

HOPE HIGH SCHOOL COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

Rhode Island Department of Elementary and
Secondary Education

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

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

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

Must include details about:

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

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

Must include details about:

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

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:

Comprehensive School Improvement Plan Model Template

o Communication protocols for sharing the plan and progress on the plan with stakeholders, including school staff, parents, students, and CABs

LEA: Providence Public Schools

School: Hope High School


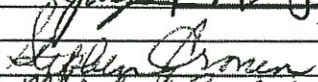
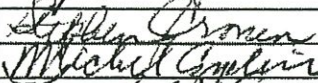
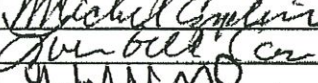
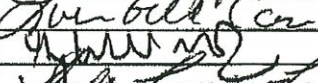
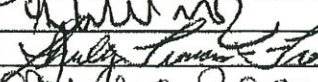
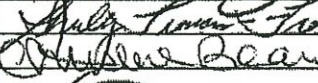
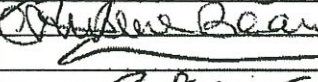
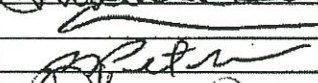
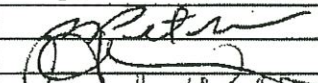
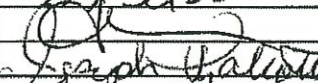
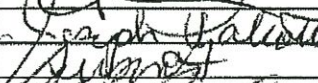
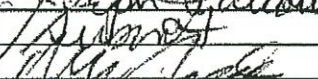
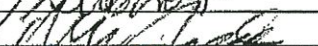
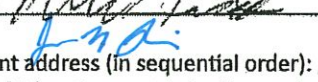
Plan Period: 2019-2021

Date Last Modified: June 5, 2019

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

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

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

Name	Signature	Role + Perspective (why are you participating?)	Date
John Hunt		Principal	6/6/19
Donald Izzo		Assistant Principal	6/6/19
SETHEN CROWIN		CAB	4/5/19
Michael Czaplicki		CAB	6/5/19
LUCIA BILL CASE		CAB	6/5/19
C.E. WASSMUTH		CAB	8/8/19
Shirley Francis Fraser		CAB	6/5/19
Christina Proulx		Sp. Educator - ILT	6/6/19
Don Ald C. Toro Jr		AP	6/6/19
Deborah Petrarca		Teacher Lead	6/6/19
Therese Jungels		Teacher	6/6/19
Joseph Palietti		Teacher	6/6/19
Suzanne O'Brien		Librarian/Teacher	6/6/19
Michael F. Fardol		Teacher	6/6/19
Valerie Jason Roias		CAB	8/14/19

The next two sections of this document address (in sequential order): goals, the interventions that come out of driving toward those goals, and the details of implementation. While the Rhode Island Department of Education certainly allows schools and LEAs to determine the number of goals and interventions best for any given individual context, our experience suggests that no more than three goals and no more than five unique interventions should be attempted. Thus, the template allows for up that number, but one should not feel compelled to use all three or five. In your process of setting goals and selecting strategies, keep the work of implementation and monitoring in mind. A few questions to consider might include: how is this interventions aligned to needs and root cause? Does this intervention build upon or depart from existing efforts? What evidence

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

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

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

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

Goal 1	<p>Hope High School's goal is to improve the percentage of students scoring benchmark on the SAT Evidence-Based Reading and Writing in grade 11 by 10%, from 8.8% (April 2018) to 18.8% by EOY 2021. Additionally, improve the percentage of students scoring benchmark on the PSAT Evidence-based Reading and Writing in grade 10 by 10%, from 17.3% (October 2018) to 27.3% by EOY 2021.</p> <ul style="list-style-type: none"> • <i>Improve the percentage of ELs scoring proficient on the SAT Evidence-Based Reading and Writing in grade 11 by 9%, from 1.7% (April 2018) to 10.7%, and students with IEPs scoring proficient by 10%, from 0% to 10% by EOY 2021.</i> • <i>Improve the percentage of ELs scoring proficient on the PSAT Evidence-Based Reading and Writing in grade 10 by 9%, from 1.5% (October 2018) to 10.5%, and students with IEPs scoring proficient by 6%, from 4.7% to 10.7% by EOY 2021.</i> <p>Hope PSAT Data; Hope SAT Data</p>
<i>Intervention 1.1</i>	<p>Instruction: Teachers will implement high quality, evidence-based instructional strategies proven to support multilingual learners. Teachers will collaborate at least once every two weeks with the instructional coach using the New Teacher Center (NTC) conference, observation, and debriefing cycle.</p>
<i>Intervention 1.2</i>	<p>Curriculum: Hope will adopt a high quality, Common Core aligned curriculum. Teachers will implement Springboard ELA, a high quality core curriculum, in Grades 9-12 for core instruction for a minimum of 52 minutes per day.</p>
<i>Intervention 1.3</i>	<p>Personalized intervention and enrichment: Teachers will review student data and implement personalized interventions and enrichments (ie. ReadingPlus and Khan Academy)</p>
Goal 2	<p>Hope High School's goal is to improve the percentage of students scoring benchmark on the SAT Math in grade 11 by 10%, from 3.5% (April 2018) to 13.5% by EOY 2021. Additionally, improve the percentage of students scoring benchmark on the PSAT Math in grade 10 by 10%, from 4.1% (October 2018) to 14.1% by EOY 2021.</p> <ul style="list-style-type: none"> • <i>Improve the percentage of ELs scoring proficient on the SAT Math in grade 11 by 9%, from 1.7% (April 2018) to 10.7%, and students with IEPs scoring proficient by 6%, from 0% to 6% by EOY 2021.</i> • <i>Improve the percentage of ELs scoring proficient on the PSAT Math in grade 10 by 10%, from 0% (October 2018) to 10%, and students with IEPs scoring proficient by 10%, from 0% to 10% by EOY 2021.</i>

<i>Intervention 2.1</i>	Instruction: Teachers will select and implement high quality, evidence-based instructional strategies proven to support multilingual learners. Teachers will collaborate at least once every two weeks with the instructional coach using the New Teacher Center (NTC) conference, observation, and debriefing cycle.
<i>Intervention 2.2</i>	Curriculum: Hope will adopt a high quality, Common Core aligned curriculum. Teachers will implement Pearson enVision AGA, a high quality curriculum, in Grades 9-12 for core instruction for a minimum of 52 minutes per day.
<i>Intervention 2.3</i>	Personalized intervention and Enrichment: Teachers will review student data and implement personalized interventions and enrichments (ie. Aleks, ELLevations, Khan Academy)
Goal 3	By the end of the 2020-21 school year, Hope High School will decrease the percentage of students suspended from school from 9.7 times per 100 students to 8.7 times per 100 students.
<i>Intervention 3.1</i>	Culturally Responsive Practices : All Hope High School staff will be trained to implement Restorative Practices to build positive relationships and to resolve any conflicts that may arise. (i.e. circles, questions and “I” statements).
<i>Intervention 3.2</i>	All Advisory teachers will implement the appropriate grade level College Board Advisory Curriculum with their advisees at least 50 minutes per week.
<i>Intervention 3.3</i>	Leverage community partnerships through CAB, PTO, and other organizations to create communities of interest that increase students’ investment in the school and foster deeper learning.

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

Goal 1 ELA

Hope High School's literacy goal is to improve the percentage of students scoring benchmark on the SAT Evidence-Based Reading and Writing in grade 11 by 10%, from 8.8% (April 2018) to 18.8% by EOY 2021. Additionally, improve the percentage of students scoring benchmark on the PSAT Evidence-based Reading and Writing in grade 10 by 10%, from 17.3% (October 2018) to 27.3% by EOY 2021.

- Improve the percentage of ELs scoring proficient on the SAT Evidence-Based Reading and Writing in grade 11 by 9%, from 1.7% (April 2018) to 10.7%, and students with IEPs scoring proficient by 10%, from 0% to 10% by EOY 2021.
- Improve the percentage of ELs scoring proficient on the PSAT Evidence-Based Reading and Writing in grade 10 by 9%, from 1.5% (October 2018) to 10.5%, and students with IEPs scoring proficient by 6%, from 4.7% to 10.7% by EOY 2021.

[Hope PSAT Data](#); [Hope SAT Data](#)

1.1 Intervention and Justification: Instructional Coaching

1.2 & 1.3 Intervention and Justification: Implementing High Quality Curriculum Materials

Framework Domain(s): Talent Development & Collaboration; High Quality Materials & 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.

Hope High School will adopt a high quality core curriculum resource, ELA Springboard, which will be implemented with fidelity by ELA/EL teachers over the next two years. In support of core instruction, teachers will use data to implement appropriate interventions and/or enrichments as part of a larger multi-tiered system of supports (MTSS).

To support the implementation of this new curriculum resource, Hope will hire a Dean of Instruction who will report directly to Hope High School's- Principal and Assistant Principal. The Dean of Instruction will advise and assist school staff by providing the organizational support needed to accelerate all learners including Special Education and English Learner (EL) student achievement. The Dean of Instruction will support the implementation of quality services that will result in positive academic achievement for students participating in core programs, Intervention classes, and students who are eligible but not enrolled in an ELL program. Specifically, the Dean of Instruction will lead the implementation of current and newly developed pathways programs (Career and Technical Education) CTE's (JROTC, Computer Information Systems, Visual Arts, Music and Theater) and provide job-embedded coaching to teacher leaders and individual classroom teachers working directly with students in these programs. Further, the Dean of Instruction will provide support to the instructional leadership team to understand their unique populations and to help them in designing supports and services that directly address the unique needs of students. The Dean of Instruction will work directly with community partners including Highlander Institute and H2O (Brown University Swearer Center) and other professional development providers to strengthen the collaborative work designed to create new student centered summer programs and pipelines to college pathways.

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.

Hope High School's Comprehensive Needs Assessment Report revealed the extent to which staff complete observation and feedback of one another's classrooms was limited to occasional visits by Teacher Leaders. In addition, the extent to which staff are aware of the school's problem of practice and the strategies developed to address it was limited to a revised problem of practice presentation with staff on March 19, 2019. Our Needs Assessment revealed that 8% of our students met the benchmark for Evidence Based Reading and Writing. However, 46% of the test takers were close to being on track in reading and 32% were close to being on track for writing. Therefore, with targeted instruction, we should be able to move nearly half of our students toward proficiency.

Our root cause analysis suggests that our current method of delivering ELA core instruction does not meet the needs of our students. In planning for next year, we will use the core resource, SpringBoard ELA, with fidelity rather than rely on the district Standards ELA bundles. We will also be monitoring growth via common assessments in SpringBoard as well as on Khan Academy Official SAT practice. The performance rating for the Comprehensive Needs Assessment *indicator 1.5, Educators are implementing a high-quality ELA curriculum materials accessible to all students*, revealed a weak (2) rating based on performance data, but highlighted as high importance by the school Community Advisory Board.

The performance rating for the Comprehensive Needs Assessment revealed that 2% of English Learners and 2% of students with IEPs met benchmark on the SAT or Dynamic Learning Map Alternative Assessment for Evidence Based Reading and Writing. Additionally, *indicator 1.6, Subgroup achievement in ELA*, also revealed a weak (1) rating based on performance data, but highlighted as high importance by the school Community Advisory Board. Further interpretation of the EBRW scores from the English learner and special education students are not yet reading at that text complexity, hence they have not yet exited EL status. Similarly, many of our students with learning disabilities are reading significantly below grade level, and therefore may not demonstrate appreciable gains on the College Board assessments. While all students are on a pathway toward proficiency, we would want to include additional benchmarks such as ACCESS, STAR, Reading Plus, or another standardized measurements to demonstrate growth.

Research suggests, "One of the key requirements of the Common Core State Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school." (CCSS Appendix A) [EdReports Evidence Rubrics for ELA](#)

Evidence Basis – What evidence basis is there for this action?	Evidence Tier: Tier III, Tier IV	
<p>Citation(s): Tier III: Reading Proficiency and Mathematics Problem Solving by English Language Learners</p> <p>Tier II: https://springboard.collegeboard.org/pdf/springboard-research-compendium.pdf</p> <ul style="list-style-type: none"> EdReports - ELA 9-12 Summary of Alignment & Usability; 	<p>Proposed Funding Source:</p> <p>Title 1</p> <p>1003</p>	<p>Proposed Funding Amount:</p> <p>\$125,000</p> <p>\$69,842.36</p>

<ul style="list-style-type: none"> • RIDE Practitioners' Guide to School Improvement Planning • New Teacher Center, "New Teacher Center Releases Instructional Coaching Program and Practice Standards for the First Time" September 6, 2018 • Four Domains for Rapid School Improvement • Use of Khan SAT practice to improve student performance study • Rhode Island Multi-Tiered Systems of Support 		
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Implementation and Outcome Milestones						
	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 - EOY
Implementation Milestones	<p>Hire an Instructional Coach/Dean of Teaching and Learning</p> <p>Refine Walkthrough Tool to reflect Problem of Practice and conduct baseline classroom learning walks.</p> <p>Create and implement a school level professional</p>	<p>Teachers participated in 2 reflective conversations based on classroom walkthrough data with department teachers to create action steps for the following quarter.</p> <p>Created a coaching cycle schedule for implementation support.</p>	<p>Teachers participated in a total of 4 reflective conversations based on classroom walkthrough data with department teachers to create action steps to plan for the upcoming year.</p> <p>Teachers engaged in a total of 6 professional learning Springboard ELA sessions.</p>	<p>100% of ELA/EL teachers will implement Springboard ELA curriculum with fidelity</p> <p>Leadership identifies Model Classrooms.</p> <p>Create a school level professional development calendar that identifies individualized professional learning opportunities to continue growth in reading and writing.</p>	<p>Teachers conduct peer observations and debrief findings with Coach/TL in order to improve their own practice</p>	<p>Teachers identify individualized professional learning opportunities to continue growth.</p>

	development calendar.	Teachers engaged in a total of 3 days of professional learning		Connect and link students on Khan Academy PSAT/SAT in core ELA/L courses.		
	Complete ELA Springboard 9-12 initial training.	Springboard ELA sessions.				
	Connect and link students on Khan Academy PSAT/SAT in core ELA/L courses.	All students will receive and practice grade-level standards in core ELA/L courses and PSAT/SAT/SAT test taking skills and Khan Academy.				
	ILT will explore EL Professional Development sessions with the International Network.					
	Community Advisory Board members will conduct home visits with families of 11th grade students to inform them of the importance of the					

	SAT and supports available.					
Leading Indicators	BOY ELA Screener to measure baseline reading data	STAR MOY ELA results show improvement for all learners from BOY. EL and Special Education gaps decrease from BOY.	Teachers implementing Springboard ELA curriculum with high fidelity as identified by walkthrough tool.	STAR ELA results at BOY show improvement for all learners over BOY from prior year. EL and Special Education gaps in STAR ELA BOY are smaller than prior year.	STAR MOY ELA results show improvement for all learners from BOY and decreasing gaps for EL and Special Education subgroups.	Teachers implementing Springboard ELA curriculum with high fidelity as identified by walkthrough tool.
Lagging Indicators and Accountability Outcomes	Implement PSAT/SAT for grades 9-12 (PSAT 8/9, PSAT/NMSQT, and SAT) in October 2019 (Interim Assessment 1).	SAT Practice Test day in January 2020 (Interim Assessment 2)	PSAT/SAT results show all students making 50% of the gains to goal. PSAT/SAT results show EL & Special education learners making 50% of gains to goal.	Implement PSAT/SAT for grades 9-12 (PSAT 8/9, PSAT/NMSQT, and SAT) in October 2019 (Interim Assessment 1).	SAT Practice Test day in January 2020 (Interim Assessment 2)	PSAT/SAT results show all students making 100% of the gains to goal. PSAT/SAT results show EL & Special education learners making 100% of gains to goal.
Equity and Shared Responsibility – How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.						

Our collaborative team, including the Instructional Leadership Team identified the absence of a guaranteed and viable culturally responsive curriculum for all students as the primary driver of low achievement in ELA in our school. The root cause analysis of this underperformance led them to conclude that providing teachers solely with instructional core bundles was an ineffective strategy, and that research shows that high quality instruction and curriculum are critical factors of a student's academic success. A guaranteed viable curriculum promotes equity, giving *all* children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. Without a strong, evidence-based curriculum, we will not be able to create a strong multi-tiered system of support. This strategy includes all students and we will know we are successful by attending to increases in all students' proficiency and decreasing gaps on STAR and PSAT/SAT. Our CAB will also examine the data with the school team quarterly and will continue to identify areas of growth which the school team can adjust.

Goal 2 Mathematics	
<p>Hope High School's goal is to improve the percentage of students scoring benchmark on the SAT Math in grade 11 by 10%, from 3.5% (April 2018) to 13.5% by EOY 2021. Additionally, improve the percentage of students scoring benchmark on the PSAT Math in grade 10 by 10%, from 4.1% (October 2018) to 14.1% by EOY 2021.</p> <ul style="list-style-type: none"> • <i>Improve the percentage of ELs scoring proficient on the SAT Math in grade 11 by 9%, from 1.7% (April 2018) to 10.7%, and students with IEPs scoring proficient by 6%, from 0% to 6% by EOY 2021.</i> • <i>Improve the percentage of ELs scoring proficient on the PSAT Math in grade 10 by 10%, from 0% (October 2018) to 10%, and students with IEPs scoring proficient by 10%, from 0% to 10% by EOY 2021</i> 	
<p>2.1 Intervention and Justification: Instructional Coaching 2.2 & 2.3 Intervention and Justification: Implementing High Quality Curriculum Materials</p>	<p>Framework Domain(s): Talent Development & Collaboration; High Quality Materials & 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>Hope High School will adopt Pearson enVision A/G/A, a high quality core mathematics curriculum which will be implemented with fidelity over the next two years. To support the implementation of this new curriculum, Hope will hire a Dean of Instruction who will report directly to Hope High School's Principal and Assistant Principal. In support of core instruction, teachers will use data to implement appropriate interventions and/or enrichments as part of a larger multi-tiered system of supports (MTSS).</p> <p>The Dean of Instruction will advise and assist school staff by providing the organizational support needed to accelerate all learners including Special Education and English Learner (EL) student achievement. The Dean of Instruction will support the implementation of quality services that will result in positive academic achievement for students</p>	

participating in core programs, intervention classes, and students who are eligible but not enrolled in an ELL program. Specifically, the Dean of Instruction will lead the implementation of current and newly developed Career and Technical Education (CTE) pathways programs: JROTC, Computer Information Systems, Visual Arts, Music and Theater. Additionally, the Dean of Instruction will provide job-embedded coaching to teacher leaders and individual classroom teachers working directly with students in these programs, and will support the instructional leadership team to understand and design support services that directly address the unique needs of students, specifically EL and Special Education students. The Dean of Instruction will work directly with community partners including Highlander Institute and H2O (Brown University Swearer Center) and other professional development providers to strengthen the collaborative work designed to create new student centered summer programs and pipelines to college pathways.

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.

Hope High School's Comprehensive Needs Assessment Report revealed the extent to which staff complete observation and feedback of one another's classrooms was limited to occasional visits by Teacher Leaders. The extent to which staff are aware of the school's problem of practice and the strategies developed to address it was limited to a revised problem of practice presentation with staff on March 19, 2019.

Our root cause analysis suggests that the current math curriculum does not provide educators and students with access to a high-quality math curriculum with materials accessible to all students. The team used [College Board's "About the SAT Math Test"](#) chapter to inform our thinking. The text states: "The SAT Math Test requires a stronger and deeper understanding of a relatively small number of math topics that are especially relevant in college and in many careers" (p. 192). Currently, Hope students are not showing mastery of Algebra I skills before being advanced to the next math course. Our evidence lies in the SAT scores. At present, a typical course sequence at Hope devotes an entire course to Geometry, even though it comprises less than 10% of what the College Board deems "Math that Matters Most"; and for "proficient" students, the course sequence ends with a year of Pre-calculus, which, again, comprises less than 10% of the assessment. The subgroups achievement in math is equally low, with the exception of students with IEPs, performing less than 2%. The team acknowledged that special education vacancies and non certified staff contribute to these results.

Evidence Basis – <i>What evidence basis is there for this action?</i>	Evidence Tier: Tier III, Tier IV	
<p>Citation(s): Tier II: Interactions among Instructional Practices, Curriculum, and Student Achievement: The Case of Standards-Based High School Mathematics</p> <ul style="list-style-type: none"> • RIDE Practitioners' Guide to School Improvement Planning 	<p><i>Proposed Funding Source:</i> 1003</p>	<p><i>Proposed Funding Amount:</i> \$23,054.64</p>

<ul style="list-style-type: none"> • New Teacher Center, “New Teacher Center Releases Instructional Coaching Program and Practice Standards for the First Time” September 6, 2018 • Four Domains for Rapid School Improvement • Use of Khan SAT practice to improve student performance study • EdReports - Math HS Summary of Alignment & Usability 		
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Implementation and Outcome Milestones						
	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 – EOY
Implementation Milestones	<p>Hire an Instructional Coach/Dean of Teaching and Learning</p> <p>Refine Walkthrough Tool to reflect Problem of Practice and conduct baseline classroom learning walks.</p> <p>Create and implement a school level professional development calendar.</p>	<p>Teachers participated in 2 data conversations based on classroom walkthrough data with department teachers and created action steps for the following quarter.</p> <p>Creating a coaching cycle schedule for implementation support.</p>	<p>Teachers participated in a total of 4 data conversations based on classroom walkthrough data with department teachers and created action steps for the following quarter.</p> <p>Teachers engaged in a total of 6 professional learning Pearson enVision A/G/A sessions.</p>	<p>100% of Math teachers will implement Pearson enVision A/G/A curriculum with fidelity</p> <p>Leadership identifies Model Classrooms.</p> <p>Create a school level professional development calendar that identifies individualized professional learning opportunities to</p>	<p>Teachers conduct peer observations and debrief findings with Coach/TL in order to improve their own practice</p>	<p>Teachers identify individualized professional learning opportunities to continue growth.</p>

	<p>Complete Pearson enVision A/G/A initial training.</p> <p>Connect and link students on Khan Academy PSAT/SAT in core Math courses.</p> <p>ILT will explore EL Professional Development sessions with the International Network.</p>	<p>Teachers engaged in a total of 3 days of professional learning Pearson enVision A/G/A sessions.</p> <p>All students will receive and practice grade-level standards in core Math courses and PSAT/SAT Khan Academy.</p>		<p>continue growth in reading and writing.</p> <p>Connect and link students on Khan Academy PSAT/SAT in core Math courses.</p>		
Leading Indicators	BOY Math Screener to measure baseline mathematics data	<p>STAR MOY Math results show improvement for all learners from BOY.</p> <p>EL and Special Education gaps decrease from BOY.</p>	Teachers implementing Pearson enVision A/G/A curriculum with high fidelity as identified by walkthrough tool.	<p>STAR Math results at BOY show improvement for all learners over BOY from prior year.</p> <p>EL and Special Education gaps in STAR Math BOY are smaller than prior year.</p>	STAR MOY Math results show improvement for all learners from BOY and decreasing gaps for EL and Special Education subgroups.	Teachers implementing Pearson enVision A/G/A curriculum with high fidelity as identified by walkthrough tool.

Lagging Indicators and Accountability Outcomes	Implement PSAT/SAT for grades 9-12 (PSAT 8/9, PSAT/NMSQT, and SAT) in October 2019 (Interim Assessment 1).	SAT Practice Test day in January 2020 (Interim Assessment 2)	PSAT/SAT results show all students making 50% of the gains to goal. PSAT/SAT results show EL & Special education learners making 50% of gains to goal.	Implement PSAT/SAT for grades 9-12 (PSAT 8/9, PSAT/NMSQT, and SAT) in October 2019 (Interim Assessment 1).	SAT Practice Test day in January 2020 (Interim Assessment 2)	PSAT/SAT results show all students making 100% of the gains to goal. PSAT/SAT results show EL & Special education learners making 100% of gains to goal.
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>Our collaborative team, including the Instructional Leadership Team identified the absence of a guaranteed and viable culturally responsive curriculum for all students as the primary driver of low achievement in mathematics in our school. The root cause analysis of this underperformance led them to conclude that providing teachers solely with instructional core bundles was an ineffective strategy, and that research shows that high quality instruction and curriculum are critical factors of a student's academic success. A guaranteed viable curriculum promotes equity, giving <i>all</i> children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. Without a strong, evidence-based curriculum, we will not be able to create a strong multi-tiered system of support. This strategy includes all students and we will know we are successful by attending to increases in all students' proficiency and decreasing gaps on STAR and PSAT/SAT. Our CAB will also examine the data with the school team quarterly and will continue to identify areas of growth which the school team can adjust.</p>						

Goal 3	
By the end of the 2020-21 school year, Hope High School will decrease the number of students suspended from school from 9.7 times per 100 students to 8.7 times per 100 students.	
3.1 & 3.2 Intervention and Justification: School Climate & Culture	Framework Domain(s): Climate and Culture Shift; Equity; Shared Responsibility

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

Research related to culturally responsive schools indicates that purposefully constructing a welcoming and engaging school climate depends on several factors, but underpinning all of the indicators is the relationship between the adults and students in the building. Trust is fundamental. Students must trust that the adults are working together as partners with each other, with the students, with their families, and with community members in order to support every student on his or her path toward graduation and beyond. We hold ourselves accountable for preparing each student to graduate with the knowledge and skills required for college and career readiness, the knowledge and skills required to engage in civic life, and the developed social emotional skills to successfully navigate adult life. In order to meet these goals, we will focus on the relationships between the students and adults at Hope, and continue to develop adults' and students' restorative practices skills approach to relationships and growth mindset approach to learning. Research suggests that suspension practices increase the likelihood that students repeat grades, are excessively absent from school, drop out entirely and/or get involved with the juvenile justice system. All staff will implement restorative practices in their classrooms and work spaces as an approach to address student misbehavior when it occurs, and as a holistic method to increase the students' social and emotional learning.

Social Emotional Development will also be supported through a weekly Advisory Period. Advisors will monitor their advisees progress, help them build lasting and supportive relationships with their peers and other teachers, and teach advisees behaviors that lead to success in both school and life while encouraging them to make thoughtful decisions about their future. The Instructional Leadership Team (ILT) will conduct a book study of The Growth Mindset Coach, to implement monthly mindset protocols and lessons into the advisory curriculum.

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

One of the areas of need for building trust between students and adults at Hope is addressing the disproportionality of students of color facing disciplinary action. Hope High School's Comprehensive Needs Assessment Report revealed that the disproportionality for suspension of students identified as racial/ethnic minorities is beyond the risk ratio. Black students were two times more likely to be suspended than other students in the [2017-18 school year](#). Multiracial students were 1.9 times more likely to be suspended during the 2017-18 school year. Forty-three percent of respondents reported via Survey Works that bullying is rarely a problem and that the school provides an effective response when it is reported.

According to the last NEASC visit and report, Hope's Advisory program was commended. However, since that report, Advisory had been identified as an area of improvement based on student feedback and learning walk data. Participants rated "Policies regarding the substance and nature of teacher-led advisory programs are often consistently implemented across schools" a performance score of 2.

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

Evidence Tier: Choose an item.

Citation(s) Tier III: The Relationship of School Structure and Support to Suspension ... <ul style="list-style-type: none"> • Youth Restoration Project • A Promising Path toward Equity: Restorative Circles Develop Relationships, Build Community, and Bridge Differences • RI Social Emotional Learning Standards: Competencies for School and Life Success 	Proposed Funding Source: 1003	Proposed Funding Amount: \$10,000.00
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Implementation and Outcome Milestones						
	Y1 – BOY	Y1 – MOY	Y1 – EOY	Y2 – BOY	Y2 – MOY	Y2 – EOY
Implementation Milestones	Restorative Justice Practices trainers deliver 1st training to all Hope staff	Hope staff members who are not trained, will receive a total of 3 Restorative Practice Training Sessions by the school team.	Delivered a total of 5 Restorative Practice Training Sessions.	The Restorative Practice & Advisory Teams will come together to form a MTSS Team.	New Hope staff members who are not trained, will receive a total of 3 Restorative Practice Training Sessions by the school team.	Delivered a total of 10 Restorative Practice Training Sessions.
	Identify Restorative practice school team members.	Restorative Practice & Advisory Teams review 1st semester classroom visit data together.	Restorative Practice & Advisory Teams review 2nd semester classroom visit data.	MTSS Team provides all staff with an introduction to MTSS using training materials from the Sherlock Center.	Restorative Practice & Advisory Teams review 1st semester classroom visit data together.	Restorative Practice & Advisory Teams review 2nd semester classroom visit data.
	Restorative Practice School Team implements a tool/checklist for classroom visits.	Delivered a total of 3 Advisory Training Sessions to all Hope staff.	Delivered a total of 5 Advisory Training Sessions.		Delivered a total of 3 Advisory Training Sessions to all Hope staff.	Delivered a total of 10 Advisory Training Sessions to all Hope staff.
	ILT will begin book study of The Growth Mindset Coach , and begin sharing monthly growth mindset lessons and	Celebrate student achievement with	ILT will conclude book study of The Growth Mindset Coach , and conduct an EOY growth mindset survey with 9th grade advisories		Celebrate student achievement with	

	<p>protocols to be incorporated into the 9th grade advisory curriculum; activities will include students and parents.</p> <p>9th grade advisories will conduct an EOY growth mindset survey.</p> <p>ILT will begin to explore professional development training on culturally responsive classroom practices.</p> <p>1st Advisory training delivered to all new Hope High School staff; Refresher Training Delivered to returning staff.</p> <p>Identify Advisory School Team members to include one advisor per grade level and a minimum of 1</p>	<p>family and community members through quarterly events.</p> <p>ILT will continue book study of <u>The Growth Mindset Coach</u>, and continue sharing monthly growth mindset lessons and protocols to be incorporated into the 9th grade advisory curriculum; activities will include both students and parents.</p> <p>Advisors administer MOY student Climate/Culture Survey</p> <p>Advisory and Restorative Practice school teams analyze student Climate/Culture Survey data from BOY to MOY, share results with faculty, and implement</p>	<p>to compare growth from BOY to EOY.</p> <p>Advisory & Restorative School Teams create a MTSS professional development plan for 2020-21.</p> <p>Advisory School Team & Restorative Practice School Teams review Survey Works Data.</p> <p>Continue quarterly celebratory events of student achievement with family and community members.</p>		family and community	
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	<p>support staff member.</p> <p>Advisory School Team implements a tool/checklist for classroom visits and creates a schedule of visits.</p> <p>Advisors administer BOY student Climate/Culture Survey</p>	<p>changes to advisory curriculum and Restorative Justice Practice based on student feedback.</p>				
Leading Indicators	<p>Administrators will analyze discipline referral data from 2018-2019 to look for patterns of discipline referrals. The focus will be examining patterns in the types of referrals being written; i.e., how many referrals are written for "insubordination/dis respect" behavior. By looking for patterns, we can intervene with restorative practices</p>	<p>MOY Student Survey Climate/Culture Survey Data results show an increase in the number of students that respond favorably.</p> <p>Educators are implementing Advisory and restorative practices with moderate fidelity.</p>	<p>Walkthrough Data reveals that educators are implementing Advisory and Restorative practices with high fidelity.</p>	<p>BOY Student Survey Climate/Culture Survey Data show improvement over BOY data from previous year.</p>	<p>MOY Student Survey Climate/Culture Survey Data results show an increase in the number of students that respond favorably.</p>	

	in order to support teachers and students in developing the skills to communicate with each other respectfully.					
Lagging Indicators and Accountability Outcomes	Analyze Q1 discipline data to identify students who need more intensive support.	Analyze semester 1 discipline data to determine if interventions led to a disruption in the patterns and/or a decrease in the frequency of discipline referrals. Provide additional supports as needed.	Suspension data shows a decrease in the number of students suspended from school from 9.7 times per 100 students to 8 times per 100 students.	Analyze Q1 discipline data to identify students who need more intensive support.	Analyze semester 1 discipline data to determine if interventions led to a disruption in the patterns and/or a decrease in the frequency of discipline referrals. Provide additional supports as needed.	Suspension data shows a decrease in the number of students suspended from school from 9.7 times per 100 students to 5 times per 100 students.

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

Our collaborative team, including the Instructional Leadership Team and the Community Advisory Board, identified that the disproportionality for suspension of students identified as racial/ethnic minorities is beyond the risk ratio and that the advisory program is not consistently implemented across the building. Research indicates that improving school climate and culture has a direct impact on student engagement and attendance. We will know that the above strategies are successful by decreasing the number of students suspended and increasing the number of favorable responses on Survey Works.

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.

Our major partners are as follows:

Community Advisory Boards (CABS): CABS are to be comprised of members of the community served by the identified school(s), and operate in conjunction with the CSI school and its LEA. CABS will be regularly engaged in the implementation and oversight of school improvement in partnership with LEAs and CSI schools. Additionally, CABS and LEAs must update the progress to the [Council on Elementary and Secondary Education](#). Members of the CAB have contributed the following during the spring of 2019:

1. Encouraged Hope High Administration to apply for the XO Challenge grant, a potential 500,000 grant for education improvement and provided letters of support and practitioners.
2. Discussed Culture Shift and its impact on learning, student development and behavior.
3. Provided Principal/leadership with introductions to Dr. Michael C. Gillespie Chief Academic Officer of Bridgit Dean of the Borough of Manhattan Community College and Dr. Rosemarie Allen, National Education Policy Advisor to Barack Obama on Bias, Culture Shift, and Suspension Prevention for staff Professional Development and enhanced Student communication.
4. Encouraged Administration to involve Parents in CAB meetings using Kinvolv.
5. Discussed absenteeism and suggested survey to lower numbers and engage students.
6. Suggested joining select Hope High School teachers to visit the homes of students to educate families on the importance of the SAT and the community supports available.
7. Suggested designing 9th and 11th grade receptions to educate students and families regarding SAT test preparation and career preparation support.
8. Suggested designing survey targeted to middle school students entering the ninth grade of Hope High School to stop chronic absenteeism and gather data to engage them in the ninth grade and beyond.8) Discussed building a culture of college preparation, leadership at Hope High starting with 9th grade targeting.
9. Discussed changing to/offering additional support of Princeton Review Test preparation and provided introduction to Carlos Aguilera, General Manager of Princeton review. Mr. Aguilera is willing to provide a free practice test to Hope Students. Additionally he is willing to share his personal story of overcoming educational barriers to achieve test success, college success and career success.
10. Reviewed restorative justice practices and impact on suspension at Hope.
11. Discussed ELL best practices with CAB

[Internationals Network for Public Schools:](#) The International Network's vision is to ensure that all recent immigrant students who are English Language Learners have access to a quality school education that prepares them for college, career and full participation in democratic society. The organization will provide professional development to staff supporting EL students that will support success in the core.

[Providence After School Alliance \(PASA\):](#) PASA's mission is to expand and improve quality after-school, summer, and other expanded learning opportunities for the youth of Providence by organizing a sustainable, public/private system that contributes to student success and serves as a national model.

Swearer Center: Hope's partnership with Brown's Swearer Center sources numerous after-school opportunities, including access to extended learning opportunities, recreational activities, and after-school tutoring.

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?

The LEA will continue to fund the positions created through this process beyond the funding and implementation period outlined. The CSI will be revisited by the school community quarterly for the purpose of progress monitoring and yearly for the purpose of revision.

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. Additionally, 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?

The CSIP was originally drafted by the Hope High School Leadership Team and district support staff. The school's ILT and CAB were included in the process and provided feedback. Once the CSIP is approved, the document will be shared with all stakeholders via the school's website and social media. All staff and CAB members will receive a paper copy of the approved CSIP. During orientation day, all staff will participate in a professional development that will be designed to support educators to implement the plan. Elements of the plan will also be embedded in all professional development sessions throughout the school year and in all ILT and CAB meetings.

The school will share progress monitoring data with stakeholders via the school's website and Kinvolv at the end of each academic quarter. At the building level, educators and support staff will participate in quarterly data discussions using the Atlas Protocol. The quarterly monitoring of the CSIP, to coincide with the students' quarterly report cards, will be publicly addressed during parent and community engagement nights designated in Hope's instructional calendar. The quarterly events will be held in November, February, April, and June.