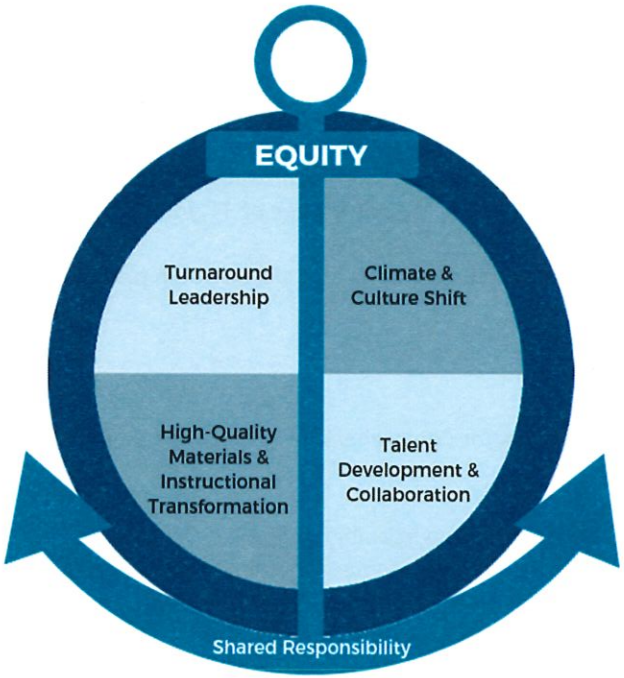
W. B. Cooley- Juanita Sanchez Educational Complex

RI Comprehensive School Improvement Plan

Office of School Improvement
Division of the Deputy Commissioner



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

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

1. **Engagement and Plan Development:** Describe the process the school community took to develop this improvement plan—this includes both the Community Advisory Board and the school-based collaborative team.
   Must include details about:
   - *Which, why, and how various stakeholder groups were involved*
   - *Timeline of plan development*
   - *Evidence of LEA approval*
2. **Outcome Goals and Aligned Interventions:** Describe the **three student outcome goals** the school plans to address. Please note that these goals should be rooted in the metrics that compose the Rhode Island State Accountability System.
   Must include details about:
   - *Data-centered rationale for choosing each goal and the root-causes identified through the needs assessment*
   - *Specific, measurable, applicable, realistic, and time bound (SMART) goal statements around specific student outcomes*
     - *Time span of no more than three to four years; for some schools that were re-identified, this time span is actually no more than two years*
     - *Must include baseline data in goal statement (e.g. By the end of the 2019-2020 school year, the percentage of 3rd graders who score at proficient or above on the state assessment will increase from 20% to 50%)*
3. **Plan to Implement Evidence-Based Interventions:** Describe **no more than five unique evidence-based interventions** that will be put in place to address the outcome goals and how each intervention will be successfully implemented.
   Must include details about:
   - *No more than five unique evidence-based interventions to address goals and root causes*
   - *Context-based rationale for choosing these intervention strategies*
     - *How is the intervention aligned with the practices outlined in Rhode Island Framework for Comprehensive School Improvement?*
     - *How does this intervention build upon— or depart from— existing efforts?*
     - *What capacity does the school have to implement the Intervention?*
     - *What evidence is there to suggest this evidence-based intervention will be successful in this particular context?*
   - *Any special considerations for specific populations of students, if applicable—in particular, multilingual learners and differently-abled students*
   - *Resources and funding to be leveraged for implementation*
   - *Professional support and learning opportunities to enable implementation*
   - *Timeline for implementation, including quarterly implementation milestones*
   - *How the SEA and LEA can support implementation or address foreseen challenges*
4. **Continuous Improvement, Monitoring, and Communication:** Describe how the evidence-based intervention and student outcome goals will be monitored and how stakeholders, including the Community Advisory Board and school-based collaborative team, will be kept informed of progress.
   Must include details about:
   - *Process for monitoring both implementation milestones and progress toward outcome goals; Process and timing for revising the plan as needed, at least annually*
   - *Communication protocols for sharing the plan and progress on the plan with stakeholders, including school staff, parents, students, and CABs*

Comprehensive School Improvement Plan Model Template

LEA: Providence **School:** Cooley @ JSEC

Plan Period: SY 19/20 - 20/21 **Date Last Modified:** Aug. 2, 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
Ariana Testa	Ariana Testa	Admin / School Improvement	8/8/19
Vilai Or		Principal	8/13/19
Jadelyn Santos	Jadelyn	Student at JSEC	8/15/19
Ana Almeida-DeRosario		Community member / Community Partner / Parent/alum	8/15/19
VANESSA FLORES		community organizer	08/15/19

LEA: Providence School Dept. **School:** JSEC (W.B. Cooley)

Plan Period: 2019-2020 School Year **Date Last Modified:** August 2, 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.**

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

Name	Signature Page	Role + Perspective (*why are you participating?*)	Date
Shannon Gormley		Social Studies Teacher and ILT member	
Anthony Francisco		Foreign Language Teacher and ILT member	
Benjamin Gormley		STEM CTE Teacher and ILT member	
Martha C Heald		Mathematics Teacher Leader	
Tania Sen		Computer Science Teacher	
April Schmidt		ELA/L Teacher Leader and ILT Member	
Vilai Or		Principal	
Ariana Testa		Assistant Principal	
Carina Pinto DeChacon		Assistant Principal	
Ana Almeida-DoRosario		Community Outreach Coordinator, Lifespan Community Health Institute	
Jadelyn Santos		Student, William B Cooley @ Juanita Sanchez	
Vanessa Flores-Maldonado		Campaign Coordinator, Providence Youth Student Movement (PrYSM)	

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

Goal 1	To increase the percentage of students **scoring benchmark** on the **SAT EBRW** section by 10%, from 13% (April 2018) to 23% by EOY 2021. Additionally, increase the percentage of students **scoring benchmark** on the **PSAT10 EBRW** section by 10%, from 15% (October 2018) to 25% by EOY 2021. • Improve the percentage of **EL students** scoring benchmark on the **SAT EBRW** section by 10%, from 4% (April 2018) to 14%, and students with **IEP students** scoring benchmark on the **SAT EBRW** section by 10%, from 7% to 17% by EOY 2021. • Improve the percentage of **EL students** scoring benchmark on the **PSAT10 EBRW** section by 10%, from 2% (October 2018) to 12%, and students with **IEP students** scoring benchmark **PSAT10 EBRW** section by 10%, from 0% to 10% by EOY 2021.
H1.1	Effective School-wide Instructional Strategies and Multilingual Learner Supports
H1.2	High-Quality Curriculum: ELA/L
H1.3	Personalized Interventions and Enrichments
Goal 2	To increase the percentage of students **scoring benchmark** on the **SAT** Mathematics section by 10%, from 2% (April 2018) to 12% by EOY 2021. Additionally, increase the percentage of students **scoring benchmark** on the **PSAT10** Mathematics section by 10%, from 3% (October 2018) to 13% by EOY 2021. • Improve the percentage of **EL students** scoring benchmark on the **SAT** Mathematics section by 10%, from 2% (April 2018) to 12% and students with **IEP students** scoring benchmark on the **SAT** Mathematics section by 10%, from 3% to 13% by EOY 2021. • Improve the percentage of **EL students** scoring benchmark on the **PSAT10** Mathematics section by 10%, from 0% (October 2018) to 10%, and students with **IEP students** scoring benchmark on the **PSAT10** Mathematics section by 10%, from 0% to 10% by EOY 2021.
H2.1	Effective School-wide Instructional Strategies and Multilingual Learner Supports
H2.2	High-Quality Curriculum: Mathematics

H2.3	Personalized Interventions and Enrichments
Goal 3	To improve overall student attendance by **decreasing chronic absenteeism** by at least 10% from 38.8% (2018) to 28.8% by EOY 2021. Additionally, to improve overall student attendance by **decreasing excessive chronic absenteeism** by at least 10% from 29.8% to 19.8% by EOY 2021. • Improve attendance of ELs by decreasing chronic absenteeism by 10%: from 39.7% (2018) to 29.7% by EOY 2021 and excessive chronic absenteeism from 23.8% (2018) to 13.8% by EOY 2021. • Improve attendance of students with IEPs by decreasing chronic absenteeism by 10%: from 37.9% (2018) to 27.9% by EOY 2021 and excessive chronic absenteeism from 39.4% (2018) to 29.4% by EOY 2021 ***Chronic*** → *10% - 20% of days enrolled;* ***Excessively Chronic*** → *20% or more of days enrolled*
H3.1	Pathways (Biomedical, Community Development, Computer Science) will provide personalized learning experiences to foster a favorable learning environment between school and community
H3.2	Skyward, Kinvolved will be an operational tool to support student attendance and to inform parents to create a stronger sense of community
H3.3	Culturally Responsive Teaching and Restorative Practices

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

Goal 1 -- ELA

To increase the percentage of students **scoring benchmark** on the **SAT EBRW** section by 10%, from 13% (April 2018) to 23% by EOY 2021. Additionally, increase the percentage of students **scoring benchmark** on the **PSAT10 EBRW** section by 10%, from 15% (October 2018) to 25% by EOY 2021.

- Improve the percentage of **EL students** scoring benchmark on the **SAT EBRW** section by 10%, from 4% (April 2018) to 14%, and students with **IEP students** scoring benchmark on the **SAT EBRW** section by 10%, from 7% to 17% by EOY 2021.
- Improve the percentage of **EL students** scoring benchmark on the **PSAT10 EBRW** section by 10%, from 2% (October 2018) to 12%, and students with **IEP students** scoring benchmark **PSAT10 EBRW** section by 10%, from 0% to 10% by EOY 2021.

Intervention and Justification	**Framework Domain(s):**
1.1 Effective School-wide Instructional Strategies and Multilingual Learner Supports **1.2** High quality Curriculum- ELA/L **1.3** Personalized Interventions and Enrichments	**Domain 1** - High Quality Curricular Materials and Instructional Transformation **Domain 3** - Talent Development and Collaboration **Domain 4** - Climate and Cultural Shift

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

1.1 Effective School-wide Instructional Strategies and Multilingual Learner Supports

In the 2019-2020 SY, teachers will continue implementing the Gradual Release of Responsibility as the instructional framework in their classroom. This model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teachers and students, to independent practice and application by the learner (Pearson & Gallagher, 1983). This model provides a structure for teachers to move from assuming "all the responsibility for performing a task . . . to a situation in which the students assume all of the responsibility" (Duke & Pearson, 2004, p. 211).

The model is built on several theories:

- Jean Piaget's work on cognitive structures and schema (1952).
- Lev Vygotsky's work on zones of proximal development (1962, 1978).
- Albert Bandura's work on attention, retention, reproduction, and motivation (1965).
- David Wood, Jerome Bruner, and Gail Ross's work on scaffolded instruction (1976).

Taken together, these theories suggest that learning occurs through interactions with others, and when these interactions are intentional, specific learning occurs.

1.2 Beginning the 2019-2020 SY, ELA/L classes will implement **SpringBoard** as the **core curriculum resource.**

EdReports review rubrics identify the criteria and indicators for high quality instructional materials. The rubrics support a sequential review process that reflect the importance of alignment to the standards then consider other high-quality attributes of curriculum as recommended by educators.

For ELA, EdReports rubrics evaluate materials based on:

1. Text Quality and Complexity, and Alignment to Standards with Tasks Grounded in Evidence;
2. Building Knowledge with Texts, Vocabulary, and Tasks;
3. Instructional Supports and Usability.

The Springboard Language Arts Common Core Edition 2018 materials for grades 9-12 provide students with rigorous texts with which to practice and apply reading, writing, speaking and listening, and language tasks. The materials provide consistent writing instruction within each grade level and across grades to build students' abilities to be ready for the demands of career and college writing tasks.

1.3 ELA/L classes will implement personalized literacy skills **interventions** as scaffolds to grant **all students** access to the core curriculum and personalized literacy skills **enrichments** to support content mastery and PSAT/SAT practice.

WWC evaluates literacy interventions using the following research questions and found Reading Plus® to have positive effects on reading fluency and comprehension for adolescent learners:

- Among interventions intended to provide literacy instruction, which ones improve literacy skills (alphabetics, reading fluency, comprehension, and general literacy achievement) among adolescents in grades 4–12?
- Are some interventions more effective than others for certain types of literacy skills?
- Are some interventions more effective for certain types of students, particularly students who have historically lagged behind in reading and/or literacy achievement?

Reading Plus® aims to develop and improve students' silent reading fluency, comprehension, and vocabulary. It is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities.

Khan Academy can be used at the beginning or end of class or after school to differentiate instruction and enable students to learn and practice content relevant to their needs and at their own pace, whether they are below, at, or above grade level. It can also be used as a supplemental resource—Teachers can assign a common set of Khan Academy problems related to the curriculum for students to practice in class or at home, and teachers can check students' completion and comprehension through Khan Academy's real-time reports. Students can use Khan Academy videos to review content as needed.

Khan Academy's Official SAT Practice allows students to access video lessons, test-taking tips and strategies, and over 10,000 interactive practice questions. And they get eight full-length, free practice tests written by the College Board test design team. Official SAT Practice reinforces what students learn in school by letting them focus on the knowledge and skills most essential for college.

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

The outcomes of JSEC's Needs Assessment, performance data, and the conclusions drawn from the Root Cause Analysis make it clear that both a misalignment between curriculum, instruction, and assessment as well as inconsistent teacher practices across classrooms are contributing factors impeding proficient student outcomes. Please note, inconsistent teacher practices are inclusive of (1) the varied resources used to access the curriculum, (2), the varied models of instruction, and (3) varied formative and summative assessments. Subgroup performance data and attendance data indicates the need for integrated culturally-responsive and trauma-informed teaching practices.

Given our challenges, along with our performance data, the school chose to zero-in on the factors that have statistically significant effects on improving student outcomes: High-Quality Aligned Instructional Systems and High-Quality Teachers and Teaching. To that end, the curriculum resources, intervention programs, and enrichment programs chosen to support this goal were vetted by PPSD's Literacy RFP Framework, using ESSA's recommendation which requires resources and interventions be supported on the basis of evidence- classified into four tiers- that demonstrate statistically significant effects on student outcomes.

Evidence Basis – *What evidence basis is there for this action?*	**Evidence Tier: Tier II, Tier III**	
Citation(s): Research on the ELA Springboard Resource Reading Plus Khan Academy GRR Instructional Framework Tier III: Reading Proficiency and Mathematics Problem Solving by High School English Language Learners Rhode Island Multi-Tiered Systems of Support	***Proposed Funding Source:*** 1003 funding Title I Title III	***Proposed Funding Amount:*** *$22,400 ($18,200 SpringBoard and $4,200 ELL curriculum PDs, consultant support, CRT Practices PD, Trauma-Informed Teaching PD, resources, materials, online site licenses).*

Implementation and Outcome Milestones						
	Y1 – BOY	**Y1 – MOY**	**Y1 – EOY**	**Y2 – BOY**	**Y2 – MOY**	**Y2 - EOY**
Implementation Milestones **1.1** **1.2** **1.3**	**1.2** Purchase and Implement SpringBoard for grades 9-12 as CORE Curriculum and **1.3** Purchase and implement Reading Plus for ELA	**1.2** Teachers engage in professional development and ongoing curricular training offered by SpringBoard and **1.3** Reading Plus post initial purchase	**1.2** Teachers have engaged in at least 2 face to face sessions and 2 webinar training professional development opportunities in both SpringBoard and **1.3** Reading Plus	**1.2** All ELA teachers will implement SpringBoard ELA curriculum with fidelity and **1.3** teachers of intervention will implement and	**1.2** Teachers engage in professional development and ongoing curricular training offered by SpringBoard and **1.3** Reading Plus	**1.2** Teachers have engaged in at least 2 face to face sessions and 2 webinar training professional development opportunities in both SpringBoard and **1.3** Reading Plus

	Reading and Writing Intervention **1.1** Refine Walkthrough Tool to reflect Problem of Practice/Gradual Release of Responsibility and conduct baseline classroom learning walks **1.3** Administration and Teacher Leaders will analyze PSAT and SAT data and use SAT Suite of Assessments to Inform Instruction protocol **1.3** 9th Grade Team Professional Learning Community to analyze incoming 8th graders PSAT8 data and link incoming 9th graders to both CollegeBoard and Khan Academy **1.1, 1.2, 1.3** Create and implement a	**1.1** Teachers participate in 2 accountable data chats based on classroom walkthrough data with department teachers and create action steps for the following quarter **1.3** Teachers in PSAT/SAT Professional Learning Community will insure that all students in all grade levels are registered and linked in both College Board and Khan Academy	**1.1** Teachers participate in a total of 4 accountable data chats based on classroom walkthrough data with department teachers and create action steps for the following quarter **1.3** Teachers in 9th grade PLC and PSAT/SAT PLC will analyze all PSAT/SAT data to determine intervention needs for Y2	incorporate Reading Plus with fidelity **1.1** Create a school level professional development series that identifies individualized professional learning opportunities to continue growth in gradual release model **1.3** 9th Grade Team Professional Learning Community to analyze incoming 8th graders PSAT8 data and link incoming 9th graders to both CollegeBoard and Khan Academy	**1.1** Teachers conduct peer observations and debrief findings with Coach/TL in order to improve their own practice with Problem of Practice/Gradual Release of Responsibility **1.3** Teachers in PSAT/SAT Professional Learning Community will insure that all students in all grade levels are registered and linked in both College Board and Khan Academy	**1.1** Teachers conclude with peer observations and debrief findings with Coach/TL in order to reflect on best practices moving forward **1.3** EOY PSAT/SAT data will be analyzed to inform future instruction and placement for the following school year

	school level, year long professional development calendar					
Leading Indicators	**1.1, 1.3** PSAT 8/9 PSAT 10 2018 scores **1.1, 1.3** BOY ELA Screener to measure baseline reading data	**1.1, 1.3** STAR MOY Results to reflect learning gains from Reading Plus and/or SpringBoard **1.2** Comparison of SpringBoard Embedded Assessments, two consecutive units	**1.1, 1.2** Teachers implementing Springboard ELA curriculum using Gradual Release of Responsibility with high fidelity as identified by walkthrough tool.	**1.3** STAR ELA results at BOY show improvement for all learners over BOY from prior year. **1.3** EL and Special Education gaps in STAR ELA BOY are smaller than prior year.		
Lagging Indicators and Accountability Outcomes	**1.1, 1.3** Implement PSAT/SAT for grades 9-11 (PSAT 8/9, PSAT/NMSQT, and SAT) in October 2019 (Interim/ Embedded Assessment 1).	**1.1, 1.3** SAT Practice Test day in January 2020 (Interim/ Embedded Assessment 2)	**1.1, 1.3** PSAT/SAT results show all students making 50% of the gains to goal, resulting in at least 20% of students proficient on PSAT EBRW and at least 18% of students proficient on SAT EBRW. **1.1, 1.3** PSAT/SAT results show ELL & Special education learners making 50% of gains to goal, resulting in at least	**1.1, 1.3** Implement PSAT/SAT for grades 9-12 (PSAT 8/9, PSAT/NMSQT, and SAT) in October 2019.	**1.1, 1.3** ST Practice Test day in January 2021.	**1.1, 1.3** PSAT/SAT results show all students making 100% of the gains to goal. Resulting in at least 25% of students proficient on PSAT EBRW and at least 23% of students proficient on SAT EBRW. **1.1, 1.3** PSAT/SAT results show EL & Special education learners making 100% of gains to goal. Resulting in at least

			7% of EL students proficient (PSAT EBRW) and at least 9% of EL students proficient (SAT EBRW).			12% of EL students proficient (PSAT EBRW) and at least 14% of EL students proficient (SAT EBRW).

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

The following platforms, data points, and interventions will drive instruction to better serve subgroup populations: Ellevations, ELD curriculum (TBD by PPSD), STAR Reading, Reading Plus, Learning Center.
Our collaborative team, including the Instructional Leadership Team and the Community Advisory Board,

Goal 2 -- MATH

To increase the percentage of students **scoring benchmark** on the **SAT** Mathematics section by 10%, from 2% (April 2018) to 12% by EOY 2021. Additionally, increase the percentage of students **scoring benchmark** on the **PSAT10** Mathematics section by 10%, from 3% (October 2018) to 13% by EOY 2021.

- Improve the percentage of **EL students** scoring benchmark on the **SAT** Mathematics section by 10%, from 2% (April 2018) to 12% and students with **IEP students** scoring benchmark on the **SAT** Mathematics section by 10%, from 3% to 13% by EOY 2021.
- Improve the percentage of **EL students** scoring benchmark on the **PSAT10** Mathematics section by 10%, from 0% (October 2018) to 10%, and students with **IEP students** scoring benchmark on the **PSAT10** Mathematics section by 10%, from 0% to 10% by EOY 2021.

Intervention and Justification	**Framework Domain(s):**
1.1 Effective School-wide Instructional Strategies and Multilingual Learner Supports **1.2** High quality Curriculum- Mathematics **1.3** Personalized Interventions and Enrichments	**Domain 1** - High Quality Curricular Materials and Instructional Transformation **Domain 3** - Talent Development and Collaboration **Domain 4** - Climate and Cultural Shift

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

1.1 Effective School-wide Instructional Strategies and Multilingual Learner Supports

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The model is built on several theories:

- Jean Piaget's work on cognitive structures and schema (1952).
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- Albert Bandura's work on attention, retention, reproduction, and motivation (1965).
- David Wood, Jerome Bruner, and Gail Ross's work on scaffolded instruction (1976).

Taken together, these theories suggest that learning occurs through interactions with others, and when these interactions are intentional, specific learning occurs.

2.2 Beginning the 2019-2020 SY, all mathematics classes will implement **enVISION A/G/A** as the **core curriculum resource.**

EdReports review rubrics identify the criteria and indicators for high quality instructional materials. The rubrics support a sequential review process that reflect the importance of alignment to the standards then consider other high-quality attributes of curriculum as recommended by educators.

For Mathematics, EdReports rubrics evaluate materials based on:

1. Focus and Coherence;
2. Rigor and Mathematical Practices;
3. Instructional Supports and Usability.

enVISION A/G/A instructional materials reviewed meet expectations for alignment to the CCSSM for high school. The instructional materials meet the expectations for focus and coherence by being coherent and consistent with "the high school standards that specify the mathematics which all students should study in order to be college and career ready" (p. 57 of CCSSM). The instructional materials meet the expectations for rigor and balance by reflecting the balances in the Standards and helping students meet the Standards' rigorous expectations, and the materials meet the expectations for mathematical practice-content connections by meaningfully connecting the Standards for Mathematical Content and the Standards for Mathematical Practice.

2.3 Beginning the 2019-2020 SY, all mathematics classes will implement personalized numeracy skills **interventions** as scaffolds to grant **all students** access to the core curriculum and personalized numeracy skills **enrichments** to support content mastery and PSAT/SAT practice.

Research has shown that use of iXL can have a significant positive impact on student achievement for individual schools (Empirical Education, 2013). Researchers examined student achievement and growth in both IXL schools and non-IXL schools. Researchers wanted to determine how using iXL impacts

(1) students' academic achievement and (2) students' academic growth at the school level:

- Achievement is measured by the students' performance on the New York State standardized tests, while;
- Growth is measured by the change in performance on standardized tests from one school year to another.

Khan Academy can be used at the beginning or end of class or after school to differentiate instruction and enable students to learn and practice content relevant to their needs and at their own pace, whether they are below, at, or above grade level. It can also be used as a supplemental resource—Teachers can assign a common set of Khan Academy problems related to the curriculum for students to practice in class or at home, and teachers can check students' completion and comprehension through Khan Academy's real-time reports. Students can use Khan Academy videos to review content as needed.

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

The outcomes of JSEC's Needs Assessment, performance data, and the conclusions drawn from the Root Cause Analysis make it clear that both a misalignment between curriculum, instruction, and assessment as well as inconsistent teacher practices across classrooms are contributing factors impeding proficient student outcomes. Please note, inconsistent teacher practices are inclusive of (1) the varied resources used to access the curriculum, (2), the varied models of instruction, and (3) varied formative and summative assessments. Subgroup performance data and attendance data indicates the need for integrated culturally-responsive and trauma-informed teaching practices.

Given our challenges, along with our performance data, the school chose to zero-in on the factors that have statistically significant effects on improving student outcomes: High-Quality Aligned Instructional Systems and High-Quality Teachers and Teaching. To that end, the curriculum resources, intervention programs, and enrichment programs chosen to support this goal were vetted by PPSD's Math RFP Framework, using ESSA's recommendation which requires resources and interventions be supported on the basis of evidence- classified into four tiers- that demonstrates statistically significant effects on student outcomes.

Evidence Basis – *What evidence basis is there for this action?*	**Evidence Tier: Tier II, Tier III**	
Citation(s): enVISION A/G/A Tier 2 response to intervention in secondary mathematics education iXL Research Khan Academy GRR Research in Mathematics Tier II Study: Interactions among Instructional Practices, Curriculum, and Student Achievement: The Case of Standards-Based High School Mathematics	***Proposed Funding Source:*** 1003 Support Title I Title III	***Proposed Funding Amount:*** *$15,200 ($11,000 enVISION and $4,200 ELL curriculum PDs, consultant support, CRT Practices PD, Trauma-Informed Teaching PD, resources, materials, online site licenses).*

Implementation and Outcome Milestones						
	Y1 – BOY	**Y1 – MOY**	**Y1 – EOY**	**Y2 – BOY**	**Y2 – MOY**	**Y2 - EOY**
Implementation Milestones **2.1** **2.2** **2.3**	**2.2** Purchase and Implement EnVision AGA for grades 9-12 as CORE Curriculum and **2.3** Purchase and implement iXL for Math Intervention **2.1** Refine Walkthrough Tool to reflect Problem of Practice/Gradual Release of Responsibility and conduct baseline classroom learning walks **2.3** Administration and Teacher Leaders will analyze PSAT and SAT data and use SAT Suite of	**2.2** Teachers engage in professional development and ongoing curricular training offered by Pearson and **2.3** iXL post initial purchase **2.1** Teachers participate in 2 accountable data chats based on classroom walkthrough data with department teachers and create action steps for the following quarter **2.3** Teachers in PSAT/SAT Professional Learning Community will insure that all students in all grade levels are registered and linked in both College Board and Khan Academy	**2.2** Teachers have engaged in at least 2 face to face sessions and 2 webinar training professional development opportunities in both EnVision AGA and **2.3** iXL **2.1** Teachers participate in a total of 4 accountable data chats based on classroom walkthrough data with department teachers and create action steps for the following quarter **2.3** Teachers in 9th grade PLC and PSAT/SAT PLC will analyze all PSAT/SAT data to determine intervention needs for Y2	**2.2** All Math teachers will implement EnVision AGA curriculum with fidelity and **2.3** teachers of intervention will implement and incorporate iXL with fidelity **2.1** Create a school level professional development series that identifies individualized professional learning opportunities to continue growth in gradual release model **2.3** 9th Grade Team Professional Learning Community to analyze incoming 8th graders PSAT8 data and link incoming 9th graders	**2.2** All Math teachers will use assessments and reports from Pearson to ensure quarterly standards bundles are being mastered. **2.1** Teachers conduct peer observations and debrief findings with Coach/TL in order to improve their own practice with Problem of Practice/Gradual Release of Responsibility **2.3** Teachers in PSAT/SAT Professional Learning Community will insure that all students in all grade levels are registered and linked in both	**2.2** All Math teachers will assign appropriate Landmarks projects developed by PPSD as a 4th Quarter Assessment. **2.1** Teachers conclude with peer observations and debrief findings with Coach/TL in order to reflect on best practices moving forward **2.3** EOY PSAT/SAT data will be analyzed to inform future instruction and placement for following school year

	Assessments to Inform Instruction protocol **2.3** 9th Grade Team Professional Learning Community to analyze incoming 8th graders PSAT8 data and link incoming 9th graders to both CollegeBoard and Khan Academy **2.1, 2.2, 2.3** Create and implement a school level, year long professional development calendar			to both CollegeBoard and Khan Academy	College Board and Khan Academy	
Leading Indicators	**2.2, 2.3** PSAT 8/9 PSAT 10 2018 scores **2.2, 2.3** BOY ELA Screener to measure baseline reading data	**2.2, 2.3** STAR MOY Results to reflect learning gains from iXL and/or EnVision **2.1** Comparison of EnVision Embedded Assessments, two consecutive units	**2.1**, **2.2** Teachers implementing EnVision AGA curriculum using Gradual Release of Responsibility with high fidelity as identified by walkthrough tool.	**2.2** STAR Math results at BOY show improvement for all learners over BOY from prior year. **2.3** EL and Special Education gaps in STAR Math BOY are smaller than prior year.	**2.2** Schoolwide and District-wide assessments STAR Math MOY scores	**2.** SAT/PSAT10 scores

Lagging Indicators and Accountability Outcomes	**2.1, 2.3** Implement PSAT/SAT for grades 9-11 (PSAT 8/9, PSAT/NMSQT, and SAT) in October 2019 (Interim/ Embedded Assessment 1).	**2.1, 2.3** SAT Practice Test day in January 2020 (Interim/ Embedded Assessment 2)	**2.1, 2.3** PSAT/SAT results show all students making 50% of the gains to goal. Resulting in at least 7% of students proficient on PSAT EBRW and at least 8% of students proficient on SAT EBRW. **2.1, 2.3** PSAT/SAT results show ELL & Special education learners making 50% of gains to goal. Resulting in at least 7% of EL students proficient (PSAT EBRW) and at least 5% of EL students proficient (SAT EBRW).	**2.1, 2.3** Implement PSAT/SAT for grades 9-12 (PSAT 8/9, PSAT/NMSQT, and SAT) in October 2019 (Interim Assessment 1).	**2.1, 2.3** SAT Practice Test day in January 2021 (Interim Assessment 2)	**2.1, 2.3** PSAT/SAT results show all students making 100% of the gains to goal. Resulting in at least 12% of students proficient on PSAT EBRW and at least 13% of students proficient on SAT EBRW. PSAT/SAT results show EL & Special education learners making 100% of gains to goal. Resulting in at least 12% of EL students proficient (PSAT EBRW) and at least 10% of EL students proficient (SAT EBRW).

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

The following platforms, data points, and interventions will drive instruction to better serve subgroup populations: Ellevations, STAR Math results, IXL, Learning Center.

Goal 3 -- Attendance

To improve overall student attendance by **decreasing chronic absenteeism** by at least 10% from 38.8% (2018) to 28.8% by EOY 2021. Additionally, to improve overall student attendance by **decreasing excessive chronic absenteeism** by at least 10% from 29.8% to 19.8% by EOY 2021.

- Improve attendance of ELs by decreasing chronic absenteeism by 10%: from 39.7% (2018) to 29.7% by EOY 2021 and excessive chronic absenteeism from 23.8% (2018) to 13.8% by EOY 2021.

- Improve attendance of students with IEPs by decreasing chronic absenteeism by 10% from 37.9% (2018) to 27.9% by EOY 2021 and excessive chronic absenteeism from 39.4% (2018) to 29.4% by EOY 2021

Chronic → *10% - 20% of days enrolled;* ***Excessively Chronic*** → *20% or more of days enrolled*

Intervention and Justification	**Framework Domain(s):**
3.1 Pathways (Biomedical, Community Development, Computer Science) will provide personalized learning experiences to foster a favorable learning environment between school and community **3.2** Skyward, Kinvolved will be an operational tool to support student attendance and to inform parents to create a stronger sense of community **3.3** Culturally Responsive Teaching and Restorative Practices	**Domain 4 -** Climate and Cultural Shift

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

Core teachers at JSEC will be scheduled in cross-content teams for each Pathway.

All JSEC faculty and staff will participate on at least one school-based team (attendance, data, social emotional, personalized learning, college and career readiness) to support overall student achievement and be represented on the Instructional Leadership Team.

Data Team will monitor monthly attendance and report out monthly absenteeism improvements.

Social Emotional Learning Team will work with the data team to ensure that students who are identified as chronically absent, are getting social and emotional support at school. Social Emotional Learning Team will also work with parents/guardians to foster a positive relationship between school and community. Additionally, CRT practices value students' cultural and linguistic resources and view this knowledge as capital to build upon rather than as a barrier to learning. **Teachers use this capital (i.e., personal experiences and interests) as the basis for instructional connections to facilitate student learning and development.** Teachers who use CRT apply interactive, collaborative teaching methods, strategies, and ways of Page 8 of 37 interacting that support CLD students' cultural, linguistic, and racial experiences and integrate the methods with evidence-based practices (EBPs; e.g., Harlin & Souto-Manning, 2009; Hersi & Watkinson, 2012; Nieto et al., 2008; Santamaria, 2009)Both academic and popular discussions have long emphasized the role that a community's culture may play in amplifying or ameliorating achievement gaps.

Personalized Learning Team will work with students who are chronically absent to create a standards-based approach to create and monitor alternative learning pathways and design an ILP framework for implementation through Advisory class.

RI Kids Count Factbook

Schools and community agencies can improve student attendance by developing systems that provide frequent reports on student absenteeism and reasons for the absenteeism, problem solving to address reasons for absenteeism, building and sustaining relationships with students and their families, developing a community response that involves adults who interact with students outside of school, recognizing and rewarding good attendance.

Relevant Results of Needs Assessment and Conclusions of Root Cause Analysis – Please share the most germane and revelatory outcomes of the needs assessment and root cause analysis that led the school to select this particular intervention to address the challenge at hand.
The root cause analysis suggests that transportation, social emotional issues, and disengagement are factors of chronic absenteeism. Our needs assessment revealed that 91 students or 21% (20 or more days missed); 120 students or 27% (between 10 and 19 days missed) are absent FROM TABLEAU (2017-18). Also, according to the assessment SAT & DLM % meeting benchmark: our school scored 13 % in ELA and 2% in Math. Chronic absenteeism as of 2018-19 April is 51%.

Evidence Basis – *What evidence basis is there for this action?*	**Evidence Tier: Tier 1**	
Citation(s): Reducing Student Absences at Scale by Targeting Parents' Misbeliefs (T. Rogers, A. Feller) 3 Tiers of Intervention Increasing Student Attendance: Strategies From Research and Practice Utilizing Data to Combat Absenteeism and Decrease Dropout Rates Culturally Responsive Teaching Tier III: The Relationship of School Structure and Support to Suspension Rates for Black and White High School Students	*Proposed Funding Source:* *1003 Support* *Title I* *Title III*	*Proposed Funding Amount: $5,200 for the purposes of: Incentives, RIPTIX, Celebration and Recognition, Attendance Coordinator, Kinvolved PD, Parent Communication PD, Jump Bikes.*

Implementation and Outcome Milestones						
	Y1 – BOY	**Y1 – MOY**	**Y1 – EOY**	**Y2 – BOY**	**Y2 – MOY**	**Y2 - EOY**
Implementation Milestones **3.1** **3.2** **3.3**	**3.2** Chronic absenteeism decrease 1>% **3.2** Faculty starts to use Kinvolved **3.1, 3.2** Admin & guidance	**3.2** Chronic absenteeism decreases 2>% **3.2** Faculty increases use of Kinvolved **3.1, 3.2** Admin & guidance held 3> town halls	**3.2** Chronic absenteeism decreased 2.5>% **3.2** Faculty uses Kinvolved regularly **3.2, 3.2** Admin & guidance hold 6> town halls reflecting absenteeism data	**3.2** Chronic absenteeism decrease 3>%	**3.2** Chronic absenteeism decrease 4>%	**3.2** Chronic absenteeism decreases 5%

	hold town hall with chronically absent students **3.2** Guidance staff creates A8 **3.2** A-Team member & truancy officer start home visits of severely chronic absent. **3.3** Introduce CRT PD	reflecting absenteeism data **3.2** 75% A8 students cleared from rosters 3.2 75% homes of severely chronic students have been attempted.	**3.2** All A8 students cleared from rosters **3.2** All homes of severely chronic absent students have been attempted a visit.			
Leading Indicators	**3.2** 50%> of faculty confident with daily use of Kinvolved.	**3.2** 75%> faculty confident with daily use of Kinvolved	**3.2** All faculty members express high comfort level with Kinvolved			
Lagging Indicators and Accountability Outcomes	**3.1** Passing rates exceed failure rates 1st quarter-85%> students pass all 4 core subjects.	**3.1** Passing rates increase 1st semester-85%> students pass all 4 core subjects. **3.1, 3.2** Average daily attendance 88+%.	**3.1** Passing rates outweigh failure rates end of 2cd semester-85%> students pass all 4 core subjects.		**3.2** Average daily attendance 88+%. **3.1, 3.2** Average daily tardiness rate (<40 students). **3.1, 3.2** Increase attendance 3%>.	**3.1/ 3.2** Increased attendance 5%>.

	3.2 Faculty are formally trained in Kinvolved; 25>% of faculty use to text parents	**3.1, 3.2** Average daily tardiness rate (<40 students). Increase attendance 2%>. **3.2** At least 50% of faculty communicate with families using Kinvolved	**3.1** Increased attendance 3%> **3.2** 90>% of faculty use Kinvolved to communicate with families			

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

All families will be contacted in their **native** language via text translations and in meetings. Moderate and severely chronic absent students are addressed by all adults--administration, guidance, attendance team, and faculty members.

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.

CABS, PASA, Young Voices, and members of pathway partnerships will serve to implement supports largely fostering climate and culture sustained trend of attendance for all students.

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?
Revisiting and updating this document with relevant information as it is made available is critical to its effectiveness and guidance. The CSIP team will meet and plan monthly to ensure it is accurately updated and that the work done is reflective of its goals. Distributed Leadership, structures and supports in place.
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?
This plan will be available via a link on a PPSD approved website available to the public. The school administration team will communicate the contents and the progress of the plan to the Community Advisory Board. Students will be informed via school-wide announcements and town hall meetings. School staff will be informed via email distribution of ILT meeting minutes. Parents will be informed via Kinvolved text and open school house teacher-family meeting at BOY.