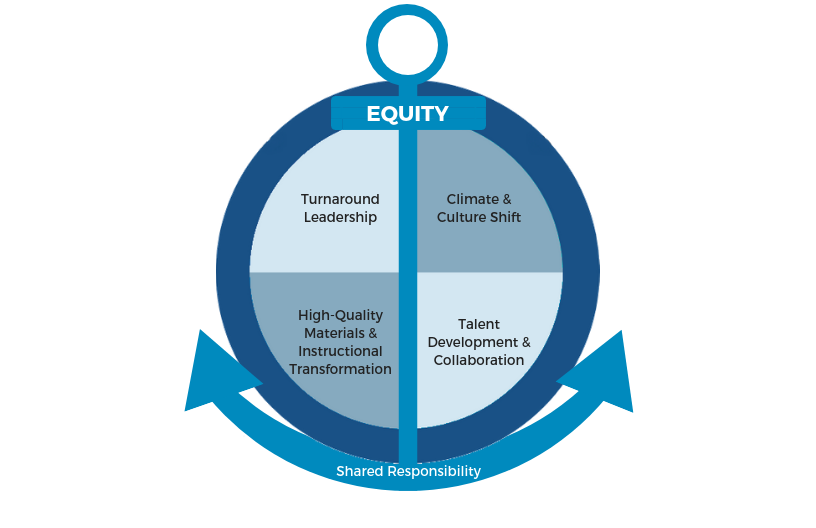
**Comprehensive school improvement plan MODEL TEMPLATE**

Rhode Island Department of Elementary and Secondary Education

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*

1. **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%)*

1. **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*

1. **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*

LEA: North Kingstown School: Wickford Middle School

Plan Period: 2019-2022 Date Last Modified: 10/30/2019

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

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| --- | --- | --- | --- |
| **Name** | **Signature** | **Role + Perspective (*why are you participating?*)** | **Date** |
| Brian Lally |  | Principal | 10/30/19 |
| Alison Palladino |  | Assistant Principal | 10/30/19 |
| Tiffany Dabrosca |  | Teacher | 10/30/19 |
| Jeannie Beveridge |  | Teacher | 10/30/19 |
| Melissa Brown |  | Teacher | 10/30/19 |
| Alicia Skaggs |  | Teacher | 10/30/19 |
| Janine Rubano |  | Teacher | 10/30/19 |
| Lynn Plotkin |  | Teacher | 10/30/19 |
| Suzanne Klose |  | Teacher | 10/30/19 |
| Lisa Cimerol |  | Teacher | 10/30/19 |
| Jenn Baierlein |  | Parent | 10/30/19 |
| Lori Logiodice |  | Guidance Counselor | 10/30/19 |
| Angela Silvia |  | Teacher | 10/30/19 |
| Tanja Carroll |  | Parent | 10/30/19 |
| Judd Silvia |  | Teacher | 10/30/19 |
| Courtney Flaherty |  | Teacher | 10/30/19 |
| Julia Andoscia |  | Parent | 10/30/19 |

The next two sections of this document address (in sequential order): goals, the interventions that come out of driving toward those goals, and the details of implementation. While the Rhode Island Department of Education certainly allows schools and LEAs to determine the number of goals and interventions best for any given individual context, our experience suggests that **no more than three goals and no more than five unique interventions** should be attempted. Thus, the template allows for up that number, but one should not feel compelled to use all three or five. In your process of setting goals and selecting strategies, keep the work of implementation and monitoring in mind. **A few questions to consider might include:** *how is this interventions aligned to needs and root cause? Does this intervention build upon or depart from existing efforts? What evidence is there to suggest this intervention will be successful in our context? What policy or programmatic support is needed from the LEA or the SEA? How will we monitor quality, consistent implementation? What activities or interventions do we need to stop doing, or do differently, in order to serve kids better? How will we address challenges?*

Section 2: Overview Dashboard – Summary of Outcome Goals and Aligned Interventions  
The section below is intended to provide a quick dashboard-style summary of up to three goals and up to five unique, aligned, evidence-based interventions a school community and associated LEA has selected as the focus of their comprehensive school improvement plan. Please recall that these goals and associated interventions should be aligned to the Rhode Island State Accountability System metrics, as well.   
  
Subsequently, in Section 3, each individual unique intervention will be unpacked further, and more information provided on the evidence basis, the implementation milestones, and the leading and lagging indicators. *The tables in each section can be copied and pasted to allow for the unique needs of each school community and LEA*.

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| **Goal 1** | By 2022, the percentage of students meeting and/or exceeding on RICAS will increase by 5%. Students who are not meeting expectations on RICAS will decrease by 3%. |
| *Intervention 1.1* | Piloting of Open Up Resources in Grade 8 and Algebra |
| *Intervention 1.2* | Adoption of new curriculum through the RIDE Curriculum Cohort 4. Implementation of new curriculum in the 2021-2022 school year |
| *Intervention 1.3* | Scheduled Intervention blocks for students who are below grade level according to STAR |
| *Intervention 1.4* | RICAS Data Dig – ½ day PD for teachers to investigate scores, released items, and scope and sequence |
| **Goal 2** | Students will increase their reading comprehension when responding to reading fiction and nonfiction texts. Over the course of four years, WMS is looking for a 5% increase in the percentage of students scoring in the meeting expectations / exceeding expectations categories on the Spring 2023 RICAS-English Language Arts / Literacy grades 6-8. |
| *Intervention 2.1* | Adoption of new curriculum through the RIDE Curriculum Cohort 3. Implementation of new curriculum in the 2020-2021 school year |
| *Intervention 2.2* | Scheduled Intervention blocks for students who are below grade level according to STAR |
| *Intervention 2.3* | RICAS Data Dig – ½ day PD for teachers to investigate scores, released items, and scope and sequence |
| **Goal 3** | Provide a school environment that addresses the social, emotional, and creative needs of all students while engaging families and community members to support student achievement and well-being. The 2019 SurveyWorks Student Survey results showed 50% of students responded favorably on the perceptions of the overall social and learning environment of the school (School Climate). By the 2022 SurveyWorks, we will see at least 60% of students responding favorably to this domain area. |
| *Intervention 3.1* | Provide students an environment with sufficient time and opportunity to support student achievement in the academic, personal/social domains |
| *Intervention 3.2* | Promote and foster a culture of giving back and supporting our community members in times of need |
| *Intervention 3.3* | Build and promote an inclusive community that allows students to make connections to peers and adults |

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

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| **Goal 1** | | |
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| **1.1 Intervention and Justification** | **Framework Domain(s):** | |
| *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.* | | |
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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.* | | |
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| **Evidence Basis –** *What evidence basis is there for this action?* | **Evidence Tier: Choose an item.** | |
| *Citation(s):* | *Proposed Funding Source:* | *Proposed Funding Amount:* |

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| **Goal 1** | | |
| Piloting of Open Up Resources in Grade 8 and Algebra  WMS has not had a curriculum program purchase in over 10 years. Teachers continual express the need for a program that will be implemented with fidelity and includes both vertical and horizontal articulation across both middle schools. To this point teachers spend an unrealistic amount of time creating lessons and searching for appropriate materials. Piloting OER allows for exposure to potential programs to be considered for adoption.  Teachers are meeting during CPT to discuss, analyze and revise lessons. Teachers are open to trying new materials in an effort to maintain a high level of rigor in all classroom while trying to close the gap  RICAS Math scores, STAR Math scores District funded mathematics program N/A | | |
| **1.2 Intervention and Justification** | **Framework Domain(s):** | |
| *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.* | | |
| Adoption of new curriculum through the RIDE Curriculum Cohort 4. Implementation of new curriculum in the 2021-2022 school year  Working together with RIDE and EdReports to analyze, assess and review curriculum programs, WMS will adopt a new program for the 2020-2021 school year. Meetings are held with RIDE and EdReports to guide the adoption decision. | | |
| *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.* | | |
| WMS has not had a curriculum program purchase in over 10 years. Teachers continually express the need for a program that will be implemented with fidelity and includes both vertical and horizontal articulation across both middle schools. To this point teachers spend an unrealistic amount of time creating lessons and searching for appropriate materials. | | |
| **Evidence Basis –** *What evidence basis is there for this action?* | **Evidence Tier: Choose an item.** | |
| *Citation(s):*  RICAS Math scores, STAR Math scores | *Proposed Funding Source:*  District funded mathematics program | *Proposed Funding Amount:*  N/A |

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| **Goal 1** | | |
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| **1.3 Intervention and Justification** | **Framework Domain(s):** | |
| *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.* | | |
| Scheduled Intervention blocks for students who are below grade level according to STAR  Scheduled Intervention blocks for students who are below grade level according to STAR. NK is looking for students to hit the 40th percentile on the STAR assessment. | | |
| *Relevant Results of Needs Assessment and Conclusions of Root Cause Analysis – Please share the most germane and revelatory outcomes of the needs assessment and root cause analysis that led the school to select this particular intervention to address the challenge at hand.* | | |
| In an effort to close the gap, intervention blocks are placed into student schedules in place of a special class. During intervention, teachers use IXL diagnostics, STAR instructional planning reports, pre-teach and re-teach class lessons. Progress monitoring happens once a month and data is analyzed and evaluated for next steps. Students can exit the class once they have achieved the 40th percentile for two benchmarks in a row. | | |
| **Evidence Basis –** *What evidence basis is there for this action?* | **Evidence Tier: Choose an item.** | |
| *Citation(s):*  RICAS Math scores, STAR Math scores | *Proposed Funding Source:*  District funded mathematics program | *Proposed Funding Amount:*  N/A |

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| **Goal 1** | | |
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| **1.4 Intervention and Justification** | **Framework Domain(s):** | |
| *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.* | | |
| RICAS Data Dig – ½ day PD for teachers to investigate scores, released items, and scope and sequence  Teachers are provided with time to analyze released items and scores. Decisions are made about scope and sequence and lessons are designed to address areas of need and growth. | | |
| *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.* | | |
| Using the RICAS released items and current scores earned, teachers are revising materials and the scope and sequence to ensure each student has been exposed and been practicing activities that relate and connect to RICAS tasks. | | |
| **Evidence Basis –** *What evidence basis is there for this action?* | **Evidence Tier: Choose an item.** | |
| *Citation(s):*  RICAS Math scores, STAR Math scores | *Proposed Funding Source:*  District funded mathematics program | *Proposed Funding Amount:*  N/A |

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| **Implementation and Outcome Milestones** | | | | | | |
|  | **Y1 – BOY** | **Y1 – MOY** | **Y1 – EOY** | **Y2 – BOY** | **Y2 – MOY** | **Y2 - EOY** |
| **Implementation Milestones** |  |  |  |  |  |  |
| **Leading Indicators** |  |  |  |  |  |  |
| **Lagging Indicators and Accountability Outcomes** |  |  |  |  |  |  |
| **Equity and Shared Responsibility** – *How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.* | | | | | | |
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| **Goal 2** | | |
| Students will increase their reading comprehension when responding to reading fiction and nonfiction texts. Over the course of four years, WMS is looking for a 5% increase in the percentage of students scoring in the meeting expectations / exceeding expectations categories on the Spring 2023 RICAS-English Language Arts / Literacy grades 6-8. | | |
| **2.1 Intervention and Justification** | **Framework Domain(s):** | |
| *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.* | | |
| Working together with RIDE and EdReports to analyze, assess and review curriculum programs, WMS will adopt a new program for the 2020-2021 school year. Meetings are held with RIDE and EdReports to guide the adoption decision. | | |
| *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.* | | |
| WMS has not had a curriculum program purchase in over 10 years. Teachers continual express the need for a program that will be implemented with fidelity and includes both vertical and horizontal articulation across both middle schools. To this point teachers spend an unrealistic amount of time creating lessons and searching for appropriate materials. | | |
| **Evidence Basis –** *What evidence basis is there for this action?* | **Evidence Tier: Choose an item.** | |
| *Citation(s):*  RICAS Literacy scores, STAR Reading scores | *Proposed Funding Source:*  District and school budgets | *Proposed Funding Amount:*  N/A |

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| **Goal 2** | | |
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| **2.2 Intervention and Justification** | **Framework Domain(s):** | |
| *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.* | | |
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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.* | | |
| In an effort to close the gap, intervention blocks are placed into student schedules in place of a special class. During intervention, teachers use IXL diagnostics, STAR instructional planning reports, pre-teach and re-teach class lessons. Progress monitoring happens once a month and data is analyzed and evaluated for next steps. Students can exit the class once they have achieved the 40th percentile for two benchmarks in a row. | | |
| **Evidence Basis –** *What evidence basis is there for this action?* | **Evidence Tier: Choose an item.** | |
| *Citation(s):*  RICAS Literacy scores, STAR Reading scores | *Proposed Funding Source:*  District and school budgets | *Proposed Funding Amount:*  N/A |

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| **2.3 Intervention and Justification** | **Framework Domain(s):** | |
| *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.* | | |
| RICAS Data Dig – ½ day PD for teachers to investigate scores, released items, and scope and sequence . Teachers are provided with time to analyze released items and scores. Decisions are made about scope and sequence and lessons are designed to address areas of need and growth. | | |
| *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.* | | |
| Using the RICAS released items and current scores earned, teachers are revising materials and the scope and sequence to ensure each student has been exposed and been practicing activities that relate and connect to RICAS tasks. | | |
| **Evidence Basis –** *What evidence basis is there for this action?* | **Evidence Tier: Choose an item.** | |
| *Citation(s):*  RICAS Literacy scores, STAR Reading scores | *Proposed Funding Source:*  District and school budgets | *Proposed Funding Amount:*  N/A |

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| **Implementation and Outcome Milestones** | | | | | | |
|  | **Y1 – BOY** | **Y1 – MOY** | **Y1 – EOY** | **Y2 – BOY** | **Y2 – MOY** | **Y2 - EOY** |
| **Implementation Milestones** |  |  |  |  |  |  |
| **Leading Indicators** |  |  |  |  |  |  |
| **Lagging Indicators and Accountability Outcomes** |  |  |  |  |  |  |
| **Equity and Shared Responsibility** – *How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.* | | | | | | |
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| **Goal 3** | | |
| Provide a school environment that addresses the social, emotional, and creative needs of all students while engaging families and community members to support student achievement and well-being. The 2019 SurveyWorks Student Survey results showed 50% of students responded favorably on the perceptions of the overall social and learning environment of the school (School Climate). By the 2022 SurveyWorks, we will see at least 60% of students responding favorably to this domain area. | | |
| **3.1 Intervention and Justification** | **Framework Domain(s):** | |
| *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.* | | |
| Provide students an environment with sufficient time and opportunity to support student achievement in the academic, personal/social domains. Through the Guidance Department, all students will create an Individual Learning Plan that starts in grade 6 and will eventually carry through grade 12. Personal, academic, and social goals will be developed and reviewed each year as part of the plan. The ILP is a requirement by RIDE and, “…ILPs are a student-directed planning and monitoring tool that customizes learning opportunities throughout students' secondary school experience, broadens their perspectives, and supports attainment of goals.” Students will also have opportunities to engage in areas of interest outside of the daily curriculum in Directed Learning Centers (DLC) each week. Students are encouraged to attend and participate in extra-curricular activities and weekly clubs or sports teams. | | |
| *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.* | | |
| According to the 2019 SurveyWorks student survey, 50% of students responded favorably to the School Climate domain area. 29% responded favorably to the School Engagement domain area. 21% of students reported feeling connected to the adults in the building. | | |
| **Evidence Basis –** *What evidence basis is there for this action?* | **Evidence Tier: Choose an item.** | |
| *Citation(s):*  SurveyWorks 2020-2022 Data  Results of post-survey conducted in Spring 2020 | *Proposed Funding Source:*  School budget | *Proposed Funding Amount:*  N/A |

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| **Goal 3** | | |
| Provide a school environment that addresses the social, emotional, and creative needs of all students while engaging families and community members to support student achievement and well-being. The 2019 SurveyWorks Student Survey results showed 50% of students responded favorably on the perceptions of the overall social and learning environment of the school (School Climate). By the 2022 SurveyWorks, we will see at least 60% of students responding favorably to this domain area. | | |
| **3.2 Intervention and Justification** | **Framework Domain(s):** | |
| *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.* | | |
| Promote and foster a culture of giving back and supporting our community members in times of need. Students participate in and donate to our annual Turkey Trot fundraiser held each year leading up to Thanksgiving. The Student Leadership team takes an active role in running the Pennies for Patients fundraiser each February. | | |
| *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.* | | |
| According to the 2019 SurveyWorks student survey, 50% of students responded favorably to the School Climate domain area. 29% responded favorably to the School Engagement domain area. 21% of students reported feeling connected to the adults in the building. | | |
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| **Goal 3** | | |
| Provide a school environment that addresses the social, emotional, and creative needs of all students while engaging families and community members to support student achievement and well-being. The 2019 SurveyWorks Student Survey results showed 50% of students responded favorably on the perceptions of the overall social and learning environment of the school (School Climate). By the 2022 SurveyWorks, we will see at least 60% of students responding favorably to this domain area. | | |
| **3.3 Intervention and Justification** | **Framework Domain(s):** | |
| *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.* | | |
| Build and promote an inclusive community that allows students to make connections to peers and adults. Through the Strong Kids Curriculum, students will work through a series of Social-Emotional lessons in small groups one day per week. This curriculum focuses on managing emotions, understanding the emotions of others, and dealing with stress. Teachers lead groups of 15 students or less on these lessons for the entire year. Students are able to build a connection with this adult as they work on SEL strategies to better help understand and manage their emotions. | | |
| *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.* | | |
| According to the 2019 SurveyWorks student survey, 50% of students responded favorably to the School Climate domain area. 29% responded favorably to the School Engagement domain area. 21% of students reported feeling connected to the adults in the building. | | |
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| **Implementation and Outcome Milestones** | | | | | | |
|  | **Y1 – BOY** | **Y1 – MOY** | **Y1 – EOY** | **Y2 – BOY** | **Y2 – MOY** | **Y2 - EOY** |
| **Implementation Milestones** |  |  |  |  |  |  |
| **Leading Indicators** |  |  |  |  |  |  |
| **Lagging Indicators and Accountability Outcomes** |  |  |  |  |  |  |
| **Equity and Shared Responsibility** – *How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.* | | | | | | |
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