

NEW ENGLAND LABORERS'/CRANSTON PUBLIC SCHOOLS
CONSTRUCTION & CAREER ACADEMY
BOARD OF DIRECTORS MEETING

April 24, 2019

12:00 P.M. Executive Session

Public Session Immediately Following Executive Session

4 Sharpe Drive, Cranston, RI

AGENDA

1. Call to Order – 12:00 p.m. – Convene to Executive Session pursuant to:
 - A. R.I. State Laws PL 42-46-5(a)(1) Personnel
 - B. PL 42-46-5(a)(2) Collective Bargaining and Litigation
2. Executive Session
3. Call to Order – Public Session
4. Roll Call/Quorum
5. Executive Session Minutes Sealed – April 24, 2019
6. Minutes of Previous Meeting Approved – March 19, 2019
7. Public Acknowledgements/Communications
8. Chairperson's Communications
9. Board Members Communications
10. Executive Director's Communications
 - a. Student Performance
 - b. Staffing Update
 - c. Enrollment
 - d. Budget
 - e. Charter renewal process
11. Public Hearing
 - a. Students (agenda/non-agenda matters)
 - b. Members of the Public (agenda matters only)

Resolutions

Business

No. 04-19-01 RESOLVED, at the recommendation of the Executive Director, that the Board of Directors, accept and approve the fourth quarter budget adjustment for the Fiscal Year 2018-2019.

No. 04-19-02 RESOLVED, at the recommendation of the Executive Director, that the Board of Directors, accept and approve the proposed budget for the Fiscal Year 2019-2020.

- 12. Consent Calendar/Consent Agenda
- 13. Action Calendar/Action Agenda
- 14. Public Hearings on Non-Agenda Items
- 15. Announcement of Future Meetings – May 22, 2019
- 16. Adjournment

Board members who are unable to attend this meeting are asked to notify the Chairperson in advance.

Interested persons and the public at large, upon advance notice, will be given a fair opportunity to be heard at said meeting on the items proposed on the agenda.

Individuals requesting interpreter services for the hearing impaired must notify the main office of Cranston Public Schools at 270-8170 seventy-two hours in advance of the meeting date.

Any changes to the agenda pursuant to RIGL 42-46-6 (e) will be posted on the school website at www.nelscharterschool.net, Cranston Public Schools' administration building, 845 Park Avenue, Cranston, RI; and NEL/CPS Construction and Career Academy, 4 Sharpe Drive, Cranston, RI and will be electronically filed with the Secretary of State at least forty-eight (48) hours in advance of the meeting.

Notice posted: - __April 11, 2019_____ = Secretary of State Website - Cranston Public Schools, 845 Park Avenue, Cranston, RI -NEL/CPS Construction and Career Academy, 4 Sharpe Drive, Cranston, RI - NEL/CPS Webpage

NEW ENGLAND LABORERS'/CRANSTON PUBLIC SCHOOLS
CONSTRUCTION & CAREER ACADEMY
BOARD OF DIRECTORS MEETING
April 24, 2019
12:00 P.M. Executive Session
Public Session Immediately Following Executive Session
4 Sharpe Drive, Cranston, RI

MINUTES

This meeting of the New England Laborers'/Cranston Public Schools Construction & Career Academy was held on the above date in the conference room with the following members present: Chairperson Traficante, Mr. Sabitoni, Mr. Santangelo, Mrs. Nota-Masse, Mr. Leone, Ms. Gale, and Mr. DeJesus.

It is noted that Mr. Cardi and Mr. Wall were absent with cause.

The meeting was called to order at 12:04. It was moved by Mr. Leone; seconded by Mr. Sabitoni to convene to Public Session RI State Laws. The roll was called and a quorum was present: Chairperson Traficante-Yes, Mr. Sabitoni-Yes, Mr. Leone-Yes, Ms. Gale-Yes, and Mr. DeJesus-Yes. Mrs. Nota-Masse and Mr. Santangelo arrived shortly after roll call. It was noted that there was no Executive Session held at this meeting.

A motion was made to approve the minutes of the March 19, 2019 meeting by Mr. DeJesus; seconded by Mr. Sabitoni. The roll was called; all were in favor.

Public Acknowledgements/Communications – None

Chairperson's Communications – None

Board Members Communications-

- Mr. Sabitoni announced a collaborative initiative with the NE Laborers' Health and Safety Fund and NEL/CPS C&CA focusing on Work Zone Safety awareness. The Fund originally promoted this effort which was adopted as a module for RI driver educational classes. Our sophomores earn a Work Zone Safety certification. This is the first year the Health and Safety Fund for LIUNA is delivering the classroom portion of the certification. The hands-on component will be completed with a LIUNA trainer in the construction lab in June. It will be taught to our entire sophomore class as they prepare for their own driver's education. The emphasis on work zone safety will tie in with their heavy and highway construction classes. A student competition to create a work safety zone slogan to appear on highway message boards will be an added component. An update will be provided at the next board meeting. (See Handout A on file with NEL/CPS C & CA for additional info)

Executive Director's Communications -

- The SAT and PSAT testing concluded with 100% compliance, results expected early summer, and play a critical role in school's renewal and CSI designation.

Budget - (See Handout B on file with NEL/CPS C & CA for additional info)

Ms. Corcelli provided the budget report:

- Revenue – to date City Aid revenue is 73% of budget and Out of District is 53%.
- Expenditures - aside from transportation costs (as discussions continue with RIDE), expenses are being monitored.
- Categorical funding was received for CTE endorsed Construction Craft Laborers' program.
- FY20 Proposed Budget was presented for approval. The Categorical Fund and Perkins Fund will aid in our revenue and same staffing model as previous year.

Student Performance – none

Staffing Update - none

Enrollment –

Ms. Ferris reported:

- Lottery held March 1, 2019, still awaiting confirmation from families of those accepted students. We are currently at capacity with a waitlist for 9th and 11th grade.

Charter Renewal Process – (See Handout C on file with NEL/CPS C & CA for additional info)

Mrs. Ferris reported on the School Improvement Plan (SIP) and Charter Renewal:

- Nora Meah conferenced in. Two reports presented, Comprehensive School Improvement Plan Model Template and Comprehensive School Improvement Plan Grant Summary.
- Processed was reviewed-Needs Assessment/Self-assessment completed by admin and teacher group, and CAB SI Sub-Committee rep met to determine goals and interventions.
- Susan Gale (parent), SI Sub-Committee rep, provided overview of the CIS plan to the CAB/Board.
- The plan and grant application, due May 15, outlines 3 main goals: engage students and families in importance of attendance, use data effectively to inform instruction and forecast student achievement, and maintain schoolwide professional growth utilizing blended learning strategies.
- Grant application will be submitted to RIDE, requesting funding up to SY21, aligned to achieve goals of School Improvement with evidenced-based interventions for each goal.
- Board sub-committees will meet at the close of this meeting today.
- Charter Renewal site visit is scheduled for May 22-24, 2019, reminder that May 21 board meeting will be rescheduled to May 22, 2019 @ 12:00 pm.
- Mr. Curran noted that the Board will be approving the CSI plan when they approve the Executive Director's report at the close of meeting today.

A motion was made to approve the Executive Director's Report by Mr. Santangelo; seconded by Mr. Leone. The roll was called; all were in favor.

Public Hearing

- a. Students (agenda/non-agenda matters) – None
- b. Members of the Public (agenda matters only) – None

Resolutions

Business

No. 04-19-01 **RESOLVED**, at the recommendation of the Executive Director, that the Board of Directors, accept and approve the fourth quarter budget adjustment for the Fiscal Year 2018-2019.

A motion was made to approve Resolution No. 04-19-01 by Mrs. Nota-Masse; seconded by Mr. Santangelo.

No. 04-19-02 **RESOLVED**, at the recommendation of the Executive Director, that the Board of Directors, accept and approve the proposed budget for the Fiscal Year 2019-2020.

A motion was made to approve Resolution No. 04-19-02 by Mrs. Nota-Masse; seconded by Mr. DeJesus.

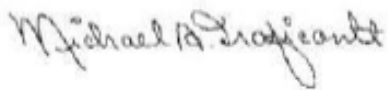
Consent Calendar/Consent Agenda – None
Action Calendar/Action Agenda – None
Public Hearings on Non-Agenda Items – None

Announcement of Future Meetings – May 22, 2019

There being no further business a motion to adjourn was made by Mr. Sabitoni; seconded by Mr. Santangelo. All were in favor.

The meeting was adjourned at 1:10 p.m.

Respectfully submitted,



Michael A. Traficante, Chairperson



New England Laborers'

Health & Safety Fund

April 24, 2019

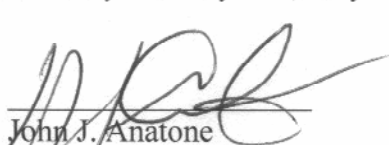
The New England Laborers' Health and Safety Fund (NELHSF) is pleased to announce a new collaboration with the New England Laborers'/Cranston Public Schools Construction & Career Academy which will focus on work zone safety awareness.

Since the Health and Safety Fund's inception in 1996, work zone safety has been at the forefront of its numerous initiatives that promote safe and healthy practices and lifestyles to New England Laborers and their families. In 2010, the Fund made a concerted effort to promote work zone safety to the motoring public. The Fund developed a program to educate individuals who were learning to drive entitled, "A Sudden Change of Plans". The program was quickly adopted by Rhode Island Driver Education Instructors and became a module of the Rhode Island Department of Motor Vehicles Driver Education Course administered by the Community College of Rhode Island.


To further promote safe driving through work zones, NELHSF proposes a 10-hour program to educate the entire sophomore class (10th grade) enrolled at the Career Academy about the many aspects of motoring and working safely in work zones. The age of the students is crucial since they are about to become motorists. Additionally, there has been a significant increase in road work in our state. Increased funding for road work equals increased crashes, injuries and fatalities in work zones.

In 2017, there were 158,000 crashes and 61,000 injuries from work zone accidents in the United States. There were also 799 fatalities which included 667 motorists and 132 workers. In Rhode Island, the 2018 statistics were just as somber. Our tiny state realized 756 work zone crashes and 22 injuries with three of them listed as severe and life-altering.

The education is comprised of 10-12 sessions instructed by John Anatone and Bree Sabitoni. Instruction will commence on April 25, 2019 and will be completed by June 4, 2019. The dates are as follows: April 25th, April 30th, May 2nd, May 9th, May 14th, May 16th, May 24th, May 28th, May 30th and June 4th.



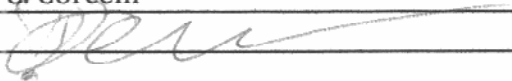
John J. Anatone
LiUNA Tri-Fund
Field Coordinator



Bree R. Sabitoni
Safety Specialist
NELHSF



Board of Directors Meeting Report Out

| | |
|-------------------------------------|--|
| Date of Board of Directors Meeting: | April 24, 2019 |
| Department/Committee Reporting: | Financial Development |
| Author: | C. Corcelli |
| Approved By (Executive Director): |  |

Background/ Context:

Operating Budget as of 3/31/2019

Revenue:

As of March 31, state aid and all QTR 3 tuition invoices were received. Year to date tuition revenue stands at: city aid tuition 73% of budget and out of district 53% of budget. For year end results, based on April 1st billing, city aid is expected at 96% of budget while out of district is 68%. While the state aid saw a 10% increase due to enrollment adjustments, the city and out of districts experienced a less than expected revenue, 4% and 32% respectively. Projected enrollment of 190 had averaged at actual 167. Thus, a QTR 4 budget adjustment is being presented for approval as original revenue of \$2.68MM will be adjusted to \$2.61MM.

Expenditures:

For year end expenditures, the major categories are as follows:

Salaries: expected decrease of \$27K overall due to vacancy

Benefits: expected decrease of \$11K due to vacancy

Purchased Services: expected increase of \$30K due to transportation, CCRI tuitions, technology repairs, and instructors adjustments.

Supplies and Materials: expected increase of \$3.8K due to propane, technology supplies

Property and Equipment: expected decrease of \$4K due to less equipment purchases

Other Costs: expected decrease of \$5K due to less than anticipated taxes

We expect \$13K less in expenditures compared to original budget and a projected overall deficit of approximately \$57K. It is important to note that the Categorical funding award, originally anticipated at \$180K and creating a surplus, has been reduced to \$74.5K.

Key issues for consideration:

Financial Development Opportunities:

- Continuation of the reserve transfer (RIDE policy that charter schools should have 3-6 months of its cash available in reserve to cover its total expenses). In September the semi-monthly transfers will resume.
- Researching grant possibilities within the Governor's Workforce Board industry sectors

Recommendation to the Board:

- Continue to support funding formula for charter schools through any means available
- Assist in recruiting efforts through word-of-mouth to various groups

DELCPS CONSTRUCTION & CAREER ACADEMY

APPROVED OPERATING BUDGET 2018-2019

AS OF 3/31/19

| | YTD | | | YTD | |
|---|-----------|-----------|------|-----------|------|
| | APPROVED | MARCH | % | MARCH | % |
| | 2018-2019 | 2018-2019 | USED | 2017-2018 | USED |
| REVENUE | | | | | |
| STATE AID | 1,159,749 | 1,047,578 | 90% | 952,194 | 81% |
| CRANSTON CITY AID | 765,111 | 559,436 | 73% | 564,698 | 75% |
| OD REGULAR EDUCATION | 759,575 | 399,120 | 53% | 371,179 | 56% |
| CONTRIBUTION RESERVE | 0 | 0 | 0% | 0 | 0% |
| CONTRIBUTIONS/DONATIONS | 0 | 0 | 0% | 0 | 0% |
| TOTAL REVENUES | 2,684,435 | 2,006,134 | 75% | 1,888,071 | 73% |
| | | | | | |
| | YTD | | | YTD | |
| | APPROVED | MARCH | % | MARCH | % |
| | 2018-2019 | 2018-2019 | USED | 2017-2018 | USED |
| EXPENDITURES | | | | | |
| SALARIES | | | | | |
| Faculty | 920,031 | 565,647 | 61% | 583,110 | 70% |
| Certified Adminstrators | 212,500 | 158,404 | 75% | 155,211 | 74% |
| Non Certified | 132,132 | 94,407 | 71% | 93,445 | 73% |
| Clerical | 40,900 | 23,388 | 57% | 29,298 | 73% |
| Custodian | 32,552 | 20,969 | 64% | 33,489 | 89% |
| All Other (subs, interns, o/t, stipends, vl, board) | 8,200 | 7,495 | 91% | 22,055 | 52% |
| | 1,346,315 | 870,310 | 65% | 916,608 | 71% |
| EMPLOYEE BENEFITS | | | | | |
| Health | 236,521 | 170,316 | 72% | 146,033 | 73% |
| Dental | 13,177 | 9,562 | 73% | 9,961 | 68% |
| Certified Pension | 185,606 | 113,960 | 61% | 114,547 | 70% |
| Non Certified Pension | 22,045 | 12,905 | 59% | 13,422 | 60% |
| All Other (life, fica, medicare, wc, eap) | 43,191 | 22,307 | 52% | 25,283 | 56% |
| | 500,540 | 329,050 | 66% | 309,246 | 69% |
| PURCHASED SERVICES | | | | | |
| Education (mail, legal, audit, Ubio, testing, instr/cnsl) | 371,642 | 243,486 | 66% | 223,362 | 62% |
| Property (rent, snow, maint, phone, alarm, rentals) | 253,244 | 239,555 | 95% | 239,619 | 94% |
| All Other Costs (e&o, ins, printing, transp) | 85,330 | 56,506 | 66% | 44,397 | 49% |
| | 710,216 | 539,547 | 76% | 507,378 | 72% |
| SUPPLIES AND MATERIALS | | | | | |
| Utilities (gas, propane, electric) | 43,600 | 35,487 | 81% | 38,625 | 87% |
| All Other Costs (classroom related supp) | 13,145 | 12,667 | 96% | 15,367 | 77% |
| | 56,745 | 48,154 | 85% | 53,992 | 84% |
| CAPITAL OUTLAY (furn, alarm, equip) | | | | | |
| | 4,269 | 114 | 3% | 12,061 | 101% |
| OTHER COSTS (fees, taxes, ft admiss) | | | | | |
| | 66,350 | 60,900 | 92% | 66,350 | 100% |
| CONTRIBUTION TO RESERVE | | | | | |
| | 0 | 0 | 0% | 0 | 0% |
| TOTAL EXPENDITURES | | | | | |
| | 2,004,105 | 1,048,070 | 00% | 1,005,030 | 72% |
| SURPLUS/(DEFICIT) | | | | | |
| | 0 | 158,059 | | 22,436 | |

REVISED OPERATING BUDGET 2018 - 2019

Prepared 4/24/2019

| | 5/15/2018 | 4/24/2019 | | | |
|--|------------------|------------------|-----------------|----------------|--------------------------------------|
| | APPROVED | REVISED | \$ | % | |
| REVENUE | 2018-2019 | 2018-2019 | VARIANCE | VARIANCE | |
| STATE AID | 1,159,749 | 1,281,902 | 122,153 | 10.53% | State aid & enrollment finalized |
| CRANSTON CITY AID | 765,111 | 738,373 | (26,738) | -3.49% | Decreased enrollment |
| OD REGULAR EDUCATION | 759,575 | 518,313 | (241,262) | -31.76% | Decreased enrollment |
| CTE CATEGORICAL FUND | 0 | 74,550 | 74,550 | 0.00% | Awarded CTE |
| CONTRIBUTION RESERVE | 0 | 0 | 0 | 0.00% | |
| CONTRIBUTIONS/DONATIONS | 0 | 0 | 0 | 0.00% | |
| TOTAL REVENUES | 2,684,435 | 2,613,138 | (71,297) | -2.66% | |
| | | | | | |
| EXPENDITURES | APPROVED | REVISED | \$ | % | |
| | 2018-2019 | 2018-2019 | VARIANCE | VARIANCE | |
| SALARIES | | | | | |
| Faculty | 920,031 | 880,345 | (39,686) | -4.31% | Decrease due to vacant tech position |
| Certified Adminstrators | 212,500 | 217,000 | 4,500 | 2.12% | Salary adjustment |
| Non Certified | 132,132 | 131,752 | (380) | -0.29% | Salary adjustment |
| Clerical | 40,900 | 35,518 | (5,382) | -13.16% | New hire adj |
| Custodian | 32,552 | 29,520 | (3,032) | -9.31% | New hire adj |
| All Other (subs, o/t, stipends, vl, board) | 8,200 | 25,089 | 16,889 | 205.96% | Increase for coverages, vacancies |
| | 1,346,315 | 1,319,224 | (27,091) | -2.01% | |
| EMPLOYEE BENEFITS | 500,540 | 488,958 | (11,582) | -2.31% | Decrease due to faculty change |
| PURCHASED SERVICES | | | | | |
| Education (mail, legal, audit, Ubio, testing, instr/cnslt) | 371,642 | 379,560 | 7,918 | 2.13% | Salary adjustment for instructors |
| Property (rent, snow, maint, phone, alarm, rentals) | 253,244 | 257,115 | 3,871 | 1.53% | Increase in plowing/property maint |
| All Other Costs (e&o, ins, printing, transp) | 85,330 | 103,996 | 18,666 | 21.88% | Increase in tuition, transportation |
| | 710,216 | 740,671 | 30,455 | 4.29% | |
| SUPPLIES AND MATERIALS | | | | | |
| Utilities (gas, propane, electric) | 43,600 | 45,300 | 1,700 | 3.90% | |
| Natural Gas | 5,000 | 5,000 | 0 | 0.00% | |
| Propane | 8,300 | 10,000 | 1,700 | 20.48% | Increase in propane |
| Electric | 30,300 | 30,300 | 0 | 0.00% | |
| All Other Costs (classroom related supp) | 13,145 | 15,332 | 2,187 | 16.64% | Increase in overall supplies |
| | 56,745 | 60,632 | 3,887 | 6.85% | |
| PROPERTY & EQUIPMENT (furn, alarm, equip) | 4,269 | 114 | (4,155) | -97.33% | |
| OTHER COSTS (fees, taxes, ft admiss) | 66,350 | 61,201 | (5,149) | -7.76% | Decrease in anticipated tax |
| CONTRIBUTION TO RESERVE | 0 | 0 | 0 | 0.00% | |
| TOTAL EXPENDITURES | 2,684,435 | 2,670,800 | (13,635) | -0.51% | |
| SURPLUS/(DEFICIT) | 0 | (57,662) | | | |

| | | | | | | |
|-------------------------|---------------------------|-----------|-----------------------|-------------------------|-----------|-------------------------|
| REVENUE | Adjustment \$2,684,435 | | | Decrease \$2,613,138 | | Variance (\$71,297) |
| | \$196,703 | \$122,153 | State aid finalized | \$268,000 | \$26,738 | In district tuition |
| | | \$74,550 | Awarded CTE | | \$241,262 | Out of district tuition |
| EXPENDITURES | Adjustment \$2,684,435 | | | Decrease \$2,670,800 | | Variance \$13,635 |
| Salary | \$21,389 | \$16,889 | All Other | \$48,480 | \$39,686 | Technology |
| | | \$4,500 | Admin & Non-Cert | | \$8,794 | Non cert & staff |
| Benefits | \$0 | \$0 | n/a | \$11,582 | \$11,582 | Misc |
| Purch Services | \$32,589 | \$7,225 | Instructors | \$2,134 | \$812 | Web, Literacy Testing |
| | | \$1,505 | Math Testing | | \$712 | M & R |
| | | \$2,028 | Snow | | \$610 | Misc |
| | | \$2,555 | M&R Technology | | | |
| | | \$2,246 | CCRI Tuition | | | |
| | | \$17,030 | Transportation | | | |
| Supp/Mat | \$6,682 | \$1,700 | Propane | \$2,795 | \$800 | M&R Supplies |
| | | \$2,600 | Custodial Supplies | | \$1,995 | Class and Bldg Mat |
| | | \$2,382 | Books & Tech Supplies | | | |
| Capital | \$0 | \$0 | n/a | \$4,155 | \$1,000 | Alarm & Safety |
| | | | | | \$3,155 | Tech Equip & Software |
| Miscellaneous | \$0 | \$0 | n/a | \$5,149 | \$985 | Fees & Field Trips |
| | | | | | \$4,164 | Prop Tax Sewer |
| Total | \$60,660 | | | \$74,295 | | |
| TOTAL SURPLUS (DEFICIT) | | | | | | (\$57,662) |

| REVENUE | REVISED | | | \$ | % |
|-------------------------|-----------------------|-----------------------|-----------------------|----------------|-----------|
| | APPROVED 2018-2019 | PROPOSED 2018-2019 | PROPOSED 2019-2020 | VARIANCE | VARIANCE |
| STATE AID | 1,159,749 | 1,281,902 | 1,284,609 | 2,707 | 0% |
| CRANSTON CITY AID | 765,111 | 738,373 | 788,500 | 50,127 | 7% |
| OD REGULAR EDUCATION | 759,575 | 518,313 | 611,545 | 93,232 | 18% |
| CTE CATEGORICAL FUND | 0 | 74,550 | 74,550 | 0 | 0% |
| PERKINS | 0 | 0 | 32,000 | 32,000 | 0% |
| CONTRIBUTIONS/DONATIONS | 0 | 0 | 0 | 0 | 0% |
| TOTAL REVENUES | 2,684,435 | 2,613,138 | 2,791,204 | 178,066 | 7% |

| EXPENDITURES | REVISED | | | \$ | % |
|--|-----------------------|-----------------------|-----------------------|---------------|-----------|
| | APPROVED 2018-2019 | PROPOSED 2018-2019 | PROPOSED 2019-2020 | VARIANCE | VARIANCE |
| SALARIES | | | | | |
| Faculty | 920,031 | 880,345 | 949,699 | 69,354 | 8% |
| Certified Administrators | 212,500 | 217,000 | 221,340 | 4,340 | 2% |
| Non Certified | 132,132 | 131,752 | 135,151 | 3,399 | 3% |
| Clerical | 40,900 | 35,518 | 37,800 | 2,282 | 6% |
| Custodian | 32,552 | 29,520 | 32,677 | 3,157 | 11% |
| All Other (subs, o/t, stipends, vl, board) | 8,200 | 25,089 | 7,700 | (17,389) | -69% |
| | 1,346,315 | 1,319,224 | 1,384,367 | 65,143 | 5% |

| | | | | | |
|--------------------------------------|----------------|----------------|----------------|---------------|------------|
| EMPLOYEE BENEFITS | | | | | |
| Health | 236,521 | 236,986 | 260,968 | 23,982 | 10% |
| Dental | 13,177 | 13,200 | 13,725 | 525 | 4% |
| Certified Pension | 185,606 | 179,275 | 201,382 | 22,107 | 12% |
| Non Certified Pension | 22,045 | 17,041 | 23,782 | 6,741 | 0% |
| All Other (life, fica, medicare, wc) | 43,191 | 42,456 | 43,713 | 1,257 | 3% |
| | 500,540 | 488,958 | 543,570 | 54,612 | 11% |

| | | | | | |
|--|----------------|----------------|----------------|------------|-----------|
| PURCHASED SERVICES | | | | | |
| Education (mail, legal, audit, Ubio, testing, instr/cnslt) | 371,642 | 379,560 | 388,638 | 9,078 | 2% |
| Property (rent, snow, maint, phone, alarm, rentals) | 253,244 | 257,115 | 254,544 | (2,571) | -1% |
| All Other Costs (e&o, ins, printing, transp) | 85,330 | 103,996 | 97,780 | (6,216) | -6% |
| | 710,216 | 740,671 | 740,962 | 291 | 0% |

| | | | | | |
|--|---------------|---------------|---------------|----------------|------------|
| SUPPLIES AND MATERIALS | | | | | |
| Utilities (gas, propane, electric) | 43,600 | 45,300 | 45,300 | 0 | 0% |
| Natural Gas | 5,000 | 5,000 | 5,000 | 0 | 0% |
| Propane | 8,300 | 10,000 | 10,000 | 0 | 0% |
| Electric | 30,300 | 30,300 | 30,300 | 0 | 0% |
| All Other Costs (classroom related supp) | 13,145 | 15,332 | 13,860 | (1,472) | -10% |
| | 56,745 | 60,632 | 59,160 | (1,472) | -2% |

| | | | | | |
|--|-------|-----|-----|-----|------|
| PROPERTY & EQUIPMENT (furn, alarm, equip) | 4,269 | 114 | 300 | 186 | 163% |
|--|-------|-----|-----|-----|------|

| | | | | | |
|---|--------|--------|--------|-------|----|
| OTHER COSTS (fees, taxes, ft admiss) | 66,350 | 61,201 | 62,845 | 1,644 | 3% |
|---|--------|--------|--------|-------|----|

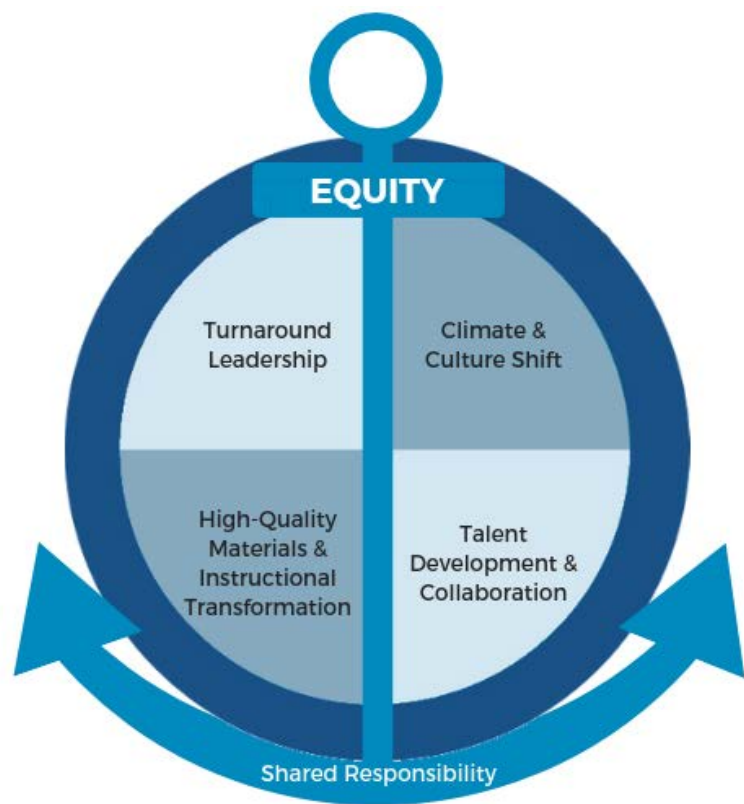
| | | | | | |
|--------------------------------|---|---|---|---|----|
| CONTRIBUTION TO RESERVE | 0 | 0 | 0 | 0 | 0% |
|--------------------------------|---|---|---|---|----|

| | | | | | |
|---------------------------|------------------|------------------|------------------|----------------|-----------|
| TOTAL EXPENDITURES | 2,684,435 | 2,670,800 | 2,791,204 | 120,404 | 5% |
|---------------------------|------------------|------------------|------------------|----------------|-----------|

| | | | | | |
|--------------------------|----------|-----------------|----------|--|--|
| SURPLUS/(DEFICIT) | 0 | (57,662) | 0 | | |
|--------------------------|----------|-----------------|----------|--|--|

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN MODEL TEMPLATE

Rhode Island Department of Elementary and Secondary Education



Office of School Improvement
Division of the Deputy Commissioner

Comprehensive School Improvement Plan Model Template

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

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

1. **Engagement and Plan Development:** Describe the process the school community took to develop this improvement plan—this includes both the Community Advisory Board and the school-based collaborative team.

Must include details about:

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

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

Must include details about:

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

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

Must include details about:

- No more than five unique evidence-based interventions to address goals and root causes
- Context-based rationale for choosing these intervention strategies
 - How is the intervention aligned with the practices outlined in Rhode Island Framework for Comprehensive School Improvement?
 - How does this intervention build upon— or depart from— existing efforts?
 - What capacity does the school have to implement the Intervention?
 - What evidence is there to suggest this evidence-based intervention will be successful in this particular context?
- Any special considerations for specific populations of students, if applicable—in particular, multilingual learners and differently-abled students
- Resources and funding to be leveraged for implementation
- Professional support and learning opportunities to enable implementation
- Timeline for implementation, including quarterly implementation milestones
- How the SEA and LEA can support implementation or address foreseen challenges

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

Must include details about:

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

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LEA: Cranston Public Schools

School: NEL/CPS Construction & Career Academy

Plan Period: June 2019 – May 2022

Date Last Modified: April 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.

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

| Name | Signature | Role + Perspective (<i>why are you participating?</i>) | Date |
|-------------------|-----------|--|------|
| Carolyn Ferris | | Dean of Academics | |
| Dennis Curran | | Principal | |
| Lisa Redding | | English Teacher | |
| Eric Rimay | | Special Education Teacher | |
| Karen Forleo | | Mathematics Teacher | |
| Gerry Codola | | Social Worker | |
| Ashley Pagliarini | | Physical Education Teacher | |
| Nora Meah | | Education Consultant | |

Process Summary

Beginning in mid-January 2019, the NEL/CPS Construction & Career Academy leadership organized the collaborative team to develop the school's Comprehensive School Improvement Plan. The school's leadership team submitted a waiver to RIDE to ensure the school's Board of Directors met the requirements of the Community Advisory Board. Concurrently, the school's leadership team identified five members of the staff to serve on the School Improvement Plan (SIP) development team. Also at this time, an educational consultant was retained to develop the plan in coordination with the collaborative team.

In short order, the waiver was approved by RIDE and the NEL/CPS Construction & Career Academy Board of Directors approved the engagement between the school and educational consultant. Prior to the February recess, the Global Best Practices Self-Assessment Tool for Secondary Learning was selected for the root cause analysis and distributed with instructions to the SIP development team. The team convened with the educational consultant on March 20th to review the results of the needs assessment and on March 27th to complete a root cause analysis. By early April, the school's leadership and the educational consultant had reflected on the process and isolated three core areas for improvement. The draft plan was then presented to SIP development team members in mid-April with draft goal language, interventions, and benchmarks for implementation. Revisions were put in motion after feedback in order to present the revised plan to the Board of Directors and district leadership before the end of April.

Local education authority approval pending.

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Section 1.A: Theory of Action

The NEL/CPS Construction & Career Academy has developed a vision for improving their school. This vision resulted from the process developed by the Rhode Island Department of Education (RIDE) and described in the Practitioner's Guide to School Improvement Planning (Under ESSA). It aligns with the Cranston Public Schools strategic plan, including the districts vision, mission, and guiding beliefs.

Over a three period, NEL/CPS Construction & Career Academy will increase overall student outcomes in academics - as measured by achievement on the SAT - and engagement in the instructional culture.

- If students are motivated to increase overall attendance rates and the students with the highest rates of chronic absenteeism improve attendance annually, opportunities to capture more complete assessment data and opportunities to improve student engagement in the instructional culture will improve.
- If the instructional culture includes a well-articulated philosophy for data use and a well-defined system for analyzing data, tactical changes to instruction, curriculum, and professional development will improve overall student academic achievement.
- If educators are equipped to use the most robust blended learning practices, instruction will more deeply engage students and differentiated instruction will more effectively target the identified standards for improvement.

Vision Statement

District

Our vision is to be a top-ranked learning community that graduates productive, caring citizens who are prepared to succeed in a global society.

School

Our vision is to provide high quality pathways for students who want to succeed in the classroom and prepare for fulfilling careers tomorrow.

Mission Statement

District

In partnership with families and community, Cranston Public Schools will empower all students to achieve academic and personal excellence, exhibit persistent effort and live as resourceful, inquiring and contributing global citizens.

School

Our School community fosters respect, responsibility, and motivation by constructing pathways that inspire hope and confidence to meet the challenges of a global society.

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Guiding Beliefs /Core Values

District

- All students can learn
- Public education is central to our democracy
- Engaging the student's family and the community in the education process enhances learning and academic achievement
- We are responsible for building and maintaining high performing organizations that ensure all students will successfully acquire the knowledge, skills and values necessary for success
- Our principals and teachers make the critical difference in student achievement

Commitments

1. Providing all students with the opportunity to perform to their fullest potential and eliminating the achievement gap.
2. Giving all students access to a well-rounded, rigorous curriculum that is research-based and data driven.
3. Preparing all students to be successful in institutions of higher learning or the workforce without a need for remediation.
4. Encouraging and providing engagement opportunities for all students' families.
5. Embracing our community's diversity and using it to enhance the educational environment.
6. Partnering with community members to maximize student learning.
7. Ensuring that an effective principal leads every school.
8. Ensuring that an effective teacher instructs each class.
9. Providing resources for relevant professional development.
10. Providing safe and orderly learning and working environments.
11. Operating effectively and efficiently with fiscal responsibility.
12. Securing and allocating adequate and appropriate resources to meet the needs of all children.

School

Our core beliefs of the necessary characteristics of a viable school community member- Respect, Responsibility and Motivation in our school culture where it lives in Student Expectations, our Advisory program and Classroom Behavior Protocols.

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?*

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Title I Areas Addressed by the Comprehensive School Improvement Plan

A comprehensive school improvement plan for Cranston Public Schools must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I).

- ❑ Component 1: School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement
- ❑ Component 2: Use of effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program, increase the amount and quality of time (such as providing before and after school and summer programs and opportunities), and include strategies for meeting the educational needs of historically underserved populations.
- ❑ Component 6: Strategies to increase parental involvement
- ❑ Component 8: Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program
- ❑ Component 9: Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance to ensure student difficulties are identified on a timely basis

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

The section below is intended to provide a quick dashboard-style summary of **up to three goals and up to five unique, aligned, evidence-based interventions** a school community and associated LEA has selected as the focus of their comprehensive school improvement plan. Please recall that these goals and associated interventions should be aligned to the Rhode Island State Accountability System metrics, as well.

Subsequently, in Section 3, each individual unique intervention will be unpacked further, and more information provided on the evidence basis, the implementation milestones, and the leading and lagging indicators. ***The tables in each section can be copied and pasted to allow for the unique needs of each school community and LEA.***

| | |
|-------------------------------------|--|
| Goal 1 | Engage students and families in an attendance accountability and incentive structure to reduce overall school truancy <ul style="list-style-type: none"> - Year I (SY2019-2020) - Reduce absenteeism in the most chronically absent students by 5% in 2019-2020 - Year I (SY2019-2020) – Assess thematic root causes for chronic absenteeism; communicate back to school community - Year II (SY2020-2021) - Decrease schoolwide chronic absenteeism from 48.8% in 2017-2018 to 38% in 2020-2021 - Year II (SY2020-2021) – Research model and prospective partners in order to pilot a paid/unpaid internship program in 2021-2022 - Year III (SY2020-2021) - Decrease schoolwide chronic absenteeism to 30% or less in 2021-2022 |
| Theory of Action | If students are motivated to increase overall attendance rates and the students with the highest rates of chronic absenteeism improve attendance annually, opportunities to capture more complete assessment data and opportunities to improve student engagement in the instructional culture will improve |
| Needs Assessment | High levels of student absenteeism negatively affect the instructional culture for both students and educators |
| CPS Strategic Plan Alignment | Ensure success for all students – Strategy 1.1, 1.17, 1.20, 1.21 Build productive partnerships for education – Strategy 2.9 Create a safe and healthy learning environment for all - Strategy 4.7 |
| Intervention 1.1 | Form and fund a student engagement committee responsible for developing an engagement system based on the Attendance Works model implementation Tier I |
| Intervention 1.2 | Develop an attendance accountability communication strategy to both parents/guardians and students using the Remind program |
| Intervention 1.3 | Propose funding to partner with Cranston Public Schools to pilot a 8 th grade transition program especially focused on improving attendance for both middle and high school participants |
| Intervention 1.4 | Implement a newcomer program to introduce new students at any grade level and time of year to the school’s achievement expectations and culture of accountability; fostered by Student Engagement Committee and/or parent group and including an entry interview protocol |
| Intervention 1.5 | Establish an incentive structure for overall attendance, assessment day attendance, and changes to historically truant students; incentive structure reinforces minimum absenteeism |

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Section 2: Overview Dashboard – Continued

| | |
|-------------------------------------|---|
| Goal 2 | <p>Data sources are organized to inform instruction with an emphasis in Year I to establish protocols for forecasting student achievement and setting attainment goals</p> <ul style="list-style-type: none"> - Year I (SY2019-2020) - Student assessment data for Achieve 3000 is complete for 85% of students up from approximately 70% in 2019-2020 and student assessment data STAR is complete for 60% of students up from approximately 43% in 2019-2020 - Year I (SY2019-2020) – Increase total number of students achieving 20+ hours of Khan Academy Personalized Official SAT Prep - Year I (SY2019-2020) – Practice goal-setting from target achievement to baseline with a beta group of students using historic and/or complete assessment data (share with parents) - Year II (SY2020-2021) – Assess efficacy of forecasting protocols and expand beta test to all content teachers - Year II (SY2020-2021) – Student performance data on Achieve 3000, STAR, IXL, PSAT, and SAT are mapped twice annually to inform instructional practices (MOY and EOY) |
| Theory of Action | If the instructional culture includes a well-articulated philosophy for data use and a well-defined system for analyzing data, tactical changes to instruction, curriculum, and professional development will improve overall student academic achievement. |
| Needs Assessment | Limited data and inconsistent protocols for data analysis negatively affect learning outcomes |
| CPS Strategic Plan Alignment | Ensure success for all students – Strategy 1.1, 1.17, 1.20, 1.21 |
| <i>Intervention 2.1</i> | Develop a Humanities and STEM teacher leadership model and expand Reading Specialist to 1.0 FTE to refine data driven accountability practices and inform Professional Development |
| <i>Intervention 2.2</i> | Facilitate new achievement-focused data quality practices for educators, including interpreting, forecasting, goal-setting protocols, led by School Improvement Strategist support role (PSAT/SAT, STAR, and Achieve 3000) |
| <i>Intervention 2.3</i> | Refine the existing objectives and agenda format for quarterly data team meetings in 2019-20; execute two meetings |
| <i>Intervention 2.4</i> | Introduce professional development on interpreting and forecasting protocols for teachers to set achievement goals with students on STAR and Achieve 3000 (beta test) |
| <i>Intervention 2.5</i> | Re-integrate (beta test Year I) common planning time as an educator community to share best data analysis practices, including achievement goal setting with students |

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Section 2: Overview Dashboard – Continued

| | |
|-------------------------------------|--|
| Goal 3 | <p>Sustain a schoolwide professional growth goal on blended learning for third of five year strategy, specifically applying and assessing the efficacy of differentiated instructional strategies</p> <ul style="list-style-type: none"> - Year I (SY2019-2020) – NEL/CPS Construction & Career Academy identify and assess professional development opportunities - Year I (SY2019-2020) - Increase Math team access to district support on IXL from baseline zero to two (2) engagements annually - Year I (SY2019-2020) – Introduce five (5) authentic assessment tasks in all content areas from baseline zero |
| Theory of Action | If educators are equipped to use the most robust blended learning practices, instruction will more deeply engage students and differentiated instruction will more effectively target students' identified areas for improvement. |
| Needs Assessment | Students and teacher have not adjusted routines and practices to meet achievement measures |
| CPS Strategic Plan Alignment | <p>Ensure success for all students – Strategy 1.16, 1.20, 1.23 (YII), 3.1, 3.4, 3.5, 3.7</p> <p>Promote a positive culture - Strategy 3.1, 3.4, 3.5, 3.7</p> |
| <i>Intervention 3.1</i> | Redesign the 9 th grade schedule to ensure all sophomores are eligible to take Geometry (beta test a block schedule format in Year I) |
| <i>Intervention 3.2</i> | Re-engage walk-through protocol by district blended learning specialist for year two of three year strategy, including the development of a gradual release train-the-trainer model) |
| <i>Intervention 3.3</i> | Identify and share best blended learning practices for differentiating math instruction, including instructional grouping and authentic formative assessment tasks |
| <i>Intervention 3.4</i> | Integrate IXL Learning practices into math team professional development (measured by frequency and educator satisfaction) |
| <i>Intervention 3.5</i> | Identify five authentic assessment tasks relative to the PSAT/SAT for SY2019-2020 in each content area |

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

| | | |
|--|--|--|
| Goal 1 Engage students and families in an attendance accountability and incentive structure to reduce overall school truancy | | |
| <ul style="list-style-type: none"> - Year I (SY2019-2020) - Reduce absenteeism in the most chronically absent students by 5% in 2019-2020 - Year I (SY2019-2020) – Assess thematic root causes for chronic absenteeism; communicate back to school community - Year II (SY2020-2021) - Decrease schoolwide chronic absenteeism from 48.8% in 2017-2018 to 38% in 2020-2021 - Year II (SY2020-2021) – Research model and prospective partners in order to pilot a paid/unpaid internship program in 2021-2022 - Year III (SY2020-2021) - Decrease schoolwide chronic absenteeism to 30% or less in 2021-2022 | | |
| 1.1-5 Intervention and Justification: | | Framework Domain(s): Turnaround Leadership, Climate & Culture Shift |
| <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>High levels of student absenteeism negatively affect the instructional culture for both students and educators. Therefore, NEL/CPS Construction & Career Academy will develop strategies in line with the Attendance Works program. The three main components of the plan will roll out in the 2019-2020 school year and be monitored for success and improvement by a single school leader responsible for overseeing the student engagement committee and communicating data to advisors, guidance, and social work teams as well as project managing the accountability communications plan.</p> <p>In the 2019-2020 school year, absenteeism data between new and returning students, chronically absent students and high attending students, and by time of academic year to develop a data-driven timeline for early warning. This format will be used for all incoming students at any time of year. This format will be assessed and duplicated each year.</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>In the 2017-2018 school year, NEL/CPS Construction & Career Academy evidenced a near 50% chronic absenteeism rate. This, combined with high levels of student mobility, make for a volatile instructional culture that lacks continuity of routines and rituals as well discrete achievement data.</p> | | |
| Evidence Basis – What evidence basis is there for this action? | | Evidence Tier: Tier I |
| Citation(s): <ul style="list-style-type: none"> o Three tiers of interventions – Attendance Works o Ginsburg, Alan, Phyllis Jordan and Hedy Chang. Attendance Works, August 2014 | Proposed Funding Source: <p style="text-align: center;">SIP Grant</p> | Proposed Funding Amount: Goal I: <p>Funding to research, select, and implement attendance accountability and incentive structure using Attendance Work’s resources</p> |

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| | | |
|---|--|---|
| <ul style="list-style-type: none">○ Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public School. University of Chicago Consortium on Chicago School Research (CCSR)○ Rogers, Todd and T. Duncan. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic, Washington, DC, 2017 | | Preliminary Request : \$15000 over three years |
|---|--|---|

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| Implementation and Outcome Milestones | | | | | | |
|---|--|--|--|---|---|----------|
| | Y1 – BOY | Y1 – MOY | Y1 – EOY | Y2 – BOY | Y2 – MOY | Y2 – EOY |
| Implementation Milestones | <ul style="list-style-type: none"> → Organize and share historic attendance data for all incoming students → Assign owners → Communicate to system to families and students | <ul style="list-style-type: none"> → Launch text early warning system | <ul style="list-style-type: none"> → Report on efficacy of early warning text system progress to community | <ul style="list-style-type: none"> → Text communication is refined and continued | | |
| Leading Indicators | <ul style="list-style-type: none"> → Baseline attendance is evaluated for all current and new incoming students | <ul style="list-style-type: none"> → Students and families engage by responding to text communication | | | | |
| Lagging Indicators and Accountability Outcomes | <ul style="list-style-type: none"> → Schoolwide chronic absenteeism decreases by 5-10% | | <ul style="list-style-type: none"> → Lower rates of EOY truancy → Reduced rates of truancy in historically chronically truant students | | <ul style="list-style-type: none"> → Students and families engaged by responding to text communication see a decrease in truancy | |
| 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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This intervention most targets students demonstrating chronic absenteeism. There is no breakdown by subpopulations for this goal. As the school better understands the root causes for absenteeism through the early warning text communication, a second year plan can be proposed based on that data.

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Goal 2

Data sources are organized to inform instruction with an emphasis in Year I to establish protocols for forecasting student achievement and setting attainment goals

- Year I (SY2019-2020) - Student assessment data for Achieve 3000 is complete for **85%** of students up from approximately **70%** in 2019-2020 and student assessment data STAR is complete for **60%** of students up from approximately **43%** in 2019-2020
- Year I (SY2019-2020) – Increase total number of students achieving **20+ hours** of Khan Academy Personalized Official SAT Prep
- Year I (SY2019-2020) – Practice backward mapping with a beta group of students from their target achievement to baseline (beta group students have historic and/or complete assessment data)
- Year II (SY2020-2021) – Assess efficacy of forecasting protocols and expand beta test to all content teachers
- Year II (SY2020-2021) – Student performance data on Achieve 3000, STAR, IXL, PSAT, and SAT are mapped **twice annually** to inform instructional practices (MOY and EOY)

2.1-6 Intervention and Justification

**Framework Domain(s): High Quality Materials & Instructional Transformation;
Climate & Culture Shift**

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

In order to inform instruction and set SMART achievement goals for students, NEL/CPS Construction & Career Academy needs to commit to organize the available data, identify gaps in data collection and analysis, and execute a set of simple data protocols. Establishing a School Improvement Strategist role funded through ESP dollars is essential to Goal 2. The School Improvement Strategist will not only manage the intake of data sources but the compilation, analysis, access, and communication regarding student data. Large gaps in student achievement data are – in some cases - the result of chronic absenteeism making analysis and application to instructional practices very difficult. The School Improvement Strategist can support educators in completing the picture for students with robust or limited data. The School Improvement Strategist can also inform the student engagement committee's proposed accountability and incentive structures to improve overall school attendance on assessment days. Additionally, the School Improvement Strategist can develop the most comprehensive perspective on school progress toward district strategic goals (district dashboard), the CSI plan, and charter accountability all in an effort to drive student outcomes.

In tandem with the School Improvement Strategist role, NEL/CPS Construction & Career Academy will establish a teacher leadership structure for Humanities and STEM in order to make meaning of data analyses in team meetings. This teacher leadership structure will coordinate with the School Improvement Strategist to co-lead quarterly data meetings, implement data analysis protocols by team, and co-lead the implementation of College Board data analysis and achievement forecasting for STAR and Achieve 3000 in advisories.

In terms of data use, the longer term focus is a culture shift toward higher levels of achievement. By introducing achievement forecasting through STAR and Achieve 3000, educators will grapple with goal setting that is not strictly based on growth, but on overall achievement. Paired with the sustained efforts of the

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SAT coaching model, student achievement goals and backward planning steps will be developed with students and socialized with parents/guardians, SAT coaches for continuity and accountability.

Khan Academy Personalized Official SAT prep is on the rise at NEL/CPS Construction & Career Academy after less than one year of implementation. Linking Khan performance to relevant achievement metrics (re: the SAT) for students can increase total participation and illustrate potential achievement. (Socialize student success stories)

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.

NEL/CPS Construction & Career Academy has developed a strong body of data through routine assessment calendars and practices. STAR and Achieve 3000 data are strong examples of this. Teachers have autonomy to analyze student level data, but data teams and practices have not consistently supported teachers' endeavors. This is demonstrated through ASPEN data tracking and school level data sources. Additionally, the school structure does not provide for clear data management responsibilities. The absence of these practices in the weekly and quarterly schedules suggests limited continuity between teachers instructing the same students.

While NEL/CPS Construction & Career Academy demonstrates an ability to grow students (Achieve 3000 lexile score growth, NECAP five year trajectory, and PSAT to SAT growth), helping students understand their relative achievement can enable students and educators to plan together.

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

Evidence Tier: Tier II

Citation(s):

Proposed Funding Source:

Proposed Funding Amount:

- Achieve 3000 – Secondary Evidence for ESSA
- Center for Research and Reform in Education (CRRE) at Johns Hopkins University School of Education
- Forecast student performance – Achieve 3000
- STAR SAT Study
- Parents' Guide to STAR assessments
- SAT Prep with Khan Academy
- New Data Links 20 Hours of Personalized Official SAT Practice on Khan Academy to 115-Point Average Score Gains

SIP Grant and Title II

Goal II:

Funding to support talent development interventions, including Humanities and STEM teacher leadership model, professional development session facilitators (re: College Board data analysis and goal-setting)

Preliminary Request: \$18,000 over three years

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| Implementation and Outcome Milestones | | | | | | |
|---------------------------------------|---|---|---|---|----------|----------|
| | Y1 – BOY | Y1 – MOY | Y1 – EOY | Y2 – BOY | Y2 – MOY | Y2 - EOY |
| Implementation Milestones | <ul style="list-style-type: none"> → Set and socialize goals for complete assessment data by newcomers, returners, and mid-year starters → Launch Khan Academy for Juniors | <ul style="list-style-type: none"> → Share progress toward 85% complete → Launch Khan Academy for Sophomores → First two professional development sessions on forecasting complete → EOY goal setting complete for pilot students | <ul style="list-style-type: none"> → Compare assessment data completeness to past year | <ul style="list-style-type: none"> → Professional development schedule for 2020-2021 prioritizes forecasting in first two sessions | | |
| Leading Indicators | <ul style="list-style-type: none"> → Teachers can articulate goals for complete assessment data → Advisories have developed incentives for assessment days by working with student engagement committee | <ul style="list-style-type: none"> → Teachers practice forecasting student achievement and measure accuracy Fall to Winter | <ul style="list-style-type: none"> → Teachers communicate forecasted student achievement and measure accuracy Winter to Spring with students | <ul style="list-style-type: none"> → More students attain forecasted achievement than in past year | | |

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| | | | | | | |
|--|--|---|--|---|--|---|
| Lagging Indicators and Accountability Outcomes | → Percent of returning students with complete assessment data is up → Percent of newcomer students with complete assessments is up compared to past years | → More students are on track to reach 20+ hours than in 2018-2019 | → Total number of students to achieve 20+ hours is higher than 2018-2019 | → More students are on track to reach 20+ hours than in 2019-2020 | → Total number of students to achieve 20+ hours is higher than 2019-2020 | → Overall SAT achievement increases compared to 2019-2020 |
| 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> | | | | | | |
| <p>The most vulnerable populations that will be served by forecasting are the lowest performers, including those with the highest mobility rates and those who enter NEL/CPS Construction & Career Academy after freshman year. Additionally, forecasting can inform educators instructional grouping, blended learning strategies, and assessments for groups of students, including high growth - low achievement and low growth – low achievement</p> | | | | | | |

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Goal 3

Sustain a schoolwide professional growth goal on blended learning for third of five year strategy, specifically applying and assessing the efficacy of differentiated instructional strategies

- Year I (SY2019-2020) – NEL/CPS Construction & Career Academy uses Professional Academy for Cranston Educators (PACE) in ASPEN to identify and assess professional development opportunities
- Year I (SY2019-2020) - Increase Math team access to district support on IXL from baseline **zero to two (2)** engagements annually
- Year I (SY2019-2020) – Introduce **five (5) authentic assessment tasks** in all content areas **from baseline zero**

3.1-5 Intervention and Justification

Framework Domain(s): High quality materials & instructional transformation; talent development & collaboration

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.

An instructional culture focused on achievement is characterized by results for students and educators. Professional development that is goal-oriented and yields a measurable impact for educators has an effect on the instructional culture and student outcomes. Building from the results of Survey Works year-over-year student reported data as well as the SIP development team self-assessment, the school will continue its commitment to blended learning. Therefore, NEL/CPS Construction & Career Academy is taking a multifaceted approach to supporting its educators. However, the school must clearly articulate its CSI plan and describe how the calendar for 2019-2020 professional development supports students and educators.

The leadership team in coordination with Humanities and STEM educator leadership will determine what district level professional development on blended learning can be accessed and evaluated through ASPEN. From there, this administrator-educator team can develop further resources to complement a full suite of blended learning professional development for the year by content teams.

In a more targeted approach, the math team will have access to the district's IXL Learning subject matter expert and 100% of their professional development will integrate IXL Learning practices.

In 2019-2020, NEL/CPS Construction & Career Academy will identify and introduce opportunities for authentic assessment tasks in each content area. Professional development on the use of authentic assessment tasks can be driven internally before seeking external funding by sourcing expertise by applied disciplines, including science, world of work, and construction careers.

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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While ELA scores have seen some improvement, Math has stagnated. Focusing on the development of instructional strategies and applied learning opportunities is intended both to improve student engagement and enrich educators with more instructional practices.

The extent to which IXL Learning can impact student outcomes is yet to be seen. The resource is available to NEL/CPS Construction & Career Academy, but access to a district subject matter expert and a comprehensive plan for professional development has lacked.

Modest engagement reported in Survey Works can be spurred by hands-on learning and assessment opportunities in the classroom and online. Poor connections between school work and the real world need to be strengthened. More authentic learning activities deepen connections for students, especially those seeking career pathways while in secondary school.

| Evidence Basis – <i>What evidence basis is there for this action?</i> | Evidence Tier: Tier III | |
|--|---|--|
| Citation(s): <ul style="list-style-type: none"> ○ IXL – Rhode Island Math Standards ○ IXL Alignment to Common Core ○ Authentic Assessment – Oxford Research Encyclopedia of Education ○ Authentic Assessment Toolbox | Proposed Funding Source: SIP Grant and Title II Professional development budget approval through CPS and NEL/CPS Construction & Career Academy Board of Directors | Proposed Funding Amount: Goal III: Funding to support authentic task development and IXL professional development materials Preliminary Request: \$9000 over three years |

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| Implementation and Outcome Milestones | | | | | | |
|---------------------------------------|---|--|----------|--|----------|----------|
| | Y1 – BOY | Y1 – MOY | Y1 – EOY | Y2 – BOY | Y2 – MOY | Y2 – EOY |
| Implementation Milestones | <ul style="list-style-type: none"> → Set and socialize professional development goals for the school and team → Secure IXL professional development (3x) for Math team → Introduce authentic assessments through an interactive presentation | <ul style="list-style-type: none"> → Professional development exit tickets are developed by leadership and educator team → Develop common rubrics for authentic assessments within teams or schoolwide | | <ul style="list-style-type: none"> → Common rubrics are updated for year two implementation | | |
| Leading Indicators | | <ul style="list-style-type: none"> → Professional Development exit tickets are completed by 70% of educators → Educators approve beta common rubrics after feedback loop complete | | | | |

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|--|--|--|--|--|--|--|
| Lagging Indicators and Accountability Outcomes | → Practice authentic assessments are implemented in 70% of classes and more than 70% of students reach proficiency | → Satisfaction and application of professional development are assessed in exit tickets; 50 % or more in the affirmative | → Satisfaction and application of professional development are assessed in exit tickets; 70 % or more in the affirmative | | → Satisfaction and application of professional development are assessed in exit tickets; 80 % or more in the affirmative | → Satisfaction and application of professional development are assessed in exit tickets; 90 % or more in the affirmative |
|--|--|--|--|--|--|--|

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Section 4: Continuous Improvement – Communication and Shared Responsibility

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| 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> |
| <p>NEL/CPS Construction & Career Academy is proposing to partner with Cranston Public Schools in years one through three of the school improvement plan with potential to sustain the transition program with secured funding. This middle school partnership with the Cranston Public Schools district is the sole proposed partner of this plan outside of paid vendor supports. Because CPS middle schools have historically served as feeder schools and because behaviors contributing to chronic absenteeism begin in middle school, the partnership is mutually beneficial and rooted in deepening student engagement as a means to combat chronic absenteeism.</p> <p>If approved, NEL/CPS Construction & Career Academy would serve as the lead partner. Accountability would be required at two levels: student and administrator. While this partnership would likely not have performance-based contracting requirements, both NEL and Cranston Public Schools (including middle school leadership) must establish minimum requirements for maintaining the transition program. NEL/CPS Construction & Career Academy is proposing minimum requirements measured by student participation and measurable increases in student attendance tied directly to transition program days and periods.</p> |
| 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> |
| <p>Managing the plan will require regular reports on progress against milestones to the Board of Directors which will serve as the Community Advisory Board. However, NEL/CPS Construction & Career Academy leadership will use the quarterly data team meetings to measure progress against benchmarks and therefore be able to provide four yearly updates to the Board of Directors or the Board sub-committee for school improvement. Recommendations to change course, including changes to measures, strategies, or tactics, is the School Improvement Strategist's responsibility. As a direct report to the Board of Directors, the Board must hold the School Improvement Strategist responsible.</p> <p>Additionally, the central responsibility of the School Improvement Strategist is to establish measures and data collection practices that set baseline and growth targets. The School Improvement Strategist will ensure that schedules align with all state accountability and grant funding reporting timelines.</p> <p>Chiefs for Change cite the main levers for sustained school improvement as opportunities for teacher collaboration and innovation, common planning time, measured instructional quality, prioritized human capital practices and support, and conditions for empowerment. By design, this plan integrates each of those levers. In addition to the monitoring process outlined above, the goals herein, and the three year timeline for measured improvement, methods for communicating updates, changes, and accomplishments will be developed by the school community (below).</p> <p>(Chiefs for Change - http://chiefsforchange.org/wp-content/uploads/2016/05/School-Improvement-Strategies-Under-ESSA.pdf)</p> |
| Transparency and Communication |

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In the space below, please describe how this plan and the work associated with it will be transparently available to the public. Additionally, 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?

By virtue of the state accountability and reporting calendar NEL/CPS Construction & Career Academy will minimally report attendance, PSAT, and SAT data to the Rhode Island Department of Education. Additionally, the school will isolate the three main goals and measures to form a single page dashboard for stakeholders. This dashboard can be made available as part of the monthly e-newsletter as well as in hard copy from the administrative team.

Finally, NEL/CPS Construction & Career Academy leadership will use the quarterly data team meetings to measure progress against benchmarks and therefore be able to provide four yearly updates to the Board of Directors or the Board sub-committee for school improvement.