

Working Together to Draft a Comprehensive School Improvement Plan (CSIP)

25 April 2019

Office of School Improvement

Rhode Island Department of Education (RIDE)

schoolimprovement@ride.ri.gov



RIDE Rhode Island
Department
of Education

Agenda: Planning Our Time Together

(2 minutes)

Reintroduce the framework

(5 minutes)

Review Section 1

- Role of Collaborative Team

(10 minutes)

Review Section 2

- A Snapshot – Overview Dashboard

(15 minutes)

Review Section 3

- Digging Deep – Intervention Details

(10 minutes)

Review Section 4

- Getting from Good to Great – Continuous Improvement

(3 minutes)

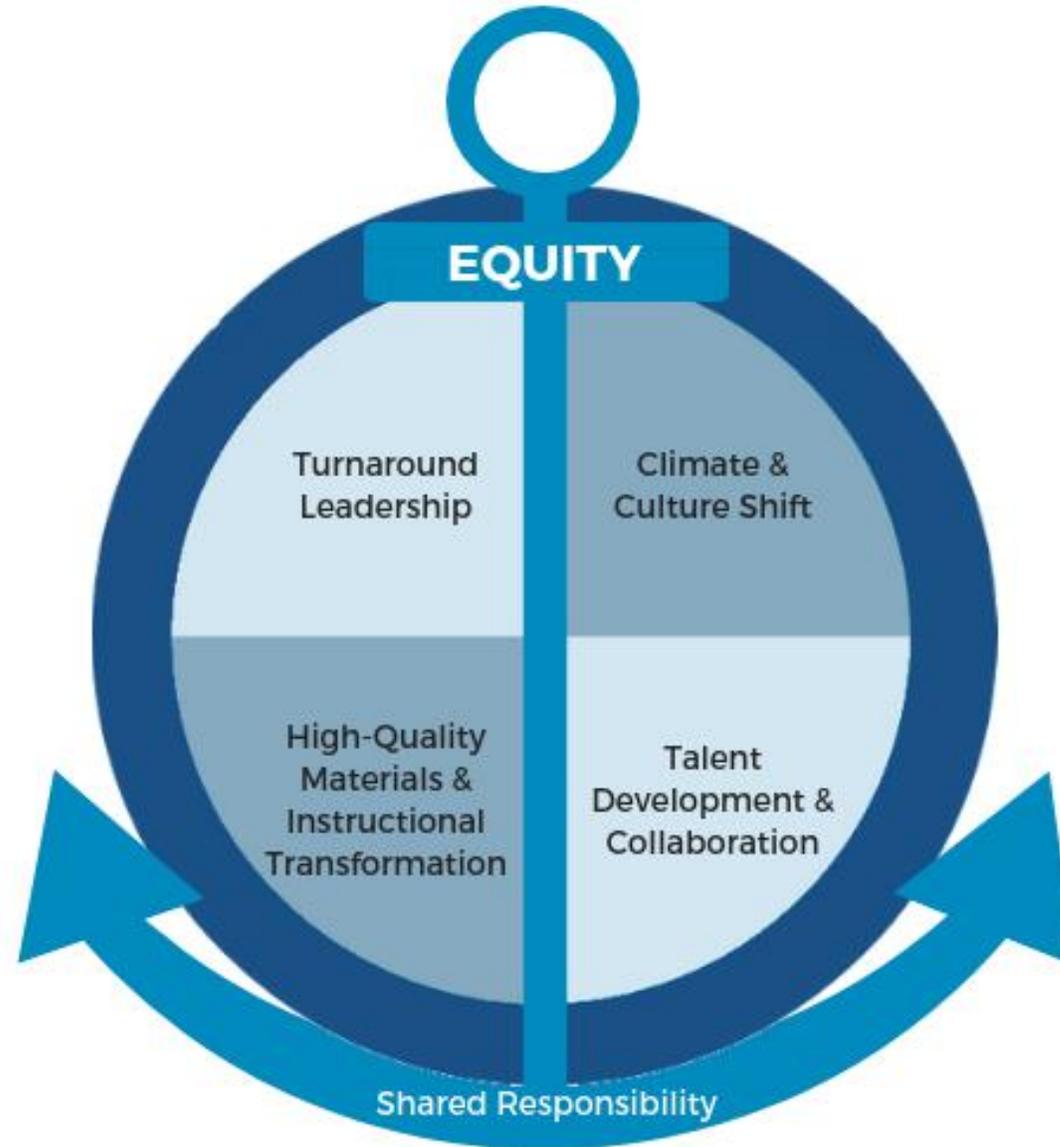
Using another template?

(15 minutes)

Opportunities to clarify



A Reminder



CSIP Section 1

Comprehensive School Improvement Plan Model Template

LEA: Central RI School District

School: Garrahy Elementary School

Plan Period: 8/28/19-6/24/21

Date Last Modified: 5/5/19

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 (<i>why are you participating?</i>) | Date |
|------|-----------|--|------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Essential Elements of Section 1

- LEA name
- School name
- Plan period
- Date modified

- Name
- Signature
- Role + perspective
- Date

- *The section's purpose is to provide everyone with a shared sense of ownership over the plan, equity of voice in constructing the plan, and underscore robust engagement for the plan.*



CSIP Section 2

Essential Elements of Section 2

- Up to three goals
- No more than five unique evidence-based interventions
- Goals should be constructed logically, and written in SMART style
- Goals and interventions “nest” into each other
- *The purpose of this section is to orient readers of the plan to goals and their associated interventions, as well as to provide a “dashboard” for communication and ease of use.*

Comprehensive School Improvement Plan Model Template

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 | Improve the percentage of all students scoring proficient on the RICAS ELA exams in grades 3-5 by 9%, from 8.7% to 17.7% by EOY 2021. <i>Improve the percentage of ELs scoring proficient on the RICAS ELA exams in grades 3-5 by 12%, from 3.1% to 15.1% by EOY 2021.</i> |
| <i>Intervention 1.1</i> | Adopt full bilingual instruction for all students, to improve ELs acquisition of English and all students' mastery of literacy content in English and Spanish |
| <i>Intervention 1.2</i> | In addition to core bilingual instructional PL, all teachers will attend a year-long Professional Learning Series offered by the Dual-Language Collaborative (DLC) |
| <i>Intervention 1.3</i> | |
| <i>Intervention 1.4</i> | |
| Goal 2 | Improve the percentage of all students scoring proficient on the RICAS Math exams in grades 3-5 by 11% from 5.6% to 16.6% by EOY 2121 <i>Improve the percentage of ELs scoring proficient on RICAS ELA exams in grades 3-5 by 12%, from 1.5% to 13.5% by EOY 2021</i> |
| <i>Intervention 2.1</i> | Adopt full bilingual instruction for all students, to improve ELs acquisition of English and all students' mastery of math content in English and Spanish |
| <i>Intervention 2.2</i> | In addition to core bilingual instructional PL, all teachers will attend a year-long Professional Learning Series offered by the Dual-Language Collaborative (DLC) |
| <i>Intervention 2.3</i> | |
| <i>Intervention 2.4</i> | |
| Goal 3 | |
| <i>Intervention 3.1</i> | |
| <i>Intervention 3.2</i> | |
| <i>Intervention 3.3</i> | |



CSIP Section 3

Comprehensive School Improvement Plan Model Template

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

| | |
|--|---|
| Goal 1 | |
| Improve the percentage of all students scoring proficient on the RICAS ELA exams in grades 3-5 by 9%, from 8.7% to 17.7% by EOY 2021. <i>Improve the percentage of ELs scoring proficient on the RICAS ELA exams in grades 3-5 by 12%, from 3.1% to 15.1% by EOY 2021</i> | |
| 1.1 Intervention and Justification | Framework Domain(s): High Quality Curricular Materials and Instructional Transformation & Talent Development and Collaboration |
| <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> | |
| Our school will adopt a full bilingual instructional model and supporting curricular materials for dual-language instruction over the next two <u>schools</u> years. By the beginning of SY2020-2021 All students will receive full bilingual instruction, with two core contents in the morning in English and the other two contents in the afternoon in Spanish on a rotating basis, such that students receive content instruction in all four areas in both languages, switching every two weeks. | |
| We already have 5 teachers who are dual-language certified, but in addition to the additional training to adopt the dual-language curriculum, we will also send these 5 teachers to participate in a year-long training series offered by the Dual-Language Collaborative during SY2019-20. | |
| We will support two additional teachers to obtain their dual-language certifications by the end of SY2019-2020. | |

Essential Elements of Section 3

- Goal statement
- Framework domain(s)
- Detailed description of evidence-based intervention addressing the root cause
- Connection to framework domain

- *This section's purpose is to dig deeply into the details of each intervention selected to align with each goal, and describe necessary actions.*



CSIP Section 3 – Another Approach

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

| | |
|--|---|
| Goal 1 | |
| <p>Improve the percentage of all students scoring proficient on the RICAS ELA exams in grades 3-5 by 9%, from 8.7% to 17.7% by EOY 2021. <i>Improve the percentage of ELs scoring proficient on the RICAS ELA exams in grades 3-5 by 12%, from 3.1% to 15.1% by EOY 2021</i></p> | |
| <p>1.1 Intervention and Justification Adopt full bilingual immersion curriculum for all core content areas</p> | <p>Framework Domain(s): High Quality Curricular Materials and Instructional Transformation</p> |
| <p><i>Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) of the Rhode Island Comprehensive School Improvement Framework will drive successful execution.</i></p> | |
| <p>Our school will adopt a full bilingual instructional model and supporting curricular materials for dual-language instruction over the next two schools years. By the beginning of SY2020-2021 All students will receive full bilingual instruction, with two core contents in the morning in English and the other two contents in the afternoon in Spanish on a rotating basis, such that students receive content instruction in all four areas in both languages, switching every two weeks.</p> | |

| | |
|---|---|
| Goal 1 | |
| <p>Improve the percentage of all students scoring proficient on the RICAS ELA exams in grades 3-5 by 9%, from 8.7% to 17.7% by EOY 2021. <i>Improve the percentage of ELs scoring proficient on the RICAS ELA exams in grades 3-5 by 12%, from 3.1% to 15.1% by EOY 2021</i></p> | |
| <p>1.2 Intervention and Justification Provide professional learning to teachers on bilingual immersion instruction</p> | <p>Framework Domain(s): Talent Development and Collaboration</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>We already have 5 teachers who are dual-language certified, but in addition to the additional training to adopt the dual-language curriculum, we will also send these 5 teachers to participate in a year-long training series offered by the Dual-Language Collaborative during SY2019-20.</p> | |
| <p>We will support two additional teachers to obtain their dual-language certifications by the end of SY2019-2020.</p> | |



CSIP Section 3

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.

Our elementary school is identified as CSI for being ranked in the bottom 5% of all schools statewide for achievement in ELA and Math as measured by the RICAS exam.

Our needs assessment revealed that our school is 40% ELs and these students score 30% below our NESs (native English speakers) in both ELA and Math on interim assessments (STAR) and 44% below our NESs on ELA STAR. Despite higher than typical growth scores, our ELs are nevertheless not achieving proficiency by the EOY summative state assessment, with gaps persisting in ELA (ELs: 3.1%, NESs: 8.7%) and math (ELs: 1.5%; NESs: 5.6%). Additionally, a survey of our EL teachers indicates teachers believe language barriers alone are not the only reason students are not scoring proficient on the state assessments. They believe in addition to challenges with language acquisition, the current instructional approaches are insufficient to help ELs master grade-level content.

Our root cause analysis suggests that our current method of supporting our ELs, while producing good growth, is still insufficiently rigorous to get them to grade level mastery, particularly in the early years. We believe a more effective approach to delivering grade-level content throughout grades K-5 is needed to increase the percentage of ELs achieving mastery, thereby increasing the overall performance of the school on RICAS.

Research suggests all students, and ELs in particular, benefit from the adoption of a fully bilingual curricular program for our all students is essential and a good deal of research supports this approach. We will be purchasing the curriculum from the American Academy of Bilingual Education and implementing it in accordance with the literature cited below as best practice. Our implementation will be further supported by three days of on-site consultant support.

Our teachers' participation in the year-long training offered by the Dual-Language Collaborative which we will support with local funds will also augment our efforts to implement full bilingual instruction over the next two years.

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

Citation(s):
https://webzoom.freewebs.com/berkeleytwi/documents/Astounding_Effectiveness_Dual_Language_Ed.pdf
<https://files.eric.ed.gov/fulltext/ED475048.pdf>

Evidence Tier: Tier III

| Proposed Funding Source: | Proposed Funding Amount: |
|---|--------------------------|
| School Improvement (1003) Support Grant | \$37,000 |
| Local Funds for Dual-Language Collaborative PL series | \$6,000 |

Essential Elements of Section 3

- Begin with the reason for identification,
- Provide deep, insightful analysis of multiple data sources, and
- End with conclusions drawn from root cause analysis that led to this intervention selection.
- *The purpose of this section is to provide context and rationale by leveraging needs assessment data and root cause analysis findings*



CSIP Section 3 – Another Approach

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.

Our elementary school is identified as CSI for being ranked in the bottom 5% of all schools statewide for achievement in ELA and Math as measured by the RICAS exam.

Our needs assessment revealed that our school is composed of 40% multilingual learners and these students score 30% below our NESs (native English speakers) in both ELA and Math on interim assessments (STAR) and 44% below our NESs on ELA STAR. Despite higher than typical growth scores, our multilingual learners are nevertheless not achieving proficiency by the EOY summative state assessment, with gaps persisting in ELA (ELs: 3.1%, NESs: 8.7%) and math (ELs: 1.5%; NESs: 5.6%). Additionally, a survey of our teachers serving multilingual learner indicates teachers believe language barriers alone are not the only reason students are not scoring proficient on the state assessments. They believe in addition to challenges with language acquisition, the current instructional approaches are insufficient to help multilingual learners master grade-level content.

Our root cause analysis suggests that our current method of supporting our multilingual learners, while producing good growth, is still insufficiently rigorous to get them to grade level mastery, particularly in the early years. We believe a more effective approach to delivering grade-level content throughout grades K-5 is needed to increase the percentage of ELs achieving mastery, thereby increasing the overall performance of the school on RICAS.

Research suggests all students, and ELs in particular, benefit from the adoption of a fully bilingual curricular program for our all students is essential and a good deal of research supports this approach. We will be purchasing the curriculum from the American Academy of Bilingual Education and implementing it in accordance with the literature cited below as best practice. Our implementation will be further supported by three days of on-site consultant support.

| Evidence Basis – What evidence basis is there for this action? | Evidence Tier: Tier III | |
|--|---|------------------------------|
| Citation(s): https://webzoom.freewebs.com/berkeleytwi/documents/Astounding_Effectiveness_Dual_Language_Ed.pdf https://files.eric.ed.gov/fulltext/ED475048.pdf | Proposed Funding Source: School Improvement (1003) Support Grant | Proposed Amount: \$37,000 |

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.

Our elementary school is identified as CSI for being ranked in the bottom 5% of all schools statewide for achievement in ELA and Math as measured by the RICAS exam.

Our needs assessment revealed that our school is composed of 40% multilingual learners and these students score 30% below our NESs (native English speakers) in both ELA and Math on interim assessments (STAR) and 44% below our NESs on ELA STAR. Despite higher than typical growth scores, our multilingual learners are nevertheless not achieving proficiency by the EOY summative state assessment, with gaps persisting in ELA (ELs: 3.1%, NESs: 8.7%) and math (ELs: 1.5%; NESs: 5.6%). Additionally, a survey of our teachers serving multilingual learner indicates teachers believe language barriers alone are not the only reason students are not scoring proficient on the state assessments. They believe in addition to challenges with language acquisition, the current instructional approaches are insufficient to help multilingual learners master grade-level content.

Our root cause analysis suggests that our current method of supporting our multilingual learners, while producing good growth, is still insufficiently rigorous to get them to grade level mastery, particularly in the early years. We believe a more effective approach to delivering grade-level content throughout grades K-5 is needed to increase the percentage of ELs achieving mastery, thereby increasing the overall performance of the school on RICAS.

Our teachers' participation in the year-long training offered by the Dual-Language Collaborative which we will support with local funds will also augment our efforts to implement full bilingual instruction over the next two years.

| Evidence Basis – What evidence basis is there for this action? | Evidence Tier: Choose an item. | |
|--|---|---|
| Citation(s): | Proposed Funding Source: Local Funds for Dual-Language Collaborative PL series | Proposed Funding Amount: \$6,000 |



CSIP Section 3

Essential Elements of Section 3

- Identify annual and quarterly:
 - Implementation milestones
 - Leading indicators
 - Lagging indicators
 - Accountability outcomes

- *This section's purpose is to support thoughtful long-range planning— to help track, monitor, and support the work; to determine measures of success; to make decisions and judgements along the way.*

| Implementation and Outcome Milestones | | | | | | |
|---|---|---|--|---|---|--|
| | Y1 – BOY | Y1 – MOY | Y1 – EOY | Y2 – BOY | Y2 – MOY | Y2 - EOY |
| Implementation Milestones | Purchase bilingual curricular supports 1 st consultancy training by American Academy of Bilingual Education completed | Teachers engaging in 2 sessions of professional learning series offered by the Dual Language Collaborative 2 nd consultancy training by American Academy of Bilingual Education completed | Teachers engaged in 5 sessions of the professional learning series offered by the Dual Language Collaborative 2 More teachers become Dual-Language certified | 100% of teachers implementing bilingual instruction with high fidelity 3 rd consultancy training by American Academy of Bilingual Education completed | Teachers identifying individualized professional learning opportunities to continue growth in bilingual instructional capacity | Teachers identifying individualized professional learning opportunities to continue growth in bilingual instructional capacity |
| Leading Indicators | | STAR MOY ELA results show multilingual learners closing gaps with all students group Teachers implementing bilingual instruction with moderate fidelity | Teachers implementing bilingual instruction with high fidelity | STAR ELA results at BOY show improvement over BOY from prior year. Multilingual learner gaps in STAR ELA BOY are smaller than prior year | STAR MOY ELA results show improving overall proficiency for all students and decreasing gaps for multilingual learners compared to prior year | Students and families report high levels of satisfaction with bilingual instructional model |
| Lagging Indicators and Accountability Outcomes | | | RICAS results show all students making 50% of the gains to goal (4.5% increase in ELA to 13.2% proficient) RICAS results show multilingual learners making 50% of gains to goal (6% increase in ELA to 9.1% proficient) | | | RICAS results show all students making 100% of the gains to goal (9% increase in ELA to 17.7% proficient) RICAS results show multilingual learners making 100% of gains to goal (12% increase in ELA to 13.1% proficient) |



CSIP Section 3 – Another Approach

| Implementation and Outcome Milestones | | | | | | |
|---|---|--|--|---|---|--|
| | Y1 – BOY | Y1 – MOY | Y1 – EOY | Y2 – BOY | Y2 – MOY | Y2 – EOY |
| Implementation Milestones | Purchase bilingual curricular supports 1 st consultancy training by American Academy of Bilingual Education completed | 2 nd consultancy training by American Academy of Bilingual Education completed | 2 More teachers become Dual-Language certified | 100% of teachers implementing bilingual instruction with high fidelity 3 rd consultancy training by American Academy of Bilingual Education completed | 100% of teachers implementing bilingual instruction with high fidelity | 100% of teachers implementing bilingual instruction with high fidelity |
| Leading Indicators | | STAR MOY ELA results show multilingual learners closing gaps with all students group Teachers implementing bilingual instruction with moderate fidelity | Teachers implementing bilingual instruction with high fidelity | STAR ELA results at BOY show improvement over BOY from prior year. Multilingual learner gaps in STAR ELA BOY are smaller than prior year | STAR MOY ELA results show improving overall proficiency for all students and decreasing gaps for multilingual learners compared to prior year | Students and families report high levels of satisfaction with bilingual instructional model |
| Lagging Indicators and Accountability Outcomes | | | RICAS results show all students making 50% of the gains to goal (4.5% increase in ELA to 13.2% proficient) RICAS results show multilingual learners making 50% of gains to goal (6% increase in ELA to 9.1% proficient) | | | RICAS results show all students making 100% of the gains to goal (9% increase in ELA to 17.7% proficient) RICAS results show multilingual learners making 100% of gains to goal (12% increase in ELA to 13.1% proficient) |

| Implementation and Outcome Milestones | | | | | | |
|---|----------|--|--|---|---|--|
| | Y1 – BOY | Y1 – MOY | Y1 – EOY | Y2 – BOY | Y2 – MOY | Y2 – EOY |
| Implementation Milestones | | Teachers engaging in 2 sessions of professional learning series offered by the Dual Language Collaborative | Teachers engaged in 5 sessions of the professional learning series offered by the Dual Language Collaborative 2 More teachers become Dual-Language certified | 100% of teachers implementing bilingual instruction with high fidelity | Teachers identifying individualized professional learning opportunities to continue growth in bilingual instructional capacity | Teachers identifying individualized professional learning opportunities to continue growth in bilingual instructional capacity |
| Leading Indicators | | STAR MOY ELA results show multilingual learners closing gaps with all students group Teachers implementing bilingual instruction with moderate fidelity | Teachers implementing bilingual instruction with high fidelity | STAR ELA results at BOY show improvement over BOY from prior year. Multilingual learner gaps in STAR ELA BOY are smaller than prior year | STAR MOY ELA results show improving overall proficiency for all students and decreasing gaps for multilingual learners compared to prior year | Students and families report high levels of satisfaction with bilingual instructional model |
| Lagging Indicators and Accountability Outcomes | | | RICAS results show all students making 50% of the gains to goal (4.5% increase in ELA to 13.2% proficient) RICAS results show multilingual learners making 50% of gains to goal (6% increase in ELA to 9.1% proficient) | | | RICAS results show all students making 100% of the gains to goal (9% increase in ELA to 17.7% proficient) RICAS results show multilingual learners making 100% of gains to goal (12% increase in ELA to 13.1% proficient) |



CSIP Section 3

Essential Elements of Section 3

- Speak to how this strategy will integrate the values of equity and shared responsibility.
- Consider stakeholders like Community Advisory Boards, parents, families, community members, the district, the state, business community.

Guiding questions could include:

- *How will this meet the needs of your most underserved or most vulnerable student populations?*
- *Who are you leaning on? Who will help you and your school community do this work, together?*

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 School Improvement Team and the Community Advisory Board identified the underperformance of multilingual learners as the primary driver of low achievement in ELA in our school. Their root cause analysis of this underperformance led them to conclude that our instructional supports for multilingual learners were ineffective and that, based on research multilingual learners and NES students would both be better served and achieve at higher rates while closing gaps through bilingual immersion. This strategy includes all students, but has specifically been shown to close gaps between multilingual learners and NESs. As such, our goals for proficiency assume multilingual learners will grow at greater rates than the all students group in the school, in order to close achievement gaps, while still raising the performance of the entire school in ELA. We will know we are successful by attending to increases in all students' proficiency, multilingual learner proficiency, and decreasing gaps on STAR and RICAS. We will also pay close attention to our multilingual learner rate on language acquisition on ACCESS testing at MOY. Our community advisory board will also examine the data with us periodically and continue to identify areas of growth which we can adjust to respond to throughout the two years of implementation.



CSIP Section 4

Essential Elements of Section 4

- Articulate the role of partners in this Comprehensive SI Plan (CSIP).
- Describe strategy to continue this work of plan after funding ends.
- Share concrete information for how plan will be public, transparent, communicated to stakeholders.
- *The purpose of this section is to articulate and demonstrate a commitment to values that undergird successful school improvement work.*

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:

The American Academy for Bilingual Education – These are the suppliers of our new immersion curriculum and will provide three days of on-site training to assist our teachers in implementation of the new curriculum. Our contract stipulates that our first training and all materials will be provided prior to the first day of the new school year and subsequent trainings will occur periodically over the next school year. Our contract further stipulates that trainings two and three will be responsive to our teacher needs and individualized to the challenges with implementation our school is having. We will hold our partner accountable for meeting all terms of our contract, or they will risk forfeiting payment for the services they fail to provide.

The Dual Language Collaborative will host a professional learning series throughout the 2019-20 school year which our teachers will attend to enhance their ability to deliver bilingual immersion instruction. This is a service provided to many teachers throughout the state and is being funded locally. After each training, we will survey our attending teachers to ask them to identify the level of value each training is adding to their instructional practice, and also to ask them to spread best practices acquired at these trainings to their colleagues. If we find through these surveys, teachers do not report experiencing much value being added to their bilingual instruction, we will consider changing course and finding a new avenue for ongoing professional learning, possibly through an alternative provider in the Educator Course Network.

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 school improvement team and the CAB will check in on our plan quarterly, assessing the status of each intervention against our milestones, leading and lagging indicators referenced above in our two year monitoring plan. During these quarterly meetings, we may make adjustments to our implementation timeline, but do not anticipate making major changes to the overall direction of our interventions. At the end of each school year, if there are major areas where we have fallen short, or where our priorities have shifted in a significant way, we will use the summer to revisit and revise our plan to establish a new course or commit to maintaining our current course, as needed. All changes will be guided by input from the school improvement team and the community advisory board and will be reviewed and approved by our LEA before being submitted for consideration to RIDE.

Our work to implement full bilingual instruction will be sustainable because we are investing in the expansion of the capacity of our teachers and curricular resources, both of which will involve initial investments but have long-term benefits that will persist far beyond the period of the grants. We will continue to invest local dollars in ongoing professional learning at the same level as we commit to in this plan, expanding the number of certified bilingual teachers and deepening their skills in this model of full immersion instruction.

Transparency and Communication

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

Our school improvement plan will be presented to the faculty prior to the beginning of our school year, at an all-day orientation session. The faculty have been included at several steps in the development of the plan, so most will be familiar with the general direction we are going, but at the orientation we will review the data that informed the needs assessment, the conclusions of the root cause analyses conducted by the CABs and school team, and the selected interventions along with our goals and milestones for the next two years. We will periodically update the entire faculty every quarter on our status of implementation, sharing the same data we will review at the quarterly meetings with the CABs. CABs will routinely visit the school between these quarterly meetings to see implementation on the ground. Our LEA and the state will also be welcome to visit several times a year, as they desire.



Using Another Template?

- Refer to two areas:
 - First page of the RI Comprehensive School Improvement Plan model template
 - RI School Improvement Practitioner's Guide
- In general, essential elements include:
 - Engagement and plan development
 - Describe the process the school community undertook to develop this plan; which, why, how stakeholders were involved; timeline of plan development; evidence of LEA approval
 - Outcome goals and aligned interventions
 - Up to 3 goals; aligned to RI State Accountability System; data-informed rationale for goal and intervention selection rooted in needs; goals should be SMART construction and include baseline
 - Plan to implement evidence-based interventions
 - Up to 5 unique evidence-based interventions; provide context-based rationale; address considerations for special populations; timeline for implementation with quarterly milestones
 - Continuous improvement, monitoring, and communication
 - Process for monitoring implementation milestones and progress toward outcome goals; process and timeline for revising plan; communication protocols for sharing plan and progress



Reflections + Closure

- *What still is unclear?*
- *What questions do you have?*
- *How can we support you and your school community?*

Please reach out to us at schoolimprovement@ride.ri.gov. Or, please find more information online at www.ride.ri.gov/Improvement.



RIDE Rhode Island
Department
of Education