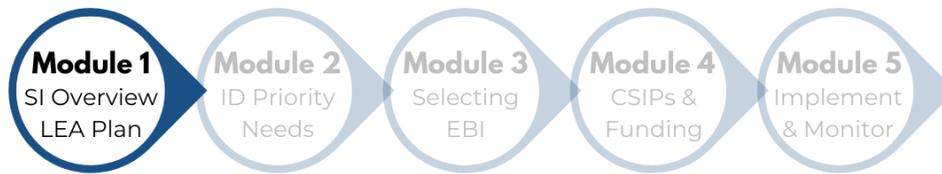


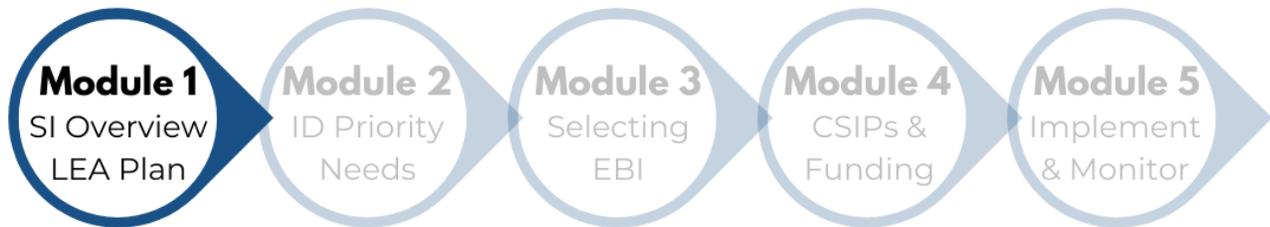
**Rhode Island  
Practitioners' Guide to  
School Improvement  
2019-2020**



## Module 1: School Improvement Overview

### Objective:

*To understand the rationale and timeline of the School Improvement process in and prepare LEAs, Schools and CABs to support the work ahead.*



### Module 1 Contents:

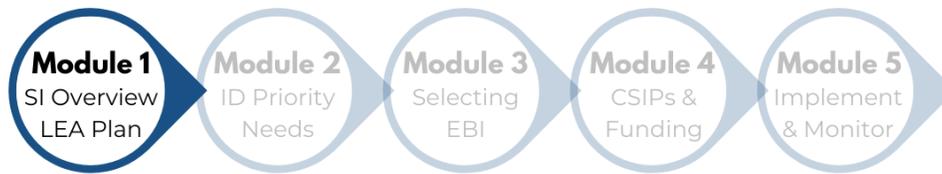
- 1.1 School Improvement Theory of Action and Timeline
- 1.2 Rhode Island Framework for Continuous School Improvement
- 1.3 Assembling and Supporting Community Advisory Boards (CABs)

### Module 1 Deliverables:

- 1.a LEA School Improvement Plan
- 1.b LEA List of CAB Members

### Module 1 Appendix:

- i) LEA School Improvement Plan Template
- ii) CAB Application Template
- iii) CAB Member List Template



## Module 1.1 School Improvement Theory of Action and Timeline

The Rhode Island Department of Education has developed a coherent, aligned, and cohesive theory of action that:

1. Focuses on school improvement as an agency-wide priority,
2. Emphasizes the twin values of support and accountability,
3. Acknowledges local education agencies (LEAs) as the unit of change that manage schools,
4. Places a fundamental focus on the centrality of teaching and learning in the urgent work of improving the state’s lowest performing schools.

This approach is outlined in greater detail, as well as codified and approved by the federal government in Rhode Island’s ESSA State Plan.

Through the creation of the *Rhode Island Framework for Continuous School Improvement*, the agency and the state have set forth guardrails that outline the evidence-based essential elements that create the necessary preconditions for school improvement work.

Meant only as a guide and an organizing frame, the framework approach still allows for flexibility and innovation at the local level, leveraging the expertise of those working closest with students.

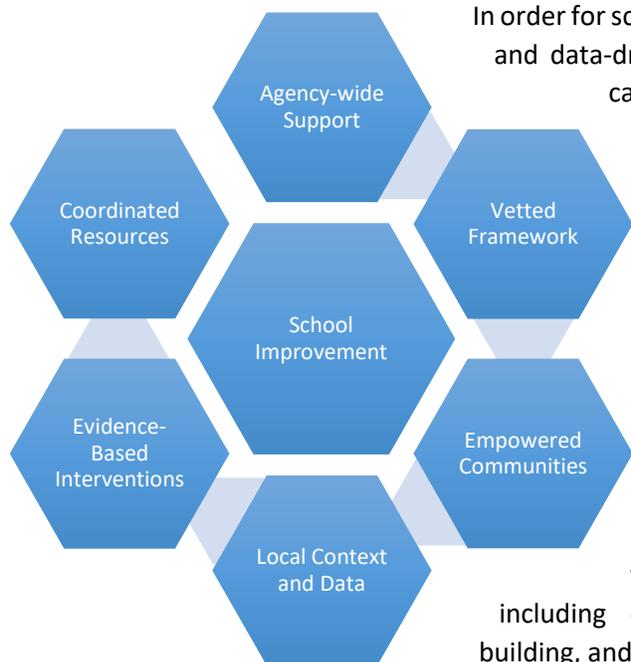
To that end, the state’s theory of action also believes in an ecosystem of shared responsibility, wherein the state, the local education agency, the school(s), CABs, and the broader community are all engaged in the complex work of improving schools. Role clarity is an important part of this sense of shared responsibility. The state works directly with the local education agency (LEA), as needed, both to support and to hold accountable. In turn, the LEA works directly with schools, CABs, and the broader community to meet needs,

### *Past Precedent for Our Approach: Massachusetts*

In Massachusetts, the adoption of a research-based, contextualized, and evolving framework, The Effective Practices of School Turnaround, over the last five years, has been instrumental to the state’s success in building LEA capacity and improving outcomes at their low performing schools. This framework allowed the state and outside experts to evaluate strengths and assess weaknesses of their individual strategies, understand and build off successes, and course-correct when necessary. The adoption of a framework for school improvement that is specific to Rhode Island’s commitments in ESSA and the local context would stand to similarly benefit the state’s students by improving our effectiveness at developing, implementing, evaluating, and communicating the difficult work of turning around our lowest performing schools and LEAs.



support as necessary, and to hold adults accountable for implementing school improvement efforts with fidelity, and accelerating efforts, as needed.



In order for school improvement work to be rooted in local context and data-driven, a needs assessment and accompanying root cause analysis are essential preparatory steps. In a departure from prior practice and in accord with the Every Student Succeeds (ESSA) Act, funding for school improvement work must be rigorously evidence-based in accord with the tiers of evidence outlined in ESSA.

Finally, RIDE and the state have committed significant resources to this new opportunity to improve Rhode Island’s lowest performing schools in the under resourced communities across the state. As such, local education agencies (LEAs) and schools can draw upon a variety of resources from the staff of the agency, including ongoing support, technical assistance, capacity building, and funding.



Module 1	Module 2	Module 3	Module 4	Module 5
<ul style="list-style-type: none"> <li>Assembling Community Advisory Boards (CABs)</li> <li>Supporting CABs and CSI Schools</li> </ul>	<ul style="list-style-type: none"> <li>Conducting a Needs Assessment &amp; identifying priority needs</li> <li>Performing Root Cause Analyses</li> </ul>	<ul style="list-style-type: none"> <li>Identifying Evidence Based Interventions (EBIs)</li> <li>Selecting EBIs aligned to needs and root causes</li> </ul>	<ul style="list-style-type: none"> <li>Writing a Comprehensive School Improvement Plan (CSIP)</li> <li>Aligning resources to the CSIP</li> </ul>	<ul style="list-style-type: none"> <li>Regularly monitoring progress of the CSIP</li> <li>Annually reporting on CSIP progress to the Council</li> </ul>
<b>NOV - DEC</b>	<b>JAN - FEB</b>	<b>MARCH</b>	<b>APR - MAY</b>	<b>SEPT - JULY</b>

For the 2019-20 School Year, the activities in the timeline above will take place on the following dates:

Table 3: School Improvement Implementation and Due Dates 2019-20

Activity	Dates	Notes
Initial Accountability Released	November 14 <sup>th</sup> , 2019	CSI, TSI, and ATSI schools identified
Letters to CSI Schools	November 19 <sup>th</sup> , 2019	CSI schools notified
Practitioners' Guide for School Improvement Module 1 Released	November 19 <sup>th</sup> , 2019	CSI LEAs receive Module 1 and should begin following the directions therein
School Improvement LEA Conference Call	November 26 <sup>th</sup> , 2019	Superintendents and/or School Improvement Leads will receive TA from RIDE on Module 1
Practitioners' Guide for School Improvement Modules 2-4 Released	December 9 <sup>th</sup> , 2019	CSI LEAS receive Modules 2-4 of the Practitioners' Guide
CSI Convening Part 1 (Half-day)	December 9 <sup>th</sup> , 2019	Superintendents and/or School Improvement Leads and CSI School Leaders statewide come together for a convening to work on finishing the LEA School Improvement Plan and CAB membership list
<b>Deliverable:</b> LEA School Improvement Plan due	December 13 <sup>th</sup> , 2019	LEAs submit plan along with CAB application to RIDE for review
<b>Deliverable:</b> CAB Contact List	January 10 <sup>th</sup> , 2020	LEAs submit CAB contact list to RIDE for review
CSI Convening Part 2 (Full-day)	January 13 <sup>th</sup> , 2020	Collaborative Teams from each CSI school statewide come together to discuss working through Modules 2-5.
<b>Deliverable:</b> Results of Needs Assessment and Root Cause Analysis Due	February 21 <sup>st</sup> , 2020	LEAs submit results per school to RIDE
<b>Deliverable:</b> List of Evidence-Based Interventions Due	March 27 <sup>th</sup> , 2020	LEAs submit list per school to RIDE
<b>Deliverable:</b> CSIPs/1003 Applications Due	May 15 <sup>th</sup> , 2020	LEAs submits CSIP per school to RIDE



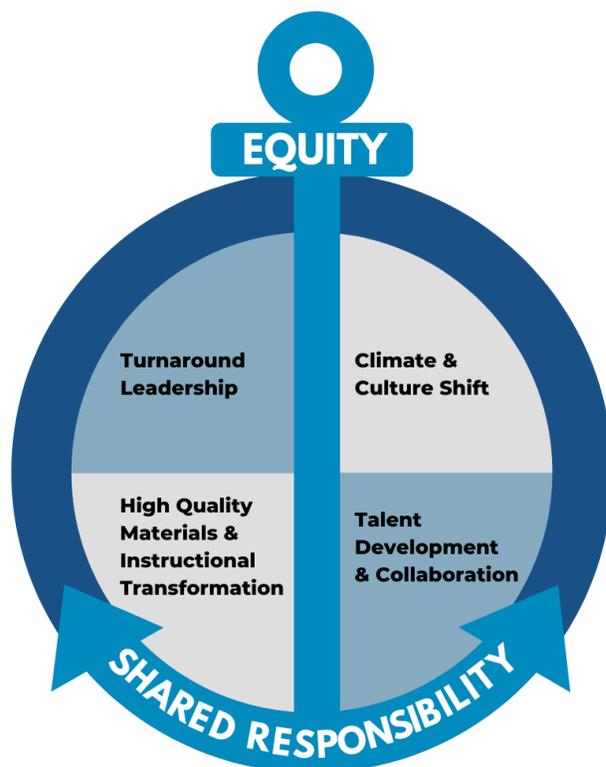
## Module 1.2 Rhode Island Framework for Comprehensive School Improvement

The Rhode Island Framework for Comprehensive School Improvement offers guardrails to guide the complex work of school improvement. It offers a structure to local education agencies (LEAs) and school communities as they articulate a coherent strategy and explicit philosophy to organize the work of a school and its partners. For this reason, adopting a framework for school improvement is crucial for RIDE, for our local education agencies (LEAs), our communities, and most importantly, our schools—including the leaders, teachers, and students within them.

As such, the subsequent framework has been adopted by RIDE and the Council on Elementary and Secondary Education as a response to requests from our partners in the field that, while innovation and flexibility in this work are closely-held values, it would be helpful for the agency to articulate evidence-based essential elements related to school improvement. Thus, the Rhode Island Framework for Comprehensive School Improvement:

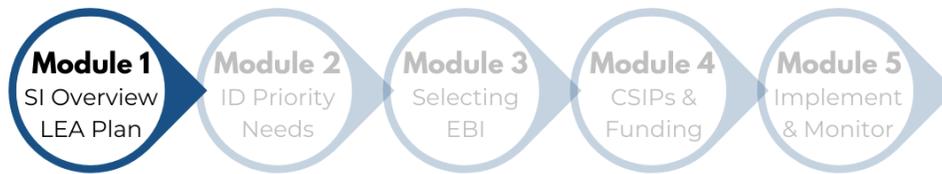
### Unpacking the Essential Elements: Rhode Island’s Framework for Comprehensive School Improvement

Rhode Island’s framework prioritizes equity and shared responsibility as its overarching values as well as improved teaching and learning as its highest priority. The framework outlines a process to ensure that all students are provided with the opportunity, expectations, and supports necessary to achieve at high levels. This does not mean that every student, every school, or every district will get there in the same way, needing the same improvement strategies. It does, however, call out four distinct bodies of work that collectively form the necessary conditions for comprehensive school improvement. These include:



### Turnaround Leadership:

Leaders at all levels must drive initiatives to facilitate significant, rapid improvement for low-performing schools. Because educational organizations function collectively as a system, leaders’ work at any one level of the system impacts other levels. Leaders must make it a priority to elevate performance, communicate the urgent need for improvement, catalyze and organize the coordinated work of staff, and draw upon a shared vision of success to execute data-informed plans, monitor improvement work, and accept responsibility for results.



### Climate & Culture Shift:

This work will require many people, working together in an aligned, coherent way, in order to achieve extraordinary results. Achieving this will require a high level of commitment and a concerted, continuous effort to fuse community cohesion with academic progress—one without the other will be insufficient. Leadership, faculty, and staff must work together toward common goals, engendering a culture of mutual respect, shared responsibility, and relentless attention to student learning and family empowerment. The community and climate reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their role and their relationship to student learning, and a culture that values trust, respect, and shared high expectations for all.

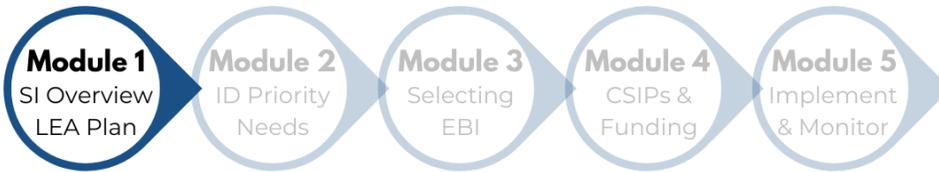
### High Quality Materials & Instructional Transformation:

Improvement in student learning outcomes depends on a systems-approach to classroom instruction, leveraging high quality instructional materials rooted in an evidence-base. Effective instructional practices rooted in standards-aligned instruction, data-informed planning, differentiation and individualization, evidence-based pedagogy, and strong classroom management must be identified and supported across the broader system. Schools cultivate environments of high expectations paired with high support for students, striving to focus their attention on in-school factors, while also attempting to address factors traditionally non-school-based so that each student comes to the task of learning ready for the challenge.

### Talent Development & Collaboration:

The work of comprehensive school improvement requires competent and committed professionals at all levels whose capacity is continually built through a balance of support and accountability. Selecting and developing teachers and leaders should be guided by evidence-based competencies and approached with equity in mind; policies and procedures to attract, prepare, recruit, develop, and retain staff are a necessary precursor to successful improvement efforts. Educators must hone their instructional leadership through ongoing collaboration as well as continual capacity building through learning, growth, development and clear performance expectations.

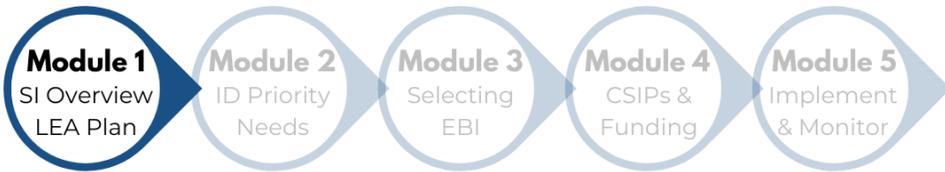
Rhode Island’s Framework has drawn upon similar frameworks developed by our neighboring state, Massachusetts, and by national technical assistance organizations like the American Institutes for Research (AIR), the Northeast Comprehensive Center (NCC), and the Center for School Turnaround (CST).



# A Systems Framework to Guide Comprehensive School Improvement

*Moving from Prescription to Flexibility: Continuous System Improvement*





**Turnaround  
Leadership**



**Climate &  
Culture Shift**



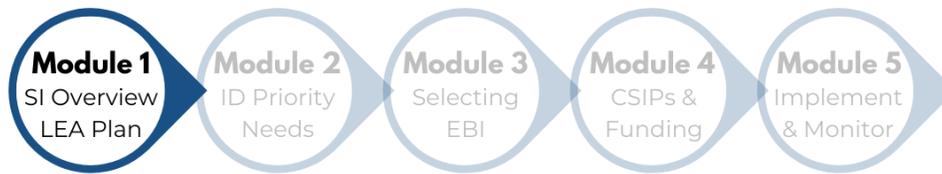
**Rhode Island’s framework prioritizes equity and shared responsibility as its overarching values as well as improved teaching and learning as its highest priority. The framework outlines a process to ensure that all students are provided with the opportunity, expectations, and supports necessary to achieve at high levels.**



**High Quality Materials &  
Instructional Transformation:**



**Talent Development  
& Collaboration:**



## *The Comprehensive Framework in Action – Central Falls Case Study*

Close to home in the Ocean State, the Talent 4 Turnaround Leadership Academy (T4TLA) is a model for employing a comprehensive framework approach.<sup>1</sup> To that end, the agency's school improvement team formed a partnership with Central Falls School District, a local urban LEA, in the fall of 2016. As part of the model, a collaboration between the RIDE Office of Educator Effectiveness and the RIDE Office of School Improvement was formed, to bridge the silos and the content of this work around talent and school improvement.

Despite staff changes and shifts in teams, the belief and focus on this work was maintained. Ultimately, through a deep data dive, a needs assessment, and a questioning protocol to identify the root cause, Central Falls and RIDE worked collaboratively for two years to construct a strategy to address persistently high educator attrition, in this small but densely populated high-needs LEA of one-square mile.

Through an intensive planning process, coupled with a combination of national convenings; dedicated monthly all-day workshops; SEA and LEA deliverables; tight agendas; webinars; and conference call support, the two-year partnership has identified priority needs and developed both strategies and actions to address the root causes. Ultimately the needs identified were the need for better systems to support early career educators and the need to develop a unified leadership framework to change the status quo of talent development and student outcomes throughout the LEA. Through a needs assessment process, and engaging in a root cause analysis protocol, the need to address early educator attrition was given priority. The evidence-based strategy to address this identified need was to develop a tailored, comprehensive induction program with teachers selected from Central Falls who would remain in the classroom part time, while developing coaching skills and supporting early career teachers simultaneously.

During this process, the RIDE team served as a guide, a facilitator, and a collaborator with Central Falls, leveraging the strengths, talents, and resources of RIDE to summarize research and best practice into guiding principles for this locally-driven work; create an exit interview script; codify an exit interview and data collection protocol; write a two year project plan; revise a guidebook for the comprehensive induction program; design infographics, one pagers, and slide decks to communicate this work to a variety of audiences and stakeholders; write and post job descriptions; and interview as well as hire for this new role. Now, with the hiring of four part-time Comprehensive Induction Specialists, the partnership is transitioning to a focus on implementation fidelity and evaluation for outcomes.

With the selection of an induction model and the hiring of skilled coaches now accomplished, the team is turning its attention to the second area of LEA need: leadership development. Though this process is still in nascent stages, with no causal effects to point to, we believe that this is a model of the kind of trusting, authentic, meaningful partnerships that SEAs and LEAs can engage in, focused in discreet areas of school improvement, and driven by a framework that helps all parties to understand how these essential elements fit together.



### 1.3 Assembling and Supporting Community Advisory Boards (CABs) Purpose of Community Advisory Boards

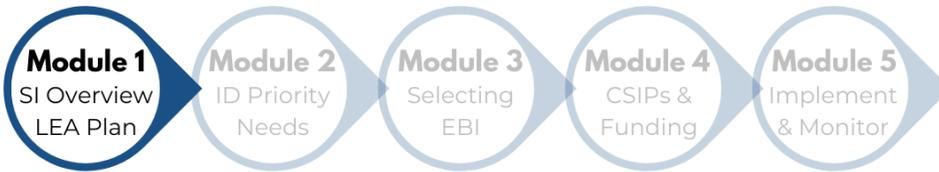
Rhode Island’s ESSA State Plan affirms several beliefs for school improvement in Rhode Island:

- 1) That effective school improvement empowers students, families, and educators
- 2) That school improvement is a shared responsibility of all stakeholders throughout the statewide community
- 3) That school improvement is not possible without authentically engaged local communities and families.

To enact these values, Rhode Island’s ESSA Plan requires all LEAs with CSI schools assemble one or several Community Advisory Boards (CABs).



CABs will be made of members of the community served by the identified school(s), and operate in conjunction with the CSI school and its LEA. The community members serving on the CAB will work with the school-based team, and be known collectively as the Collaborative Team. CABs, as part of this Collaborative Team, will be responsible for the development, implementation and monitoring of Comprehensive School Improvement Plans (CSIPs). CABs and LEAs will report on the progress of these CSIPs annually to the Council on Elementary and Secondary Education annually.



# Community Advisory Boards

*Community Voice for Academic Achievement*



Community Advisory Boards (CABs) are district-assembled groups of community stakeholders who provide input and oversight to a school throughout its improvement efforts.



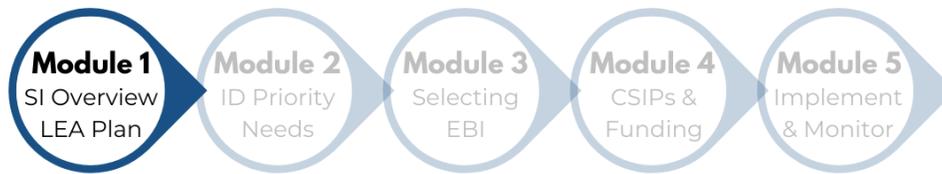
CABs meet with LEAs and schools on a regular basis, and are meaningfully involved at every step of planning, implementation, and evaluation of school improvement efforts.



CABs should be directly involved in identifying a school's need, strategies to meet needs, and determining when changes must be made to improve or replace strategies that are not working.

## CAB Activities & Projects





## CAB FAQs

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### 1 ▶ **Would schools, districts, or established CABs be responsible for the development of school improvement plan?**

The CAB is an integral part of school improvement process from beginning to end. They have a strong role to play in plan drafting, final approval, and implementation. Implementing the plan, with the appropriate resources and time is a high and hard bar to clear. A CAB's job is to hold the line on this expectation.

### 2 ▶ **Would CABs function similar to a school board for accountability of schools and districts?**

School Boards usually report to the mayor or the community more broadly. CABs, instead, report to the Council on Elementary and Secondary Education, and will be responsible for reporting on school improvement efforts to the Council. This is why CABs should be intimately involved in the development of the comprehensive school improvement plan.

### 3 ▶ **Will RIDE provide guidance to CABs to empower members and ensure effectiveness?**

RIDE plans to provide broad foundational support to CABs, but it is primarily the responsibility of the district to share information and knowledge with their CABs, while developing a plan, process, and protocol for meeting regularly and reporting out on key work.

### 4 ▶ **What's the selection process for CAB membership?**

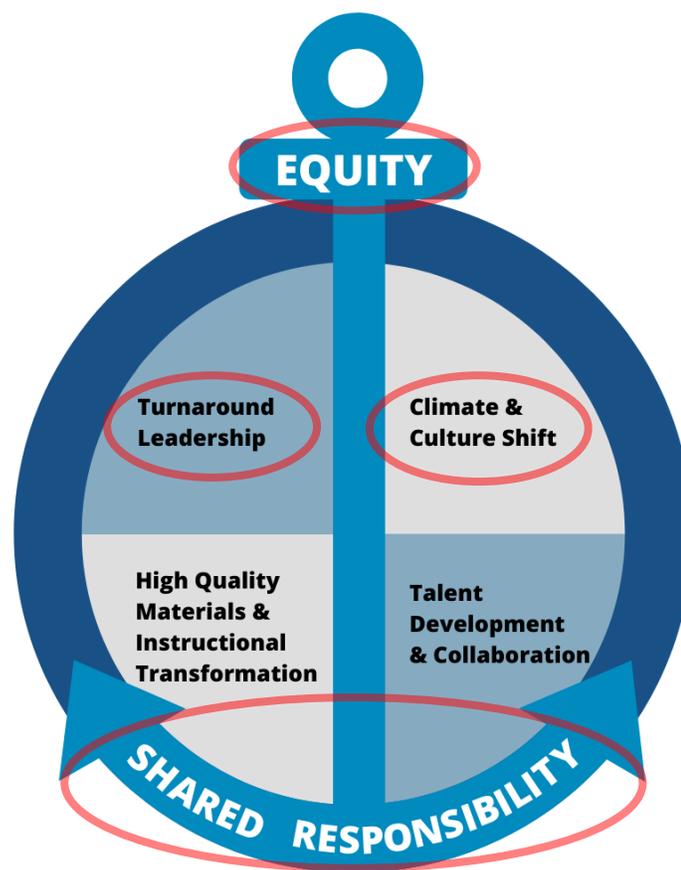
The selection process for CAB membership is determined at the local level. However, RIDE expects that membership be open to all parties, that information be shared broadly, and that, if necessary, an application process or other filtering mechanism might be used to identify the strongest candidates for CAB membership.

### 5 ▶ **Is there specific structure for CABs related to representation, size, design? Would school or district staff be represented?**

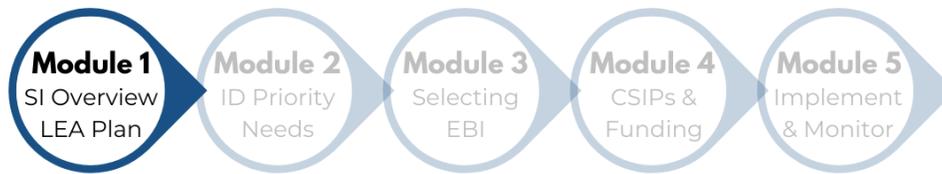
There is not a specific structure for CABs. More importantly, district and school staff may not be considered official (voting, quorum contributing) members of the CAB because they have a financial relationship with the district. Instead they are members of the larger collaborative team and contribute to school improvement in that way. The purpose of the CAB is to elevate community voices—voices, RIDE imagines, that have historically been marginalized, suppressed, or unheralded.



The Rhode Island Framework for Comprehensive School Improvement emphasizes and elevates the work of the CABs in several domains. Primarily, the CAB aligns to **Turnaround Leadership** and **Climate and Culture Shift** by strengthening the connections to and knowledge of the community to the efforts of school improvement, soliciting and acting upon stakeholder input, and ensuring families and students are invested in setting and pursuing school improvement goals. The CAB also acts as an advocate for **Equity**, as it is meant to give voice and authority to community members, particularly those who historically haven't had a seat at the table. Further the existence of a CAB emphasizes the principle of **Shared Responsibility**, recognizing educators, administrators, and policy makers need the expertise and experience of students, families, and the broader school communities to enact urgent, durable, and transformational improvements.



The ultimate intent of CABs is to give voice to those in the communities served by schools identified as the lowest performing in Rhode Island. These communities are disproportionately comprised of families of color, low-income families, and families with limited English proficiency. The requirement of assembling CABs recognizes that for too long, these community members have lacked a dedicated seat at the table, authentic and ongoing engagement, and significant decision-making authority. RIDE believes that school improvement cannot happen without the assets and insights community members possess. Effectively implemented, CABs will become full partners in identified schools' efforts to improve teaching and learning for all students.



## Composition of Community Advisory Boards

The Rhode Island ESSA Plan requires CABs that are representative of the communities served by identified schools. LEAs should consider the following types of people to serve on CABs in order to ensure a broad range of community stakeholders: parents, students, local educators employed in other systems, elected officials, business leaders, representatives of advocacy organizations, nonprofit community-based organizations, community faith and cultural organizations, community early childhood and after school or summer programs, higher education partners, and other community-based interest groups.

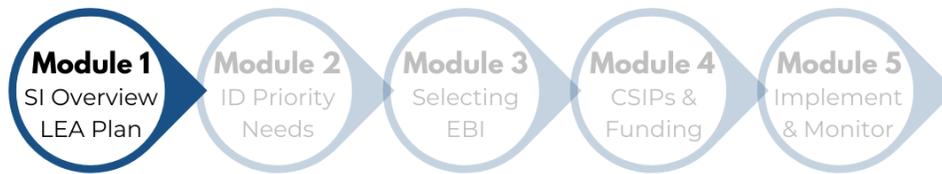
The charge of each CAB is to serve as a *representative* body for the community served by the identified school(s), participate in all aspects of the school improvement process, and hold the LEA accountable for improving school performance to the extent that schools successfully fulfill their exit criteria within a number of years not to exceed four.

## Roles and Responsibilities of the CAB, LEA and SEA

To achieve maximum positive impact on student achievement, a CAB should operate in ways that prioritize frequent, authentic points of contact with the school and LEA. These interactions should provide meaningful decision points, with honest and critical input on the appropriateness and quality of school improvement planning and implementation. The required activities and guaranteed flexibilities of the CAB, the LEA, and the SEA as delineated in the Rhode Island ESSA State Plan are summarized in the table below. For a complete description of the required activities, please refer to the [ESSA State Plan](#).

*Table 4: Activities and Flexibilities of CABs, LEAs, and SEAs*

	<b>Required activities</b>	<b>Guaranteed flexibilities</b>
<b>CAB</b>	<ul style="list-style-type: none"> <li>• Participate in Needs Assessment and Root Cause Analysis of identified schools</li> <li>• Participate with LEA and school in development of CSIP, must formally endorse plan</li> <li>• Monitor progress of CSIP</li> <li>• Report annually to the CESE the status of CSIP implementation and progress against goals</li> <li>• Consent to the early implementation of SRD (if desired)</li> <li>• Participate with LEA and school in development of SRD plan (if required), and must formally endorse the SRD plan</li> <li>• Monitor progress of SRD plan</li> <li>• Participate in ongoing LEA- and SEA-led capacity building opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• May report to CESE more than annually, as appropriate</li> <li>• May co-develop policies with the LEA to determine the optimal functioning of the CAB(s) and as a Collaborative Team when working with their school-based partners.</li> </ul>



<b>LEA</b>	<ul style="list-style-type: none"> <li>• Assemble at minimum 1 CAB</li> <li>• Assure CAB is representative of communities served by identified schools</li> <li>• Build capacity of CABs over time to oversee and guide school improvement efforts</li> </ul>	<ul style="list-style-type: none"> <li>• CAB oversight structure, multiple CABs</li> <li>• Leverage CABs to better identify means of community support</li> <li>• LEA is empowered to select CAB members they feel best represent their community</li> <li>• LEAs may request waiver from CAB requirement in lieu of an alternate plan to engage community that will better benefit their students</li> </ul>
<b>SEA</b>	<ul style="list-style-type: none"> <li>• Provide technical assistance to LEAs and CABs</li> <li>• Build capacity of CABs over time to oversee and guide school improvement efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Provide additional development opportunities to CABs, including cohort experiences</li> </ul>

### RIDE requirements:

In addition to the required activities and guaranteed flexibilities delineated in the ESSA State Plan, RIDE puts forth the following considerations based on best practices and research of effective community involvement in school improvement efforts:

- RIDE requires every member of a CAB have a demonstrable, authentic interest in the quality of education provided by the identified schools for which they are expected to provide oversight.
- CAB members should also be considered for the benefits that their experiences and knowledge can provide to both the identified schools’ identification of needs, and the development and implementation of Comprehensive Support and Improvement Plans (CSIPs) as necessary. Such benefits could be knowledge of students and families served by schools, knowledge of community assets and needs, expertise in an area applicable to school improvement including but not limited to: school-specific programmatic experience, student health and wellness, fiscal operations, legal process, implementation science. However, in no case should expertise in these or other areas be valued as more important than knowledge of and connection to the communities served by the school.
- CABs should support a manageable number of schools – most CABs could not effectively execute their duties as outlined in the ESSA state plan with more than 3 school improvement sites to guide and oversee.
- CABs should support a coherent set of schools – particularly in LEAs with multiple schools identified, a CAB should oversee schools that belong together in a coherent way, whether by geography, school level, educational program, operational oversight, or some other commonality.
- CABs should be comprised of 4-8 community members and Collaborative Teams should be comprised of 8-16 when adding school-based partners to the CAB members.

### CAB Waivers

RIDE acknowledges that school communities can differ in size, programming, and governance structures. In some instances, LEAs may recognize that the CAB structures and requirements outlined above may not



be the only way to elevate the voice of the community in the work of school improvement. In these cases, an LEA may submit a request for a waiver, outlining the rationale for why an alternative structure to the CABs provides a superior mechanism and how the proposed alternative structure would function over the course of a CSI school's identification. Such instances may be cases where school communities are exceptionally small, already have an established body of community members engaged deeply with the leadership, climate, teaching and learning of the school, and/or a track record of successful community engagement and voice in school improvement efforts

## CAB Recruitment

Recruitment of CABs should be conducted in a way that maximizes access for members of the community who have been historically underrepresented. This will be supported by ensuring CAB members are representative of the school community they serve in terms of race, class, ethnicity, linguistic and cultural background, documentation status, and other community-specific factors. Recruitment should not exclude people whose first language is not English, who may lack regular access to computers and/or the internet, or who may feel unwelcomed in more traditional public forums.

Recruitment information for CABs should include an overview of the activities in which CABs engage, including an estimated expectation of time commitments (see *Recommended activities for CABs* below). Recruitment information should also emphasize the expected benefits of CAB membership, including empowerment to represent and advocate for students, increased knowledge of school functions, increased experience in public engagement activities, and particularly for students, an opportunity or accrue service hours towards graduation requirements and strengthen their resumes.

A sample application for CAB membership can be found in Module 1: Appendix ii.

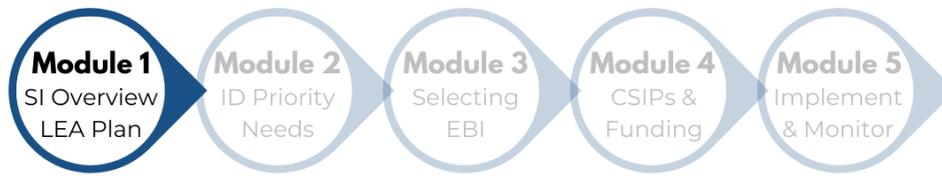
## Recommended activities for CABs

While there are multiple strategies and approaches for CABs to fulfill their intent to be full partners in the school improvement process, listed in *Table 5* are RIDE's recommended activities for success with recommended frequency of meetings and total hourly requirements:



Table 5: List of Recommended CAB Activities

Activity	Estimated Time	Description
Orientation	1 hour	CABs should meet upon appointment to introduce themselves with one another as well as the identified school, LEA, state officials responsible for school improvement efforts at each of those levels. CABs should additionally be trained on the RI Framework for Comprehensive School Improvement described in <b>Module 1</b> .
Needs Assessment and Root Cause Analysis	3+ hours	CABs must be instrumental partners in the analysis of school and district data. CABs and school-based partners should have multiple opportunities to look at a schools data, presented in a coherent way with a structured protocol. CABs may request this additional information from the LEA, SEA, and/or school as appropriate. CABs should feel empowered to advocate for their beliefs and conclusions in order to ensure they are formally represented and recorded throughout the needs assessment and root cause analysis process. More information on conducting a needs assessment and root cause analysis can be found in <b>Module 2</b> .
Selection of Evidence-Based Interventions for School Improvement	5+ hours	CABs should be involved in the process of identifying evidence-based interventions they believe best align to the priorities identified during the needs assessment/root cause analysis and the unique needs of their school and community. CABs may request from the school, LEA, or SEA a description of the academic research base regarding identified strategies and offer additional research to inform strategy selection. CABs should not feel obligated to approve a comprehensive school improvement plan that does not reflect their best judgement and belief in what will be required to improve student outcomes at their school. More information on evidence-based interventions can be found in <b>Module 3</b> .
Comprehensive School Improvement Plans & Application for School Improvement (1003) Funds	4+ hours	Upon completion of the evidence-based intervention selections and a comprehensive school improvement plan (CSIP) or School Redesign Plan, CABs should participate in the submission of grant applications for 1003 School Improvement Funding. Information on these subgrants and applying for funding can be found in <b>Module 4</b> .
School Improvement Monitoring and Support	10+ hours	Once a comprehensive school improvement plan is approved, CABs should establish with their LEA and school a regular schedule of monitoring visits (at least three times a year, not inclusive of plan development meetings) to examine student data and evidence of implementation quality of the interventions contained within the plan, as well as any other relevant information to the school improvement efforts. More information on monitoring can be found in <b>Module 5</b> .



CABs may, at any time, invite additional attendees to these meetings including other community members, SEA staff, university staff, local leaders or any others who may be helpful in overseeing the effective implementation of the school improvement plan. RIDE additionally reserves the right to attend these meetings on a need only basis.

CABs and LEAs should agree upon a protocol and structure for these meetings and note in agendas, minutes, next steps, and other monitoring documents the content discussed during these meetings.

RIDE will, with CABs and in collaboration with CSI schools and districts, conduct formal monitoring visits at the beginning, middle and end of year. These may be inclusive of or in addition to the three CAB monitoring visits described above. These visits will be structured based on protocols developed by RIDE, and aimed at gathering quantitative and qualitative data on the implementation of the CSIPs and generation actionable recommendations for next steps.

Over the course of the year in light of monitoring findings or other changes in school-context a CAB may decide a comprehensive school improvement plan requires amendments. The Collaborative Team and LEA should work together to submit those amendments, including programmatic and fiscal alterations, in a timely manner to RIDE.

### Annual Reporting of Progress

Annually CABs must compile a report on the status of school improvement efforts at the identified CSI school to present to the Rhode Island Council on Elementary and Secondary Education. Further guidance on reporting will be provided by RIDE at later stages in the school improvement process. CABs and LEAs can present a report jointly but at no time is a CAB obligated to submit a report with an LEA nor may an LEA prevent a CAB from submitting an independent report to the Council on Elementary and Secondary Education. These reports should reflect both information regarding progress to achieving school improvement goals and the quality of implementation of efforts over the course of the school year. CABs should feel empowered to request assistance from other community members, SEA staff, university staff, local leaders or any others who may be helpful in the compilation of this report.

### Recommended activities for LEAs in support of CABs

The LEA superintendent must ensure the composition of their CAB(s) is truly representative of the communities served by the identified CSI schools. Each member should have a clear, established interest in both the community and the outcomes of students at that school. LEAs should ensure that each member of the CAB is aware of the commitment of time and enthusiastic to participate in an ongoing effort to understand and improve student outcomes at identified schools. LEAs should also ensure that willing members of the community have ample opportunity to self-identify or be nominated from within the community and not merely selected as a sample of convenience.

### Development of CABs



The Rhode Island ESSA State Plan sets forth the expectation that the SEA and LEAs with identified CSI schools will provide professional development opportunities to each CAB. These opportunities at the LEA level will be driven by school—and LEA—specific needs and CAB interest and expertise. The SEA will leverage its position to coordinate additional developmental opportunities regarding state-wide systems such as accountability, funding, historical and national context for school improvement efforts, as well as networking CABs among each other and with external partners.

LEAs should certify that all members of CABs are provided with the necessary knowledge, skills and tools to engage as full and equal partners in school improvement work. To this end they should develop resources and provide training opportunities to CABs to best position them to understand their school, including:

- School-wide data, disaggregated as needed
- Historical context
- Finances
- Strategic school improvement planning, and
- Other areas necessary to be effective partners in the planning, implementation and oversight of school improvement efforts.

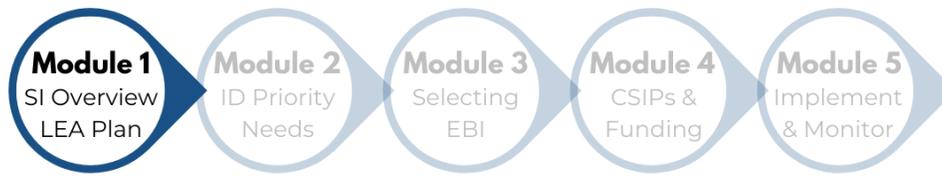
In conjunction with their CABs, and if desired, with the support of RIDE, LEAs should develop or identify, effective protocols for root-cause analysis, evidence-based strategy selection, goal setting, school improvement planning and monitoring, to organize and structure ongoing engagements between themselves, CABs and schools. Throughout all of these processes, LEAs should be responsive to requests by CABs for additional information, changes in process, or changes in plan implementation throughout the school year.

### Expected Activities of the Rhode Island Department of Education (RIDE)

RIDE will work with each LEA to approve the slate of candidates for the each CAB put forth by an LEA with schools identified as in need of comprehensive support and improvement to ensure that CABs are assembled in accordance with the rules set forth in the Rhode Island ESSA State Plan and in the guidance above. Whenever possible, RIDE will defer to schools and LEAs regarding CAB membership, so long as the requirement of demonstrating a vested interest in a specific school’s success is met.

RIDE will support the CABs by providing them support in understanding educational data, state funding, policy, best practices and nationwide research as well as in-person technical assistance and skill-specific trainings. RIDE will also provide networking opportunities among and between CABs as well as serve as a nexus for other resources and community organizations such as universities, libraries, community and family advocacy networks, and other governmental agencies.

The SEA should provide support as requested to CABs at any stage of the school improvement planning, implementation and oversight processes and/or in the development of annual reports to be presented by the CAB to the Rhode Island Council on Elementary and Secondary Education.



## Timeline of assembling a CAB

Recruitment of new or existing CABs should take place at the beginning of the school year for schools currently implementing CSIPs and immediately after the public release of accountability for newly identified CSI schools. This year, recruiting for identified schools should open no later than **December 13<sup>th</sup> 2019**. A sample application can be found in Module 1 Appendix ii.

CABs should be assembled as quickly as possible, and no later than **January 10th, 2020**. LEAs cannot conduct root-cause analyses, evidence-based intervention selections, or apply for School Improvement funding until a CAB is fully assembled. LEAs may assemble data to inform their needs assessment while assembling their CABs.

## Membership on CABs

CAB members should be selected and intend to serve for at least the duration of the comprehensive school improvement or redesign plan they help create and implement. CAB membership terms may be established for a fixed number of years or an indefinite period, tied to achievements laid out in the CSIPs. It is generally best-practice for membership on boards to be staggered, so that only a subset of members in any given year would be replaced, ensuring continuity of the CAB over time.

CAB members should disclose any actual or potential fiduciary conflicts of interest to the LEAs prior to appointment. Under no conditions will a member of the community advisory board be an employee, contractee or otherwise be in a financial relationship with the LEA.

## Open Meeting Compliance

As CABs are a public body with an advisory capacity, they must adhere to most open-meeting regulations. CABs must meet publicly (*except that site visits—visits to see the school—are not considered meetings*). The CAB must post a schedule of its meetings including the dates, times, and locations every calendar year. The CAB must post a supplemental notice at least 48 hours ahead of the scheduled meetings including date of posting, date, time, and location of meeting, and a statement specifying the contents to be discussed at the meeting. The notices must be placed at the LEA office and the relevant school(s), and filed with the Secretary of State online. CABs, as they are solely advisory in nature, are exempt from the requirements of taking and posting minutes to the secretary of state's website. CABs may meet in private to discuss matters of the following nature: sessions concerning the evaluation of an individual person, sessions pertaining to collective bargaining or litigation, discussions regarding grievances filed pursuant to a collective bargaining agreement, school committee sessions to conduct student disciplinary hearings. Subcommittees or individual members of CABs may discuss in person, on the phone, or over email to matters pertaining to the work of the CAB, as long as they do not constitute a quorum (50%+1 member).

## Module 1 Appendix i: LEA Application

In an effort to guide the School Improvement Process, RIDE has created modules that correspond to each phase of the school Improvement Process. The first module concludes with the creation of the LEA Application. The included LEA Application will serve as the guiding tools for LEAs, CABs, and schools as they complete each subsequent phase of the School Improvement Cycle ultimately concluding with their Comprehensive School Improvement Plans/1003 Applications.

An LEA Application provides an articulation of the high-levels structures and processes an LEA must create, and implement and modify in order to successfully support the work of its CABs and CSI schools.

**The LEA Plan is the first stage in the School Improvement cycle and should be drafted and presented to RIDE, its CAB(s), and its CSI school(s) by no later than December 13<sup>th</sup>, 2019.**

The major components of the LEA Application must include the following:

- A description of the LEA's capacity to support the work of CABs and CSI schools through the school improvement process
- A description of how the LEA will create or continue to support CABs including:
  - Equitable recruitment and selection of members
  - Conducting the Comprehensive Needs Assessment(s) and Root Cause Analysis
  - Identifying and selecting evidence-based interventions
  - Writing the CSIP/1003 Application(s) for each CSI school
  - Monitoring implementation of the CSIP
- A description of how the LEA will develop and support CSI schools including:
  - Conducting the Comprehensive Needs Assessment(s) and Root Cause Analysis
  - Identifying and selecting evidence-based interventions
  - Writing the CSIP/1003 Application(s) for each CSI school
  - Implementation of the CSIP
- A description of the processes for monitoring and accountability for the effective implementation of the CSIP(s)
- A description of the processes for monitoring and accountability for the timely expenditure of the 1003 grant funds

<b>LEA Application</b>
<b>LEA Capacity to Support School Improvement</b> – <i>Please describe how your LEA will configure itself to support all phases of the School Improvement Cycle in all the CSI schools throughout the district. Who will coordinate the School Improvement work and what systems will be put into place to support these efforts?</i>
<b>Community Advisory Board creation and CAB development and ongoing support</b> – <i>Please describe how you will recruit and select CAB members that represent their school’s community. Be sure to attach your CAB application to this plan. Please also describe how you will develop and support these members in their capacity to conduct a needs assessment, root cause analysis, selection of evidence-based interventions, and composition of a CSIP/1003 Application.</i>
<b>Community and Family Involvement</b> – <i>Please describe the LEA’s process for engaging families and the school community above and beyond the CAB.</i>
<b>School-level Support</b> – <i>Please describe how you will develop and support your CSI school(s) in their capacity to conduct a needs assessment, root cause analysis, selection of evidence-based interventions, and composition of a CSIP/1003 Application.</i>
<b>School monitoring and accountability</b> – <i>Please describe the LEA’s process for routine monitoring of the implementation and outcomes of the CSIP.</i>

**Fiscal Monitoring and Accountability** – *Please describe the LEAs process for routine monitoring of the grant spend-down in accordance with the CSIP and budget.*

## Module 1 Appendix ii: CAB Application Template

[LEA NAME] is looking for Community Advisory Boards (CABs) members. CABs will help write and approve Comprehensive School Improvement Plans (CSIPs) for low-performing schools.

Low-performing schools are called CSI, or "Comprehensive Support and Improvement". CSI is a term used by the federal government to identify schools that need support. CSI schools must create school improvement plans designed to improve outcomes for students.

Community Advisory Boards are needed to serve the following schools:

[LIST OF CSI SCHOOLS]

We are looking for candidates who live, work, or are otherwise closely connected to [COMMUNITY]. We also want candidates who reflect the cultural, linguistic, racial, educational and economic diversity of our student population. All candidates must care about [COMMUNITY] schools and want students to do better. There is a significant time commitment to being a CAB member, of at least 20-30 hours per year. Meetings can be scheduled flexibly based on membership need but typical occur on evenings of school days.

The following services and accommodations can be made to CAB members when proper notice is provided, at least three days ahead of a scheduled meeting:

[EXAMPLE LIST OF OTHER SERVICES THAT COULD BE PROVIDED]

Translation

Childcare

Bus Passes

Dinner

You can submit this application electronically or drop it off at one of the CSI schools listed above. For questions please email [CONTACT@LEA.ORG] or call [PHONE NUMBER].

To be eligible for consideration, please complete this application by [APPLICATION DEADLINE]

**DISCLAIMER: This information is confidential and will never be disclosed to any parties for purposes other than to identify members of the community that want to serve our students and improve our schools. We respect all our families and community members' privacy.**

First Name:	Last Name:
Home address:	City:
	Zip code:
Preferred to be contacted by (check all that apply): <input type="checkbox"/> Call <input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> Other: _____	
Contact Information (phone, email, or other):	
Please identify what groups you belong to (check all that apply):	
<input type="checkbox"/> Parent/Guardian	
<input type="checkbox"/> Other Family	
<input type="checkbox"/> Student	
<input type="checkbox"/> Alumni	

- Parent of Alumni
- Educator
- Elected Official
- Business Leader
- Community/Advocacy Leader
- Other: \_\_\_\_\_

Please list any affiliations you may have with community-based organizations in [LEA]:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which school/schools would you be interested in working with:  
 [LIST OF CSI SCHOOLS]

Why do you want to be a CAB member (around 250 words):

The only qualification required for membership of CABs is a connection to and care for a school community. However, we are also interested in building CABs with diverse skill-sets and experiences and matching CAB member strengths with school and student need. For this reason, please indicate in which if any of the following areas you have experience:

- Community Advocacy
- Family Services
- Early Childhood Education
- K-12 Education
- Higher Education
- Multilingualism  
 Language(s) spoken: \_\_\_\_\_
- Healthcare
- Legal/Paralegal work
- Career Counseling/Coaching
- Budgeting/Accounting/Finance

[ADDITIONAL EXPERIENCE AREAS]

[LEA CONFLICT OF INTEREST STATEMENT SIGNATURE AND DATE]

The Statewide convening for CSI School Collaborative Teams will be held on January 13<sup>th</sup>, 2020 from 9am to 2pm. Please indicate here if you will be available to attend this convening:

- Yes, I am available some or all of the day
- No, not on this day

