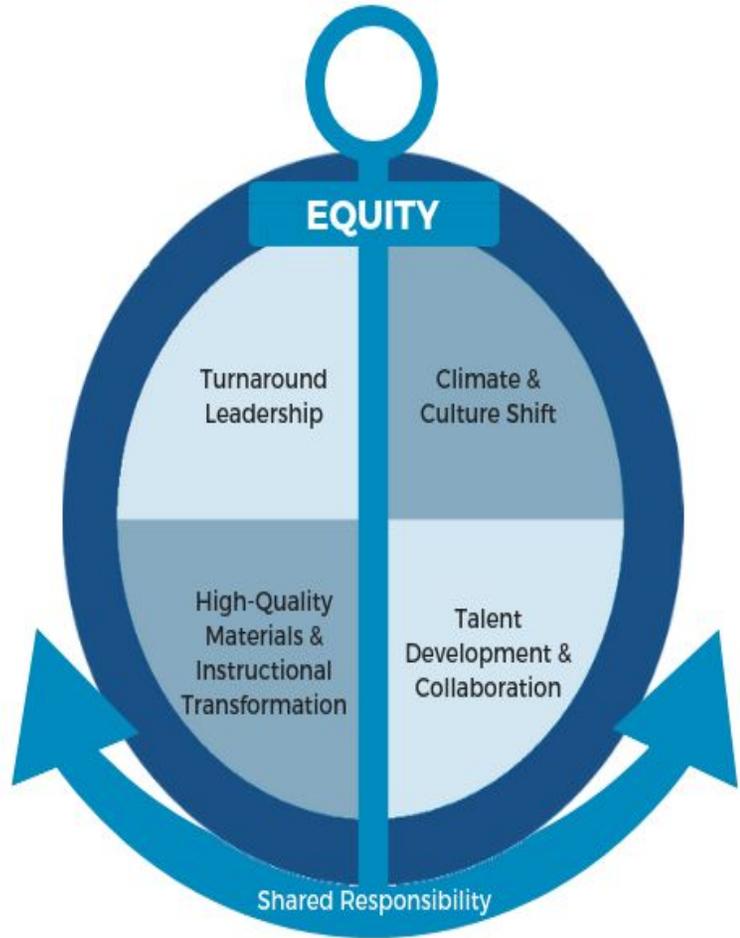


DAVISVILLE MIDDLE SCHOOL COMPREHENSIVE SCHOOL IMPROVEMENT PLAN 2019-2020



Davisville Middle School Comprehensive School Improvement Plan

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:

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

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

Must include details about:

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

3. **Plan to Implement Evidence-Based Interventions:** Describe **no more than five unique evidence-based interventions** that will be put in place to address the outcome goals and how each intervention will be successfully implemented.

Must include details about:

- o No more than five unique evidence-based interventions to address goals and root causes
- o 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?
- o Any special considerations for specific populations of students, if applicable—in particular, multilingual learners and differently-abled students
- o Resources and funding to be leveraged for implementation
- o Professional support and learning opportunities to enable implementation
- o Timeline for implementation, including quarterly implementation milestones
- o How the SEA and LEA can support implementation or address foreseen challenges

4. **Continuous Improvement, Monitoring, and Communication:** Describe how the evidence-based intervention and student outcome goals will be monitored and how stakeholders, including the Community Advisory Board and school-based collaborative team, will be kept informed of progress.

Must include details about:

- o Process for monitoring both implementation milestones and progress toward outcome goals; Process and timing for revising the plan as needed, at least annually
- o Communication protocols for sharing the plan and progress on the plan with stakeholders, including school staff, parents, students, and CABs

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LEA: Barbara Maher

School: Davisville Middle School

Plan Period: 2019-2020 school year

Date Last Modified: November 11, 2019

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

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

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

Name	Signature	Role + Perspective (<i>why are you participating?</i>)	Date
John Dudley		8 th grade Special Educator	11/6/19
Jaime George		6 th grade Special Educator	
Sandra Malielski		7 th grade Social Studies Teacher	
Michael Zito		6 th grade Math Teacher	
Ryan LaFond		8 th grade Social Studies Teacher	
Laurie Deignan		6 th grade ELA Teacher	
Emily Berenbeck		6 th and 7 th grades Guidance Counselor	
Nathaniel Blazer		6 th grade Social Studies Teacher	
Colin Smith		7 th grade Math Teacher	
Jodi Cogswell		Parent	
Shelly Kozun		8 th grade Science Teacher	
Alyssa Walsh		8 th grade ELA Teacher	
Ali Aiello		8 th grade Social Studies Teacher	
Savas Synodi		Spanish Teacher	
Ann Marie Cody		6 th grade Math Teacher	
Kevin Dubois		8 th grade ELA Teacher	
Marisa Eisner		Assistant Principal	
Barbara Maher		Principal	

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*

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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

Goal 1	Students will advance in their comprehension and application of mathematical skills. DMS is looking to increase the percentage of students scoring in the proficient range on the 2019 RICAS test by 5%.
<i>Intervention 1.1</i>	The district, along with the school, will implement a math curriculum that is; aligned to the Common Core Standards and Shifts; closely models format, skills, and expectations for RICAS, and is vertically aligned/harmonious with elementary and secondary math instruction. Projected date for implementation is September 2021.
<i>Intervention 1.2</i>	Teachers of the same grade; will implement common instructional practices, shared quarterly benchmarks and shared grading rubrics. Assessments will provide feedback and inform instruction to strengthen math skills and concepts.
<i>Intervention 1.3</i>	Teachers will designate a portion of common planning time every other week to analyze data to monitor student progress and drive instructional decisions.
<i>Intervention 1.4</i>	Students with skills below grade level as indicated by STAR, RICAS and/or class assignments will engage in targeted small group remediation in PLT, and/or in online programs (such as IXL). Students above grade level will participate in project-based learning opportunities and/or in online activities to extend their learning.
Goal 2	Students will advance their reading and writing skills. DMS is looking to increase the percentage of students scoring in the proficient range on the 2019 RICAS test by 5%.
<i>Intervention 2.1</i>	Implement an ELA curriculum that is aligned to the Common Core Standards and Shifts; closely models format, skills, and expectations for RICAS, and is vertically aligned/harmonious with elementary and secondary instruction. Projected date for implementation is September 2020.
<i>Intervention 2.2</i>	Teachers of the same grade; will implement common instructional practices, shared quarterly benchmarks and shared rubrics. Assessments will provide feedback and inform instruction to strengthen reading and writing skills.

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<i>Intervention 2.3</i>	Teachers will designate a portion of common planning time every other week to analyze data to monitor progress and drive instructional decisions.
<i>Intervention 2.4</i>	Students with skills below grade level as indicated by STAR, RICAS and/or class assignments will engage in targeted small group remediation in PLT, and/or in online programs (such as IXL). Students above grade level will participate in project-based learning opportunities and/or in online activities to extend their learning.
Goal 3	School success goes hand in hand with good attendance. We will decrease the number of students who are chronically absent (more than 18 school days for the school year) by 2.%.
<i>Intervention 3.1</i>	DMS will offer a full a full complement of engaging subjects, sports, and after school activities.
<i>Intervention 3.2</i>	DMS will recognize perfect attendance quarterly and monthly with tangible rewards.
<i>Intervention 3.3</i>	DMS will have a sub-committee that will monitor and problem-solve attendance issues monthly.
<i>Intervention 3.4</i>	DMS will engage the RIDE attendance tool and truancy court as support to improve attendance..

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

Goal 1 MATH	
Students will advance in their comprehension and application of mathematical skills. DMS is looking to increase the percentage of students scoring in the proficient range on the 2019 RICAS test by 5%.	
1.1 Intervention and Justification	Framework Domain(s):
<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>Students with skills below grade level as indicated by STAR, RICAS and/or class assignments will engage in targeted small group remediation in PLT, and/or in online programs (such as IXL). Classroom teachers will monitor student progress.</p> <p>Students above grade level will participate in project-based learning opportunities and/or in online activities to extend their learning.</p>	
<i>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.</i>	
<ul style="list-style-type: none"> ● On the 2019 RICAS Test in the area of Mathematics 43.27% of our students scored in the meeting or exceeding category. This was an increase of 4.1 % over the 2018 RICAS mathematics assessment results. ● 6th grade- 10% Not Meeting Expectations, 47% Partially Meeting Expectations or 57% below expectations ● 7th grade- 8% Not Meeting Expectations, 46% Partially Meeting Expectations or 54% below expectations ● 8th grade- 6% Not Meeting Expectations, 53% Partially Meeting Expectations or 59% below expectations ● On the Fall 2019 STAR Math Screening Report 68% of the students scored in the At/Above category with 32% of our students below the benchmark 	

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Evidence Basis – <i>What evidence basis is there for this action?</i>	Evidence Tier: Choose an item.						
<i>Citation(s):</i> 2019- RICAS scores and data beginning of the year STAR scores	<i>Proposed Funding Source:</i> <i>District funded Mathematics Program- Resources and PD. District funded on-line learning web programs.</i>	<i>Proposed Funding Amount:</i>					
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 – <i>How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.</i>							

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Goal 2 ELA	
<p>Students will advance their reading and writing skills. DMS is looking to increase the percentage of students scoring in the proficient range on the 2019 RICAS test by 5%.</p>	
2.1 Intervention and Justification	Framework Domain(s):
<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>Students with skills below grade level as indicated by STAR, RICAS and/or class assignments will engage in targeted small group remediation in PLT, and/or in online programs (such as IXL). Students above grade level will participate in project-based learning opportunities and/or in online activities to extend their learning.</p>	
<p><i>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.</i></p>	
<ul style="list-style-type: none"> ● On the 2019 RICAS Test in the area of ELA 46.45% of our students scored in the meeting or exceeding category This was an increase of 6.2 % over the 2018 RICAS ELA assessment results ● 6th grade- 11% Not Meeting Expectations, 35% Partially Meeting Expectations or 46% below expectations ● 7th grade- 11% Not Meeting Expectations, 43% Partially Meeting Expectations or 54% below expectations ● 8th grade- 14% Not Meeting Expectations, 47% Partially Meeting Expectations or 61% below expectations ● On the fall 2019 STAR Reading Screening Report 60% of the students scored in the At/Above category with 40% of our students below the benchmark 	

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Evidence Basis – <i>What evidence basis is there for this action?</i>	Evidence Tier: Choose an item.	
<i>Citation(s):</i> 2019 RICAS scores and data Beginning of the year STAR scores	<i>Proposed Funding Source:</i> <i>District funded Mathematics Program- Resources and PD. District funded on-line learning web programs.</i>	<i>Proposed Funding Amount:</i>

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 – <i>How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.</i>						

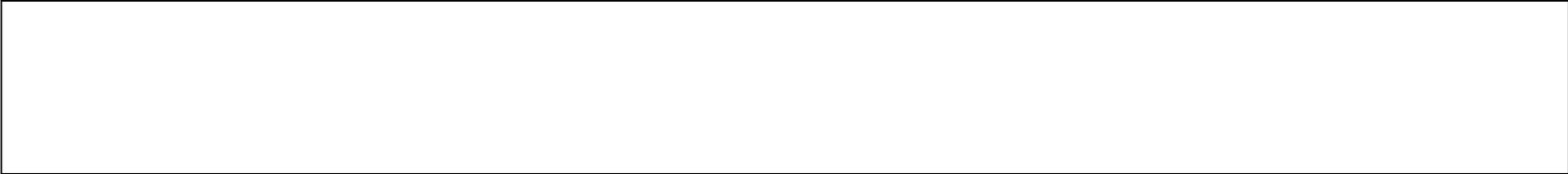
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Goal 3 Attendance		
School success goes hand in hand with good attendance. We will decrease the number of students who are chronically absent (more than 18 school days) by 2%.		
3.1 Intervention and Justification	Framework Domain(s):	
<i>Description 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>		
<i>DMS will offer a full complement of engaging subjects, sports and afterschool activities. We will recognize perfect attendance quarterly and monthly with tangible rewards. A sub-committee will monitor and problem-solve attendance issues monthly. DMS will engage the RIDE attendance tool and truancy court as support to improve attendance.</i>		
<i>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.</i>		
2019 School Accountability Report indicated 12.1% of DMS students to be chronically absent.		
Evidence Basis – <i>What evidence basis is there for this action?</i>	Evidence Tier: Choose an item.	
<i>Citation(s):</i> ASPEN data for attendance and discipline 2019 School Accountability Report Surveyworks	<i>Proposed Funding Source:</i> DMS school budget- Student Activity Account	<i>Proposed Funding Amount:</i>

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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 – <i>How are you ensuring vulnerable subgroup populations will be served by this approach? Please describe how you will know.</i>						

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Section 4: Continuous Improvement – Communication and Shared Responsibility

Partners (if applicable)
<i>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.</i>
Continuous Improvement and Sustainability
<i>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?</i>
Transparency and Communication
<i>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?</i>