



Rhode Island School Improvement Plan

In accordance with the Education Accountability Act 2019

Stony Lane Elementary

Principal Nicole Hitchener

School Year 2021-2022

School Improvement Teams Planning Template for SY2021-22

Copy and paste the table below for each major strategy your school will undertake to improve instruction and outcomes for students in the coming school year(s). For guidance on identifying strategies, make sure your efforts are aligned with your LEA's strategic plan, and/or current COVID Reopening Plan, and or RI's LEAP Taskforce recommendations.

Strategy Name – Name the strategy, intervention, or activity below		
ELA and Math Interventions for all learners		
Description of Strategy – Describe in detail the intervention that explains what is being implemented, who is implementing, in what setting(s), at what time(s), and to which students.		
<p>MTSS - NK K-12 Multi Tier System of Supports: Professional Development; MTSS Identification Improvements; Consistent Intervention Block Support; Additional Interventionists</p> <p>STAR Screener</p> <p>Currently, NKSD uses the STAR Assessment as a screener for both reading and mathematics in grades 1-11. These assessments are given 3 times a year and we use this information to conduct a Data-Based Decision Making meeting (DBDM). These meetings inform NKSD on how well Tier 1 instruction is working and what trends we are seeing. This data is used to inform future instructional decisions. We also use the STAR Assessment along with other data points to determine students who are in need of Tier 2 or Tier 3 interventions. We are hoping with funding from RIDE to extend the use of STAR to include grades 1-11.</p> <p>Students who score in the Intervention or Urgent Intervention categories on the STAR Math BOY will receive support through the school's Multi-Tiered Support System and intervention block support. Students will engage in small group remediation and/or utilize online programs to hone skills.</p> <p>Aimswest Screener</p> <p>In grades K & 1, NKSD uses the Aimsweb Early Numeracy and Literacy Screener. We use this screener to assess all students in these grades three times a year. It is also used to write MTSS goals and progress monitor Tier 2 & 3 students.</p> <p>Professional Development - NK K-5 Staff Training</p> <ul style="list-style-type: none">• ELA Curriculum: Wit & Wisdom, Foundations, Heggerty, Geodes, and Reading Strategies• Math Curriculum: Ongoing support for Bridges/Number Corner		
Goal(s) – Please list the goal(s) supported by this plan along with leading and lagging indicators of success. Add rows as necessary		
Leading Indicators/Formative Data	Outcomes/Goals	Aligned to: (LEA Strategic Plan/LEAP/COVID Reopening)
Students who score in the Intervention and Urgent Intervention categories on the STAR	Target: All Stony Lane students will score proficiency or growth toward proficiency on	NK Strategic Plan Goal # 1

<p>Reading BOY and who score below grade level using Fountas and Pinnell will receive support through the school's Multi-Tiered Support System and intervention block support. Students will engage in small group remediation and/or utilize online programs to hone skills. Tier 2 students will work with classroom teachers during a WINN (What I Need Now) 30 minutes per day. Tier 3 students will work with a reading specialists/interventionists during the Intervention Block.</p> <p>Students who score in the Intervention or Urgent Intervention categories on the STAR Math BOY will receive support through the school's Multi-Tiered Support System and intervention block support. Students will engage in small group remediation and/or utilize online programs to hone skills.</p>	<p>assessments (STAR, AIMSWeb, Fountas and Pinnell Reading, LETRS, Foundations assessments as well as other sources of data) STAR Reading reports student growth percentile scores for students who test with this assessment during at least two of the three screening windows. The STAR Reading will be given during the fall, winter and spring. Stony Lane expects a median growth target of 52 SGP for the school. A median growth target of 55 SGP for the school is needed to exceed and/or By EOY, increase the rate of proficiency in Star Reading by 10% over the Fall baseline.</p> <p>OUTCOMES: - SL STAR Reading Median Growth = 63</p> <p>Students will develop a deeper understanding of Common Core Math concepts, problem solving techniques, and fluency of math thinking. Target: All Stony Lane students will score proficiency or growth toward proficiency on assessments. (Rubric, CCSS assessments, etc) STAR Math reports student growth percentile scores for students who test with this assessment during at least two of the three screening windows. The STAR Math will be given during the fall, winter and spring. Stony Lane expects a median growth target of 52 SGP for the school. A median growth target of 55 SGP for the school is needed to exceed and/or By EOY, increase rate of proficiency in STAR Math by 10% over the fall baseline.</p> <p>OUTCOMES: - SL STAR Math Median Growth = 67</p>	
MLL Teachers	SMARTE Goals for Priority #2	NK ESSER Grant Goals

<p>RI's Blueprint for Multilingual Learner Success helped to guide North Kingstown School Department in our planning. As such, to address multilingual learners (MLLs) needs at all levels we are adding an additional 1.5 FTE teachers to our current 5 MLL specialists. This plan will help NKSD to accelerate the rate at which our English language learners are passing the ACCESS test and testing out of services. It is a district goal to increase support in the lower grades so that we close the learning gap for all students in all grades K-12 in this subgroup. The ESSER funds will go towards 1.0 of the FTEs.</p>	<p>Goal #1: By the end of the year the overall proficiency rate for MLL students will increase by 10% compared to the spring 2021 scores.</p> <p>OUTCOMES:</p> <ul style="list-style-type: none"> - SL STAR Reading MLL Proficiency = 60% - SL STAR Math MLL Proficiency = 80% 	
<p>Interventionists/Reading Specialists</p> <p>NKSD is requesting additional interventionists added to all three grade spans to provide access to accelerated learning for students who are below grade level. We are asking for 3 Interventionists/Reading Specialists at the elementary level to be shared by the 6 buildings according to need, 1 Math Interventionist to be shared at the middle schools, and 1 Interventionists at the high school. Next year, we are implementing a 30 minute intervention block in grades K-5 that will rotate between math and reading supports. The classroom teachers will provide Tier 2 interventions along with additional practice and enrichment activities in the classroom. At the middle school level, one teacher will support our two middle schools and join current reading specialists to assist with the increase in the number of students who have a need to grow faster and farther this year. Fortunately, NK rolled out a new ELA</p>	<p>Goal #2: By the end of the year the overall proficiency rate for free and reduced lunch students will increase by 10% compared to the spring 2021 scores.</p> <p>OUTCOMES:</p> <ul style="list-style-type: none"> - SL STAR Reading Low SES Proficiency = 66% - SL STAR Math Low SES Proficiency = 75% 	NK ESSER Grant Goals
	<p>Goal #3: By the end of the year the overall proficiency rate for students with IEPs will increase by 10% compared to the spring 2021 scores</p> <p>OUTCOMES:</p> <ul style="list-style-type: none"> - SL STAR Reading IEP Proficiency = 49% - SL STAR Math IEP Proficiency = 74% 	NK ESSER Grant Goals

<p>curriculum at the middle level grades 6-8 and by the end of the year teachers had seen growth. Unfortunately, teachers at the middle school level were competing with outdated ventilation and the large air purifiers, which along with the slow Chromebook technology created a perfect storm for students to disengage. Having the additional teacher to intervene on day one with our students whose scores on the spring STAR reports are in need of intervention will be another positive in school support to help students access the curriculum as intended. Finally, at the high school level, an Interventionist will be added to support the digital intervention program already in place.</p>		
<p>Results of Needs Assessment – <i>Describe the data from the need(s) identified in the needs assessment that led to selecting this intervention and related goal(s). What factors led to the determination that this was a high-priority need?</i></p>		
<p>Reading DBDM (Data Based Decision Making) Protocol Students who score in the Intervention and Urgent Intervention categories on the STAR Reading BOY and who score below grade level using Fountas and Pinnell will receive support through the school's Multi-Tiered Support System and intervention block support. Students will engage in small group remediation and/or utilize online programs to hone skills. Tier 2 students will work with classroom teachers during a WINN (What I Need Now) 30 minutes per day. Tier 3 students will work with a reading specialist/interventionists during this same time. Total # of students - Grade 1: 61, Grade 2: 62, Grade 3: 67, Grade 4: 56 & Grade 5: 44 = 290 Fall 2021 STAR Reading Data - Grade 1- tested 51% or 23 students at or above 40th Percentile Rank Grade 2- tested 52% or 32 students at or above 40th Percentile Rank Grade 3- tested 80% or 53 students at or above 40th Percentile Rank Grade 4- tested 80% or 44 students at or above 40th Percentile Rank Grade 5- tested 74% or 32 students at or above 40th Percentile Rank</p> <p>Math DBDM (Data Based Decision Making) Protocol</p>		

Students who score in the **Intervention and Urgent Intervention** categories on the STAR Math BOY will receive support through the school's Multi-Tiered Support System and intervention block support. Students will engage in small group remediation and/or utilize online programs to hone skills. Tier 2 students will work with classroom teachers during a WINN (What I Need Now) 30 minutes per day. Tier 3 students will work with a reading specialist/interventionists during this same time.

Total # of students - Grade 1: 61, Grade 2: 62, Grade 3: 67, Grade 4: 56 & Grade 5: 44 = 290

Fall 2021 STAR Math Data -

Grade 1- tested 82% or 49 students at or above 40th Percentile Rank

Grade 2- tested 72% or 44 students at or above 40th Percentile Rank

Grade 3- tested 86% or 57 students at or above 40th Percentile Rank

Grade 4- tested 85% or 47 students at or above 40th Percentile Rank

Grade 5- tested 74% or 32 students at or above 40th Percentile Rank

Root Cause Analysis – Describe the root cause analysis reasoning that led to this intervention being selected as the right one to address identified need(s). Out of all the root causes considered, why was this the one chosen?

Include District Level Data here and verbiage from ESSER

Rationale – Describe how this intervention will address identified root cause(s).

Through providing students with the WINN Block and proper scaffolded support during Core Instruction (based on the MTSS model), students will have the time and instructional supports they need to increase their reading accuracy, fluency and comprehension when reading fiction and non-fiction texts. They will also be able to respond accurately in writing when given a prompt and include key details. Students will also accurately solve math problems using a variety of problem solving strategies and supporting answers with evidence.

Alignment – Describe how this intervention aligns with the LEA strategic plan, learning acceleration for COVID, and/or COVID reopening plans

Aligns with Goal 1 of our District Strategic Plan: Provide a multi-tiered system of support to afford access to academic/behavioral supports and interventions for all students; specifically concentrating on closing the achievement gap and increasing growth for subgroups: English language learners, race/ethnicity, socio-economic status, and students with disabilities. (supports may include but are not limited to: Lexia, Virtual High School, DreamBox, IXL, FLVS.)

Funding Sources – Indicate all funding sources and amounts that will be used to support this intervention

Funding Source (add rows as necessary)	Amount
District Funding	
ESSER Grant	

Equity and Shared Responsibility – How will vulnerable populations including MLLs, differently-abled students, students of color, students in foster care, students experiencing homelessness and other struggling or at-risk groups be served by this approach? Please describe how you will know.

All students have access to the Core ELA and Math Curricula. All students who are identified as needing Tier II and III support through the MTSS system will receive the support. Data will be reviewed by the MTSS team quarterly to ensure the interventions in place are working and will make changes as needed. All students will have access to interventions and supports for accelerating learning during the WINN block, throughout the Core instructional time and in Library.

MLL Teachers

RI's Blueprint for Multilingual Learner Success helped to guide North Kingstown School Department in our planning. As such, to address multilingual learners (MLLs) needs at all levels we are adding an additional 1.5 FTE teachers to our current 5 MLL specialists. This plan will help NKSD to accelerate the rate at which our English language learners are passing the ACCESS test and testing out of services. It is a district goal to increase support in the lower grades so that we close the learning gap for all students in all grades K-12 in this subgroup. The ESSER funds will go towards 1.0 of the FTEs.

Interventionists/Reading Specialists

NKSD is requesting additional interventionists added to all three grade spans to provide access to accelerated learning for students who are below grade level. We are asking for 3 Interventionists/Reading Specialists at the elementary level to be shared by the 6 buildings according to need, 1 Math Interventionist to be shared at the middle schools, and 1 Interventionists at the high school. Next year, we are implementing a 30 minute intervention block in grades K-5 that will rotate between math and reading supports. The classroom teachers will provide Tier 2 interventions along with additional practice and enrichment activities in the classroom. At the middle school level, one teacher will support our two middle schools and join current reading specialists to assist with the increase in the number of students who have a need to grow faster and farther this year. Fortunately, NK rolled out a new ELA curriculum at the middle level grades 6-8 and by the end of the year teachers had seen growth. Unfortunately, teachers at the middle school level were competing with outdated ventilation and the large air purifiers, which along with the slow Chromebook technology created a perfect storm for students to disengage. Having the additional teacher to intervene on day one with our students whose scores on the spring STAR reports are in need of intervention will be another positive in school support to help students access the curriculum as intended. Finally, at the high school level, an Interventionist will be added to support the digital intervention program already in place.

Strategy Name – Name the strategy, intervention, or activity below		
Social Emotional/Attendance		
Description of Strategy – Describe in detail the intervention that explains what is being implemented, who is implementing, in what setting(s), at what time(s), and to which students.		
Goal(s) – Please list the goal(s) supported by this plan along with leading and lagging indicators of success. Add rows as necessary		
Leading Indicators/Formative Data	Outcomes/Goals	Aligned to: (LEA Strategic Plan/LEAP/COVID Reopening)
<p>Attendance and Survey Works Data</p> <p>Priority #1 Back to School</p> <p>Back to School - Attendance Campaign</p> <p>During the 2020-2021 school year North Kingstown School Department's chronically absent student percentages increased, specifically for those in the upper grades who were distance learners for the year (See Table 1). It is our goal to start a back to school campaign that focuses on exciting students about the new school year (see Table 2). To begin, NKSD will host Welcome Back to School picnics at each school so that teachers, administrators, staff, students, and families can spend time getting to know each other in person after 18 months of separation. As part of this campaign we will focus on the</p>	<p>SMARTe Goals for Priority #1</p> <p>Goal 1: The attendance campaign will decrease chronic absenteeism by a rate of 10% of 18% chronic over the 2020-2021 rate in the 2021-2022 school year.</p> <p>OUTCOMES:</p> <p>- SL Absenteeism rate 21-22 = 7% down from 18%</p>	NK ESSER Grant Goals
	<p>Goal 2: The percentage of students who report the importance of attendance impacting learning and grades will increase by an average of 10% over 2020-2021 rate as measured by SurveyWorks.</p> <p>OUTCOMES:</p> <p>- SL Survey Works 21-22 = 25% down 1%</p>	NK ESSER Grant Goals
	<p>Goal 3: The percentage of students who report how often they talk about college, jobs and careers in class will increase by an average of</p>	NK ESSER Grant Goals

<p>importance of attendance as a catalyst for increased student performance and social emotional well being (see Table 2). This campaign will include attendance awareness on social media, the use of the RIDE attendance tools, and posters in schools to promote increasing student attendance. In order to promote attendance students need to see the value in school which includes the importance of completing PreK-12 schooling in order to support college and careers (see Table 3).</p> <p>Stony Lane Attendance total 2020-2021 - 18%</p>	<p>10% over the 2020-2021 as measured by 2022 SurveyWorks.</p> <p>OUTCOMES: - SL Survey Works 21-22 = 9% up 5%</p> <p>To support this, we will be reintroducing Career Days at each building K-12 to spread awareness of a variety of career options.</p>	
	<p>SMART E Goals for Priority #3</p> <p>Goal 2: The percentage of students who reported that stress interfered with their ability to participate in school will decrease by an average of 5% over the 2020-2021 as measured by 2022 SurveyWorks.</p> <p>OUTCOMES: - SL Survey Works 21-22 = 73% down 4%</p>	<p>NK Strategic Plan Goal # 2 NK ESSER Grant Goals</p>
<p>Ambassador Program for Welcoming DL Students</p> <p>About 20% of NKSD students have been learning virtually for 13 months. We have first graders entering next year that have never been in a school building learning in person alongside peers. In order to smooth this transition to learning in a classroom environment, we would like to start an Ambassador Program for welcoming distance learning students back to NKSD. At each building, senior students will be selected to be the ambassadors. This role will include giving the students a tour of the building, walking them through the lunch room process, introducing them to key faculty and staff members, and providing a safe place where they can ask questions. To organize this</p>	<p>SMART E Goals for Priority #4</p> <p>Goal 1: 100% of distance learners will participate in a peer support/ambassador program as they integrate back to in-person learning in all grades K-12.</p> <p>OUTCOMES:</p> <ul style="list-style-type: none"> - Stony Lane New Student and Kindergarten Ambassador Tour 8/25/21 Lead by 5th Grade Ambassadors both previous In Person and DL Learners attended 	<p>NK ESSER Grant Goals</p>

program we are asking for a coordinator at each building to train the students and communicate with the DL students and families that we are welcoming back to ease their worries. A District-wide Ambassador Coordinator will facilitate this overall program.		
Continue to provide a variety of extra-curricular/co-curricular activities 2021-2022 - Reviewing all extra curricular activities to continue following Covid protocols. Phasing in academic assistance as a priority followed by clubs and other extracurricular activities.	Garden/compost/nutrition (schools that were interested) teacher and students from each level, includes District coordinator (Environmental Club) Supplies which may include: compost bin, garden gloves, tools and fencing, etc. SL-\$2500 OUTCOMES: - SL Garden improved the water system, composting/worms, and pollinators/butterflies added	NK Strategic Plan Goal #2 NK ESSER Grant Goals
Results of Needs Assessment – Describe the data from the need(s) identified in the needs assessment that led to selecting this intervention and related goal(s). What factors led to the determination that this was a high-priority need?		
<p>Priority #1 Back to School</p> <p>Back to School - Attendance Campaign</p> <p>During the 2020-2021 school year North Kingstown School Department's chronically absent student percentages increased, specifically for those in the upper grades who were distance learners for the year (See Table 1). It is our goal to start a back to school campaign that focuses on exciting students about the new school year (see Table 2). To begin, NKSD will host Welcome Back to School picnics at each school so that teachers, administrators, staff, students, and families can spend time getting to know each other in person after 18 months of separation. As part of this campaign we will focus on the importance of attendance as a catalyst for increased student performance and social emotional well being (see Table 2). This campaign will include attendance awareness on social media, the use of the RIDE attendance tools, and posters in schools to promote increasing student attendance. In order to promote attendance students need to see the value in school which includes the importance of completing PreK-12 schooling in order to support college and careers (see Table 3). To support this, we will be reintroducing Career Days at each building K-12 to spread awareness of a variety of career options.</p> <p>Stony Lane Attendance total 2020-2021 - 18%</p>		
Root Cause Analysis – Describe the root cause analysis reasoning that led to this intervention being selected as the right one to address identified need(s). Out of all the root causes considered, why was this the one chosen?		
Include District Level Data here and verbiage from ESSER		

Rationale – Describe how this intervention will address identified root cause(s).	
Alignment – Describe how this intervention aligns with the LEA strategic plan, learning acceleration for COVID, and/or COVID reopening plans	
Funding Sources – Indicate all funding sources and amounts that will be used to support this intervention	
Funding Source (add rows as necessary)	Amount
District Funding	
ESSER Grant	
Equity and Shared Responsibility – How will vulnerable populations including MLLs, differently-abled students, students of color, students in foster care, students experiencing homelessness and other struggling or at-risk groups be served by this approach? Please describe how you will know.	

Name	Signature	Role + Perspective (<i>why are you participating?</i>)	Date
Nicole Hitchener		Principal/Leadership	8/10/21 9/30/21 10/14/21 11/18/21 1/27/22 2/17/22 3/10/22 4/28/22 6/1/22
Meghan Brown		K-2 Representative	9/30/21 10/14/21 11/18/21 1/27/22
Julie Gemma			

			2/17/22 3/10/22 4/28/22 6/1/22
Lori Longtin		3-5 Representative	9/30/21 10/14/21 11/18/21 1/27/22 2/17/22 3/10/22 4/28/22 6/1/22
Victoria Carlton		Art	11/18/21 1/27/22 2/17/22 3/10/22 4/28/22 6/1/22
Andon Joseph		Social Worker	10/14/21 11/18/21 1/27/22 2/17/22 3/10/22 4/28/22 6/1/22
Michele Armour		PTO/Parent/Community representative Has participated in past and will continue to in future	9/30/21 10/14/21 11/18/21 1/27/22 2/17/22 3/10/22 4/28/22 6/1/22
Julie Lucci		Parent representative	10/14/21 11/18/21

			1/27/22 2/17/22 3/10/22 4/28/22 6/1/22
Jodi Clark Stephen Skaggs		ELA/MTSS Curriculum Math Curriculum	1/27/22 6/1/22

[SIT Agendas 2021-22](#)

Data:

[SL RICAS Results 2017-2021](#) [2021-2022 SL DBDM](#)

[SL STAR Data 2021-22](#) [SL STAR Data 2020-21](#) [SL STAR 3-5 DL 2020](#) [SL STAR Data 2019-20](#)