by Specialist, EL Coordinator, and ELA TL	Study Sync On board new teachers in the use of online platform Provide refresher PD	Study Sync Differentiated job embedded PD provided by Specialist, EL Coordinator, and ELA TL	Study Sync Differentiated job embedded PD provided by Specialist, EL Coordinator, and ELA TL
	Study Sync On board new teachers in the use of online platform					

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	Provide refresher PD					
Equity and Shared Responsibility – <i>How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.</i>						
<p>Attendance data, walkthrough data, program usage data and other collected data will be disaggregated to investigate potential gaps between overall performance and performance by students with IEPs, ELs, students identified through screening, and other subgroups of concern.</p> <p>District Specialists and school-based Collaborative Teachers will support teachers in analyzing data to identify trends within student performance and to provide supports to teachers with identified needs based on the data analysis.</p>						

1.2 - Intervention and Justification Teachers and students will utilize research based differentiated writing strategies) in all content areas to improve reading comprehension and critical thinking skills and supports for English Learners.	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 strengthen implementation of our newly adopted research-based writing across the curriculum strategy, the following evidence-based interventions will be implemented to address the root cause identified:</p> <ul style="list-style-type: none"> - Establish a Literacy Team to build capacity for literacy instruction in all content areas <ul style="list-style-type: none"> - Develop a 2019/2020 pacing guide for extended writing on paired grade level texts in all content areas - Develop tiered professional development for teachers to support instruction - Create walk through tool to monitor student and teacher progress and needs for support - Provide peer to peer support in the form of model classrooms, model lessons, co-planning, and co-teaching - Engage in cycles of inquiry around lesson study and analyzing student work - Utilize uniform rubrics to inform instruction and provide feedback and provide teachers with support for that feedback - Design 2 formative and one summative assessment to be implemented on School City platform to track student support needs and progress 	
<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>	

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Through our ELA Interim Assessments and RICAS administration, the data indicates students lack quality development of their central ideas and limited explanations of evidence in writing samples. The majority of our students address writing prompts with brevity and a lack of textual evidence. In the past, RWMS has not had a clear plan of school-wide strategies for writing or writing supports for ELL students. The standards of writing have been addressed primarily in English classes. Through school-wide efforts and differentiation across the curriculum we will make the following gains for the 2018-2019 SY:

Evidence Basis – What evidence basis is there for this action?	Evidence Tier: Choose an item.	
<p>Citation(s):</p> <p>Research Studies</p> <p>Feedback to Writing Study</p> <p>Assessment Driven Improvements</p> <p>Additional Information</p> <p>The Achievement Gap Initiatives at Harvard University 57-74</p> <p>Brockton MCAS Results</p> <p>Presentation including data and plan</p> <p>Boston Globe Article</p>	Proposed Funding Source:	Proposed Funding Amount: No additional funding request

Implementation and Outcome Milestones						
1.2	Y1 – BOY	Y1 – MOY	Y2 - EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	Establish Literacy Team Define 1. Skills our students need to	Literacy Team analyze: Student assessment BOY RICAS release	Literacy Team analyze: Student assessment MOY data Star RICAS release EOY Star data	Create a 2020/21 pacing guide for writing lessons, walk through calendar, PD calendar	Literacy Team analyze: Student assessment BOY data and RICAS release	Literacy team well established. Able to onboard new teachers upon arrival. Planning for 2021-2022

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	be successful on State Standards	Data from 2018-2019 RICAS	2 professional development opportunities offered to support fidelity of implementation	Onboard new teachers	Data from 2018-2019 RICAS	Offer summer PD to support writing growth
	2. Skills our students need to be successful in their classes 3. Skills our students need to be successful in their lives beyond RWMS Create a 2019/20 calendar for Writing Across the Curriculum Develop rubric and feedback systems for students and adults	Walk through 100% of classrooms with literacy data collection tool Analyze classroom walk through data to determine necessary supports Provide 2 professional development opportunities Summer/Sept to support fidelity of implementation	Tier 2 & 3 students complete a minimum of 30 hours of Reading Plus time - 80 lessons Offer summer PD to support writing growth		Walk through 100% of classrooms with literacy data collection tool Analyze classroom walk through data to determine necessary supports 100% of classroom teachers implement extended writing across two grade level texts minimum 1 time 2 professional development opportunities offered to support fidelity of implementation	

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<p>Leading Indicators</p>	<p>100% of Teachers implement writing strategies with moderate fidelity</p>	<p>100 % of Teachers implement writing strategies with moderate fidelity</p> <p>100% of teachers implement at least one essay identifying and analyzing two articles on the same topic; citing evidence from both the article and the passage to support the essay.</p> <p>STAR MOY results show improvement over MOY from prior year, with vulnerable subgroups closing gaps</p> <p>MOY RICAS release assessment shows growth from BOY</p>	<p>100 % of Teachers implement writing strategies with moderate fidelity</p> <p>100% of teachers implement at least one essay identifying and analyzing two articles on the same topic; citing evidence from both the article and the passage to support the essay.</p> <p>STAR EOY results show improvement over EOY from prior year, with vulnerable subgroups closing gaps</p> <p>EOY RICAS release assessment shows growth from BOY</p>	<p>100 % of Teachers implement writing strategies with high fidelity</p> <p>100% of teachers implement at least one essay identifying and analyzing two articles on the same topic; citing evidence from both the article and the passage to support the essay.</p> <p>STAR BOY results show improvement over BOY from prior year, with vulnerable subgroups closing gaps</p> <p>BOY results show improvement over BOY from prior year, with vulnerable subgroups closing gaps</p>	<p>.100 % of Teachers implement all writing strategies with high fidelity</p> <p>100% of teachers implement at least one essay identifying and analyzing two articles on the same topic; citing evidence from both the article and the passage to support the essay.</p> <p>STAR MOY results continue to show improvement over MOY from prior year, with vulnerable subgroups closing gaps</p> <p>MOY RICAS release assessment shows growth from BOY</p>	<p>100 % of Teachers implement all writing strategies with high fidelity Teachers implement all components of</p> <p>100% of teachers implement at least one essay identifying and analyzing two articles on the same topic; citing evidence from both the article and the passage to support the essay.</p> <p>STAR EOY results continue to show improvement over EOY from prior year, with vulnerable</p> <p>EOY RICAS release assessment shows growth from BO</p>
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Equity and Shared Responsibility – <i>How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.</i>						
<p>Attendance data, walkthrough data, program usage data and other collected data will be disaggregated to investigate potential gaps between overall performance and performance by students with IEPs, ELs, students identified through screening, and other subgroups of concern.</p> <p>District Specialists and school-based Collaborative Teachers will support teachers in analyzing data to identify trends within student performance and to provide supports to teachers with identified needs based on the data analysis.</p>						

Goal 2	
<p>Increase the percentage of RWMS students showing typical and high growth on the annual RICAS Math assessment in grades 6 – 8.</p> <p>As a baseline, in 2018, 22% of students with SGPs achieved high growth and 34% of students achieved typical growth in math.</p> <p>In 2019, we aim to have 24% of students with SGPs achieve high growth and 36% of students with SGPs achieve typical growth.</p> <p>In 2020, we aim to have 26% of students with SGPs achieve high growth and 37% of students with SGPs achieve typical growth.</p> <p>If we achieve these targets, the school's math growth would earn 2 points under RIDE's accountability criteria.</p>	
<p>2.1 Intervention and Justification</p> <p>Strengthen numeracy instruction by transitioning to a high-quality instructional resource (Eureka Math) for Core Math classes with professional development support for teachers in math and science.</p>	<p>Framework Domain(s):</p> <p>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>The school will adopt a high-quality instructional resources to serve as the backbone of teaching and learning in core math classrooms. Based on ratings on edReports, the school is looking to replace its current instructional resources with Eureka Math. Beginning in fall 2019, math teachers will meet as a department to collaboratively review the instructional materials available in Eureka Math and plan units of study driven by Common Core Standards, replacing Glencoe's Middle School Math series (Course 1 – 3).</p> <p>School leadership, the math teacher leader and math specialist will develop a walkthrough tool to monitor the successful implementation of Eureka Math across different classrooms. Teachers will meet with grade-level peers to analyze classroom walkthrough data and student outcome data to identify</p>	

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opportunities for instructional improvement and improved implementation of Eureka Math.

The math specialist and math teacher leader will collaborate to develop and implement a professional learning series focusing on the Standards for Math Practice for math and science teachers to support the implementation of Eureka Math and to supplement core math instruction with additional numeracy strategies across content areas.

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.

On the 2018 RICAS test, 3% of Roger Williams MS students were rated as having met expectations in math. 56% of students made typical or high growth in math on the 2018 RICAS. The CAB identified achievement and growth in mathematics as a high-priority area of weak performance.

The Glencoe resources being used in math classrooms since 2015 have been rated as inadequate in addressing the Common Core Math Standards by edReports. While these materials have been reordered for use in 2019-2020, the school recognizes the need to transition to a new resource as soon as possible.

Evidence Basis – What evidence basis is there for this action?	Evidence Tier: Choose an item.	
<p>Citation(s): CAN ONLINE OFF-THE-SHELF LESSONS IMPROVE STUDENT OUTCOMES? EVIDENCE FROM A FIELD EXPERIMENT</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>SIG Support Grant</p>	<p>Proposed Funding Amount: \$23,000 - 0.2 FTE Middle School Math Specialist (20% of \$115,000)</p> <p>\$25,295.10 total -- Eureka Math 26.96 each Eureka Student Edition x800 (\$21,568) 73.65 each Teacher Edition x14 (\$1031.10) 26.96 each Eureka Spanish Edition x100 (\$2696)</p> <p>17 hrs x 60 teachers x \$40.00 =40,800 (between Goal 1 and Goal 2)</p>

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<p>2.2 Intervention and Justification Strengthen math intervention programs during the school day by implementing data chats and a weekly station rotation in Math Lab periods. Strengthen math intervention programs outside of the school day through data-driven tutoring cycles.</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>The school will implement a comprehensive program of math interventions for students with identified Tier 2 and Tier 3 needs in mathematics. Students with identified needs will be scheduled for a Math Lab period in addition to their core math class. This Math Lab will give students an opportunity for targeted practice of foundational skills necessary for success with grade level content in their core math classes. While these Math Lab periods have previously mostly been built around the implementation of the ALEKS (a McGraw-Hill product being purchased with non-SIG funding sources), beginning in 2019-2020, teachers of Math Lab classes will implement a station rotation model integrating online independent practice (ALEKS), teacher-led direct instruction, collaborative practice and data mentoring conversations as well as other opportunities for practice over a weekly cycle. Teachers will be supported in transitioning to this model by the school's Math Teacher Leader, Math Specialist and ALEKS Lead (see below).</p> <p>The school will designate a math teacher as an "ALEKS Lead," independent of the teacher leader, with an administrative period dedicated to the implementation of this school improvement intervention. This teacher will collaborate with the Teacher Leader and building-level leadership to monitor the effective use of ALEKS and to share best practices for successful implementation.</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>On the 2018 RICAS test, 3% of Roger Williams MS students were rated as having met expectations in math. 56% of students made typical or high growth in math on the 2018 RICAS. The CAB identified achievement and growth in mathematics as a high-priority area of weak performance.</p> <p>Analysis of data from classroom walkthroughs has shown that the dominant mode of instruction in math classrooms is computer-based practice with responsive, on-demand teacher</p>	

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interventions. By replacing responsive interventions with data-driven proactive small group instruction, we believe that we can accelerate student growth in mathematics.

Evidence Basis – What evidence basis is there for this action?	Evidence Tier: Choose an item.	
<p><u>Self-Motivation for Academic Attainment: The Role of Self-Efficacy Beliefs and Personal Goal Setting</u></p> <p>Additional Research Citation(s): Slavin, R. E., Lake, C., & Groff, C. (2009). <i>Effective Programs in Middle and High School Mathematics: A Best-Evidence Synthesis. Review of Educational Research</i>, 79(2), 839–911. https://doi.org/10.3102/0034654308330968</p>	Proposed Funding Source: (no funding requested)	Proposed Funding Amount: (no funding requested for this strategy)

Implementation and Outcome Milestones						
	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
<p>Implementation Milestones</p>	<p>Intervention 2.1</p> <p>Create and build a common understanding and strong sense of purpose for program adoption. Establish clear directions and expectations for program use. Implement new curricula including Eureka in Math.</p> <p>Create cycle of support for job embedded professional development.</p>	<p>Intervention 2.1</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>Intervention 2.1</p> <p>Continue to monitor student outcomes.</p> <p>Review EOY coaching data and create a plan for SY20-21</p> <p>Intervention 2.2</p> <p>Implement biweekly station rotation model in all Math Lab classrooms.</p> <p>Utilize Common Planning Time for Math Lab teachers to review ALEKS data and identify</p>	<p>Intervention 2.1</p> <p>Onboard new teachers</p> <p>Provide initial training and ongoing professional development.</p> <p>Implement new coaching cycle</p> <p>Intervention 2.2</p> <p>Implement biweekly station rotation model in all Math Lab classrooms.</p>	<p>Intervention 2.1</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>Intervention 2.1</p> <p>Math teachers evaluated; individualized professional learning opportunities to continue to grow in curriculum implementation.</p> <p>Continue to adhere to guidelines for Eureka, other math program implementation guidelines.</p> <p>Continued school level monitoring of student</p>

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	<p>Intervention 2.2</p> <p>Designate an ALEKS lead.</p> <p>Develop a model for a biweekly station rotation for use in Math Lab classrooms.</p> <p>Develop a data-driven mentoring protocol for use in Math Lab classrooms.</p>	<p>Analyze and review progress of coaching cycles.</p> <p>Intervention 2.2</p> <p>Implement biweekly station rotation model in all Math Lab classrooms.</p> <p>Designate a model Math Lab classroom for peer observation opportunities.</p> <p>Utilize Common Planning Time for Math Lab teachers to review ALEKS data and identify implementation successes with ALEKS.</p> <p>Implement biweekly data conversations around student performance in Math Lab.</p> <p>Establish criteria for student placement in and exit from Math Lab for the 2020-2021 school year.</p>	<p>implementation successes with ALEKS.</p> <p>Implement biweekly data conversations around student performance in Math Lab.</p>	<p>Utilize Common Planning Time for Math Lab teachers to review ALEKS data and identify implementation successes with ALEKS.</p> <p>Implement biweekly data conversations around student performance in Math Lab.</p>	<p>Provide in-classroom support, coaching and job embedded professional development.</p> <p>Analyze and review progress of coaching cycles.</p> <p>Intervention 2.2</p> <p>Implement biweekly station rotation model in all Math Lab classrooms.</p> <p>Designate a model Math Lab classroom for peer observation opportunities.</p> <p>Utilize Common Planning Time for Math Lab teachers to review ALEKS data and identify implementation successes with ALEKS.</p> <p>Implement biweekly data conversations around student performance in Math Lab.</p> <p>Establish criteria for student placement in and exit from Math Lab for the 2021-2022 school year.</p>	<p>progress and teacher implementation.</p> <p>Review EOY coaching data and create plan for SY21-22</p> <p>Intervention 2.2</p> <p>Implement biweekly station rotation model in all Math Lab classrooms.</p> <p>Utilize Common Planning Time for Math Lab teachers to review ALEKS data and identify implementation successes with ALEKS.</p> <p>Implement biweekly data conversations around student performance in Math Lab.</p>
Leading Indicators	Walk through data	Walk through data	Walk through data	Walk through data	Walk through data	Walk through data

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	Analysis of Walk through data Analysis of Program Usage Data	Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data RICAS Release Assessment	Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data	Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data	Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data RICAS Release Assessment	Analysis of Walk through data Analysis of Program Implementation Effectiveness and Student Outcome Data
Lagging Indicators and Accountability Outcomes	STAR Performance Data STAR SGP Data	STAR Performance Data STAR SGP Data	STAR Performance Data STAR SGP Data RICAS Performance Data RICAS Growth Data	STAR Performance Data STAR SGP Data	STAR Performance Data STAR SGP Data	STAR Performance Data STAR SGP Data RICAS Performance Data RICAS Growth Data
Equity and Shared Responsibility – <i>How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.</i>						
<p>Attendance data, walkthrough data, program usage data and other collected data will be disaggregated to investigate potential gaps between overall performance and performance by students with IEPs, ELs, students identified through screening, and other subgroups of concern.</p> <p>District Specialists and school-based Collaborative Teachers will support teachers in analyzing data to identify trends within student performance and to provide supports to teachers with identified needs based on the data analysis.</p>						

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Goal 3	
<p>Increase the school's Family Engagement Survey Works score</p> <p>In Spring 2019, the school received 14% favorable responses in Family Engagement.</p> <p>In Spring 2020, we aim to receive 22% favorable responses in Family Engagement.</p> <p>In Spring 2021, we aim to receive 30% favorable responses in Family Engagement.</p>	
<p>3.1 Intervention and Justification</p> <p>RWMS has not had, in recent memory, a group of engaged parents that can form a sustainable partnership. RWMS plans to address this by building capacity for a parent organization that can build and support students, teachers, school climate and culture, and other parents with a focus on increasing student achievement with all families.</p>	<p>Framework Domain(s):</p> <p>Climate and Culture Shift</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>RWMS is committed to building a strong and sustainable family-school partnership that leads to a self-governing parent-teacher-community body. This self-governing groups will develop a series of workshops by parents for parents. These workshops will address parental concerns as indicated through surveys and parent contact. They may include: Skyward, understanding RICAS, school wide initiatives, communicating with teachers, etc. Our overall goal is to create a culture that moves us away from compliance and allows all families a more personal experience.</p> <ul style="list-style-type: none"> ● Rebrand the school to affirm a culture of high expectations ● Create intentional space for family/student and teacher shared goal setting ● Workshops, events and opportunities for families may range in topic but should at a minimum should help families to understand the academic models of the school and progress for individual students growth and progress towards overall school-wide goals. 	
<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>RWMS recognizes we have work to do around our Climate and Culture Shift and Shared Responsibility and Equity when it comes to engaging parents and guardians. The two areas of SurveyWorks we are working to improve include:</p> <ul style="list-style-type: none"> ● The school engages in community and parent outreach and creates effective results, and parents feel that the school is knowledgeable 	

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about and respectful of the community.

- The school has a welcoming culture and involves parents and community members in some decisions regarding school policy and practice.

Evidence Basis – What evidence basis is there for this action?	Evidence Tier: Choose an item.	
<p>Citation(s): Parental Involvement Study</p> <p>Dual Capacity- Building Framework for Family-school partnership https://drive.google.com/file/d/1bJU5iEB1HUErihOV45UiQ4Z_5N8MUNLy/view</p> <p>Desai, V. M. (2018). Collaborative stakeholder engagement: An integration between theories of organizational legitimacy and learning. <i>Academy of Management Journal</i>, 61(1), 220-244. doi:10.5465/amj.2016.0315</p> <p>Durisic, M., & Bunijevac, M. (2017).</p> <p>Parental involvement as an important factor for successful education. <i>Center for Educational Policy Studies Journal</i>, 7(3), 137-153.</p> <p>Goksoy, S. (2016).</p> <p>Analysis of the relationship between shared leadership and distribution Leadership. <i>Eurasian Journal of Educational Research</i>, 65, 295-312.</p> <p>Hajdari, M., & Muja, F. (2015). Parental involvement in education, challenges and recommendations for the future. <i>Academic Journal of Business, Administration, Law & Social Sciences</i>, 1(3), 84-91.</p> <p>Haley-Lock, A., & Posey-Maddox, L. (2016).</p>	<p>Proposed Funding Source:</p>	<p>Proposed Funding Amount:</p> <p>2 FTEs 4 workshops per year - 2 years \$40.00 per hour 8 for planning(2 per session) \$40.00 per hour facilitation of workshop 8 total</p> <p>per FTE \$640.00 per FTE</p> <p>Materials- Chart Paper. Copy Paper, Markers, Storage containers for materials, lanyards, name tags, Total 2977.48</p>

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<p><i>Fitting it all in: How mothers' employment shapes their school engagement. Community, Work & Family, 19(3), 302-321. doi:10.1080/13668803.2015.1023699</i></p> <p><i>Hamet, J., & Maurer, F. (2017). Is management research visible outside the academic community?. M@n@gement, 20(5), 492-516.</i></p> <p><i>Kim, J., & Bryan, J. (2017). A first step to a conceptual framework of parent empowerment: Exploring relationships between parent empowerment and academic performance in a national sample. Journal of Counseling & Development, 95(2), 168-179.</i></p> <p><i>Luhn, A. (2016). The learning organization. Creative & Knowledge Society, 6(1), 1-13.</i></p> <p><i>Ma, X., Shen, J., Krenn, H., Hu, S., & Yuan, J. (2016).</i></p> <p><i>A meta-analysis of the relationship between learning outcomes and parental involvement during early childhood education and early elementary education. Educational Psychology Review, 28(4), 771-801. Mozia, H., & Oliver, R. (2014).</i></p> <p><i>Examining the correlates of effective schools in short-term juvenile hall schools. The Journal of Correctional Education 65(2), 40-58. Rouse, E., & O'Brien, D. (2017).</i></p> <p><i>Mutuality and reciprocity in parent-teacher relationships: Understanding the nature of partnerships in early childhood education and care provision. Australasian Journal of Early Childhood, 42(2), 45-52. doi:10.23965/AJEC.42.2.06</i></p> <p><i>Schueler, B. E., McIntyre, J. C., & Gehlbach, H. (2017).</i></p>		
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Measuring parent perceptions of family-school engagement: The development of new survey tools. <i>School Community Journal</i> 27(2). 275-302.		
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Implementation and Outcome Milestones						
	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	<p>Create a self-governing organization structure and identify the necessary skill sets needed for its function (chair, co-chair, fundraisers, community outreach etc.)</p> <p>Identify at least five key parent leaders and identify their skills sets; develop subcommittees (organizing, outreach, event planning etc.)</p> <p>Identify school-wide celebrations and</p>	<p>Collect data on number of parents engaged, perceptions of the condition of the school, perceptions on how the parent partnerships is going</p> <p>Leaders are creating their own agendas and checking in on subcommittees</p> <p>Have at least five successful workshops (data analysis, Skyward, social media and internet safety, Google classroom, test score awareness & data</p>	<p>Evaluate all systems from the beginning and middle of the year (do they align to other goals?)</p> <p>Ensure an ongoing summer plan for parent organization</p> <p>Evaluate the success rate of the workshops (from post-session trainings; account logins from SkyWard)</p>	<p>Integrate 5th - 6th grade parents into the summer program</p> <p>Utilize parent leaders from year run and organize groups for incoming students and parents</p> <p>Repeat capacity building steps from Y1.</p> <p>Addressing ongoing concerns for all grades; new workshops that deal with high school transition</p>	<p>Collect data on number of parents engaged, perceptions of the condition of the school, perceptions on how the parent partnerships is going/Cross reference with previous years' data</p> <p>Leaders are creating their own agendas and checking in on subcommittees and making changes as needed</p> <p>Supporting School Culture Coordinator in community outreach</p>	<p>Evaluate all systems from the beginning and middle of the year (do they align to other goals?)</p> <p>Ensure an ongoing summer plan for parent organization</p> <p>Evaluate the success rate of the workshops (from post-session trainings; account logins from SkyWard)</p> <p>Writing institutional of the school and organization/a type of guide for the next year</p>

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	<p>volunteer opportunities</p> <p>Create a co-constructed workshop and meeting calendar</p> <p>Community Advisory Board and School Culture Coordinator build community partnerships</p>	<p>interpretations and next steps) with parents</p> <p>Evaluate the organization structure, activities and engagement from parents. Address or shift as needed.</p> <p>School personnel provide social and emotional awareness to parents</p>			<p>Have at least seven successful workshops (data analysis, Skyward, social media and internet safety, Google classroom, test score awareness & data interpretations and next steps) with parents + 8th grade parent trainings in high school SAT & PSAT</p> <p>School personnel provide social and emotional awareness to parents -- ongoing</p>	
Leading Indicators		<p>Parent created norms and agendas</p> <p>Parent meeting sign in sheets</p>	<p>Parent created norms and agendas</p> <p>Parent meeting sign in sheets</p>	<p>Parent created norms and agendas</p> <p>Parent meeting sign in sheets</p>	<p>Parent created norms and agendas</p> <p>Parent meeting sign in sheets</p>	
Lagging Indicators and Accountability Outcomes			<p>Improved Survey Works</p>			<p>Improved Survey Works</p>

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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>

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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.

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?

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?