School Improvement Plan Template

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[1] Required components of the School Improvement Plan have been marked with an asterisk (*).

Establishing School Improvement Teams and Membership Requirements

- The school committee or board must develop procedures for election and appointment of School Improvement Team (SIT) members.

- The principal must serve on the SIT, not a designee.

- SIT members must be selected by their peers in a fair and equitable manner.

- SIT must be composed of the principal and appropriately balanced number of teachers, support staff, students, families, and other business and community members.

- SIT membership requirements include:

    ○ Non-administrators working 20-plus hours per week.

    ○ If the role of department head or an equivalent title is part of the school faculty, at least one member from the humanities department and one member from science, technology, engineering, or math (STEM) department must serve as members on the SIT.

    ○ High schools and career and technical centers must include students. Middle schools may include students.

- SIT must be representative of the ethnic, racial, and socioeconomic landscape of the school community.

    ○ SIT membership should be reviewed by the school committee or board to ensure the composition of SIT is representative of the community.

    ○ If the school committee or board deems the membership is not representative of the school community, they must appoint additional members to achieve proper representation.

Responsibilities of School Improvement Teams

- School Improvement Teams (SIT) must meet regularly to assist the principal with:
    ○ Assist the principal with identifying students' educational needs (including but not limited to completing the needs assessment), reviewing the annual school budget, and writing the school improvement plan.

- SIT must meet regularly to consult the principal with:
    ○ Hiring of teachers, athletic coaches, educational support staff, and other personnel assigned to the school. This must be consistent with district personnel policies, collective bargaining agreements, and budgetary restrictions and are subject to superintendent approval.
    ○ Adopting student goals as part of the School Improvement Plan (SIP).

School Improvement Plans (SIP)

- SIT assists the principal in the formulation of the SIP.
- Principals must consult with the SIT regularly to review school data and utilize this data to create goals, evidence-based initiatives, and action steps to reach each goal of the SIP.
- SIP must include formative indicators for progress monitoring of initiatives and actions steps throughout the year.
- SIP priorities and goals should be aligned with the priorities and goals of the LEA Strategic Plan when appropriate.
- The superintendent sets the deadline for the principals' submission of the SIP for review and approval.
- The superintendent must consult with the school committee or board on the SIP prior to approving.
- SIP must be submitted and approved to RIDE through the Strategic Planning System (SPS) no later than July 1, 2023.
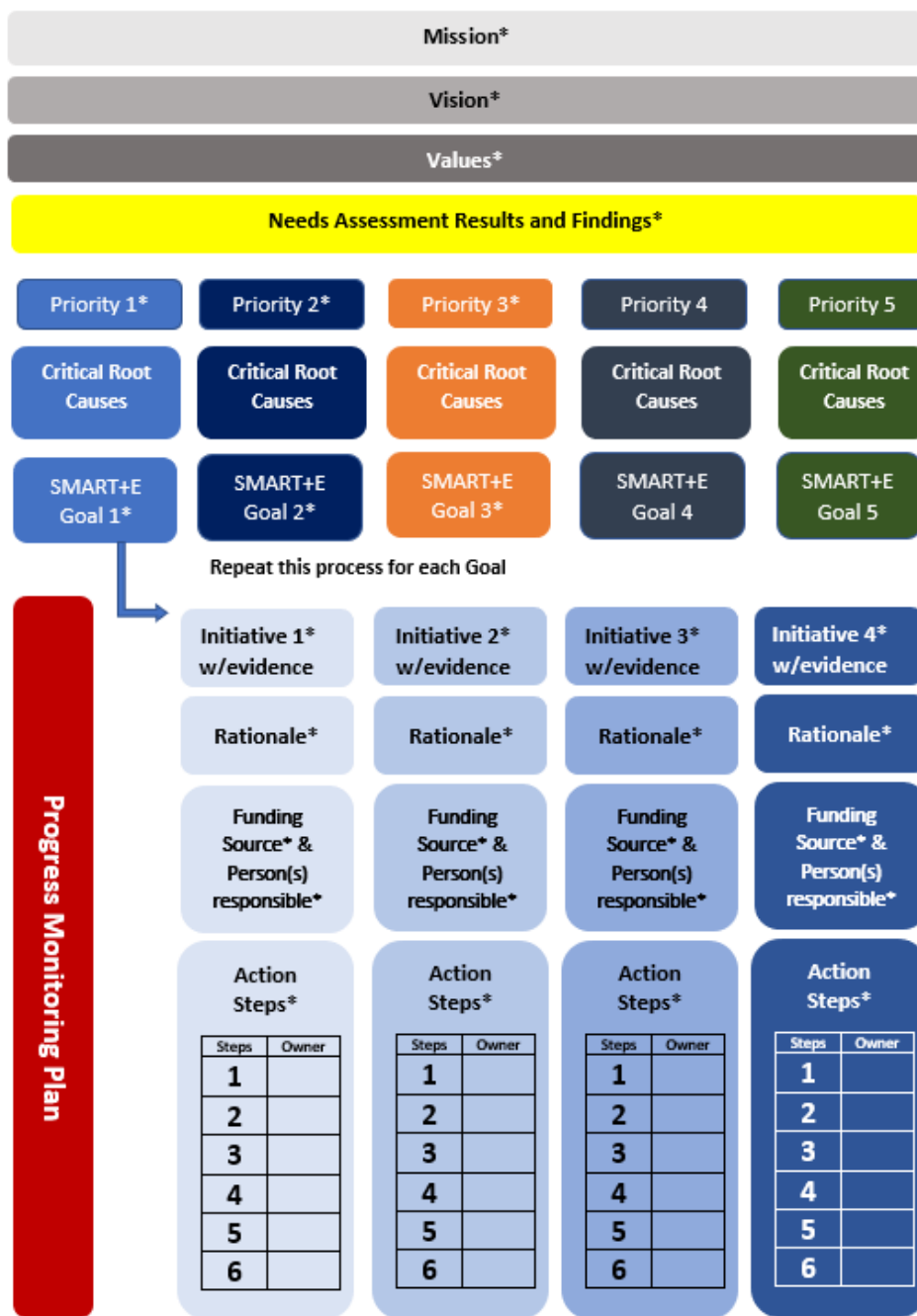
RIDE's Deliverables

The Office of School and District Improvement, with consultation from other RIDE offices, has interpreted the EAA and offers the following resources as schools create their SIP:

- RIDE's Strategic Planning System (SPS) which will house all LEA Strategic Plans and School Improvement Plans. The system is currently in its pilot phase and is anticipated to be released statewide in spring 2023.
- A SIP template and sample to provide guidance on all required components of the EAA. EAA and SPS requirements have been marked with an asterisk (*) throughout both documents. It is strongly recommended all schools use the RIDE template prior to the launch of the SPS to ensure the SIP meets all EAA requirements.
- Suggested timelines for principals to use if the school has a current SIP or does not have an existing SIP.
- Resources to assist the SIT to create their SIP using a continuous improvement process (shown below). These can be found on RIDE's Office of School and District Improvement (OSDI) website.

School Improvement Plan Overview

This template is meant to guide schools in writing their SIP to meet all the requirements of the Education Accountability Act of 2019 (EAA). The SIP is structured to contain the following components: mission; vision; values; needs assessment results; critical root causes; priorities; SMART+E goals; initiatives; action steps; and a progress-monitoring plan.[2] The visual below provides a high-level anatomy of a SIP. This sample plan includes entries only for the colored cells below. Please contact the Office of School and District Improvement at OSDI@ride.ri.gov with any additional questions.

Mission*
Vision*
Values*
Needs Assessment Results and Findings*

Priority 1*	Priority 2*	Priority 3*	Priority 4	Priority 5
Critical Root Causes	Critical Root Causes	Critical Root Causes	Critical Root Causes	Critical Root Causes
SMART+E Goal 1*	SMART+E Goal 2*	SMART+E Goal 3*	SMART+E Goal 4	SMART+E Goal 5

Repeat this process for each Goal

Progress Monitoring Plan

Initiative 1* w/evidence	Initiative 2* w/evidence	Initiative 3* w/evidence	Initiative 4* w/evidence
Rationale*	Rationale*	Rationale*	Rationale*
Funding Source* & Person(s) responsible*	Funding Source* & Person(s) responsible*	Funding Source* & Person(s) responsible*	Funding Source* & Person(s) responsible*
Action Steps*	Action Steps*	Action Steps*	Action Steps*

Steps	Owner		Steps	Owner		Steps	Owner		Steps	Owner
1			1			1			1	
2			2			2			2	
3			3			3			3	
4			4			4			4	
5			5			5			5	
6			6			6			6	

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[2] The number of goals and initiatives in a school improvement plan may vary by school. The numbers provided in the graphic are meant as an example only.

School Information*

School Name*	Stony Lane Elementary
Principal Name*	Nicole Hitchener SIT Agendas 2022-23
School Year*	2022-2023
Stakeholder*[3]	Name: Julie Gemma Email: julie_gemma@nksd.net Organization: Stony Lane Role: K-2 Teacher Representation
Stakeholder*[4]	Name: Jo-Ann Walsh Email: Jo-Ann_Walsh@nksd.net Organization: Stony Lane Role: 3-5 Teacher Representation
Stakeholder*[5]	Name: Bill Dwyer Email: William_Dwyer@nksd.net Organization: Stony Lane Role: Specialist - Itinerant
Stakeholder*[6]	Name: Jess Dubois Email: Jessica_Dubois@nksd.net Organization: Stony Lane Role: Specialist - Reading/SEL
Stakeholder*[7]	Name: Madison Bruno Email: Madison_Bruno@nksd.net Organization: Stony Lane Role: Teaching Assistant Representation

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[3] High schools and career and technical programs must have students serve on the SIT.

[4] For middle and high schools, where there are department heads, at least one STEM and one Humanities department head should serve on the SIT.

[5] For middle and high schools, where there are department heads, at least one STEM and one Humanities department head should serve on the SIT.

[6] Schools should add rows for each stakeholder serving on the SIT.

[7] Schools should add rows for each stakeholder serving on the SIT.

	List active members of school's CAB
Community Advisory Board Members (CAB)[8]	Name: Michelle Armour Email: marmour10123@gmail.com Role: Parent Representation Name: Shaina Lynch-Ellis Email: Stratonimbus18@outlook.com Role: Parent Representation Name: Julie Lucci Email: jzawacki-lucci@neugroup.com Role: Community Representation

Mission*[9]

A mission statement describes the school's purpose and direction, supporting the vision of the school.

> The mission of Stony Lane is to educate the children of North Kingstown in partnership with families and community to create a safe, caring, supportive and respectful environment, where all **students** become **responsible, independent**, life-long learners and contribute positively to our global society.

Vision*

A vision statement looks forward and creates a mental image of the ideal state that the school wishes to achieve. It is inspirational and aspirational.

> All students of the North Kingstown School Department will achieve rigorous learning goals and will continuously improve their academic, social, emotional, creative, and physical growth. In order to do this, we will provide a learning environment that meets the diverse needs of every student. Each student will have access to a high quality, rigorous curriculum through multiple and varied opportunities. With the help and engagement of our staff, families, and community members, our students will attain the skills, strategies, and knowledge necessary to be prepared for their college and career choices and ultimately their roles in a global society. We commit to using our resources to support our priorities: student learning and achievement, effective and innovative instruction, and continuous professional improvement.

Values*

Values are the core principles that guide and direct the school and its culture. Values create a moral compass for the school.

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[8] Required component for CSI schools. Inclusion of stakeholders such as parents, students, community members as required by EAA, also satisfy CSI CAB membership requirements.

[9] Schools may choose to include a school-specific mission, vision, and values or may adopt their LEA's mission, vision, values.

	Title*	**Equity**
Values	Statement*	At Stony we are using an equity lens by looking at our subpopulations growth - Sp Ed, ELL and low SES. We have seen an increase in need for ELL as well as students with ADD/ADHD
	Description	Equality means each individual or group of people is given the same resources or opportunities. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome. The language surrounding educational values thus far focuses primarily on equality, however given the present social landscape and most recent research, equality alone isn't enough. Simply providing the same resources does not account for individual differences and/or the needs of marginalized groups such as children with disabilities, English language learners, low SES, etc. If we want children to succeed, the focus and language should instead be on equity/inclusion. It is important for these students to be provided an environment where their differences are celebrated and accepted as a part of the overall social framework versus amendments to a more rigid and predetermined narrative of what education "should" look like. We should instead adopt many paths to the same place perspective.

	Title*	**Collaboration**
Values	Statement*	At Stony Lane we believe in collaboration as a means for success.
	Description	The Stony community is open to getting and giving help. Our integrated community of staff, students and families communicate and listen well. We are vulnerable to learning new ways and we have amazing parent support. We believe in practicing what we preach.

Needs Assessment Results and Findings*

A needs assessment is the process of identifying and determining how to bridge the gap between the school's current and desired state through a thorough examination of the school's data. This process should include, but not be limited to, an analysis of student and subgroup achievement gaps in core subject areas, academic, and nonacademic needs.[10] The summary should outline the school's strengths, weaknesses[11], and priorities. Each school is encouraged to identify three to five high-priority needs that the school will address in their SIP.

> Use of the Data Based Decision Making process three times a year with the SIT, Grade Level Data Teams and MTSS Teams determined the following:
> *For 2023-24 closely monitor and add supports/resources for: ELL Grade 2 Math Grade 3 All subcategories ELA & IEP Math Grades 4 & 5 All subcategories ELA*

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[10] Schools are strongly encouraged to include their community voice in identification of needs, setting priorities, and writing goals.

[11] Needs assessment summary may include a bulleted list of baseline data uncovered during the needs assessment process.

SIT Team review of Surveyworks 23 data showed need for:
Teacher Professional Development in Educating all students
- Cultural Awareness and Action
- Supporting our MLL Learners

Data sources:
2022-2023 SL DBDM

Surveyworks2022

Surveyworks Spring 2023
    a.   Students
    b.   Teachers and Staff
    c.   Families

https://reportcard.ride.ri.gov/202122/SchoolAccountability?SchCode=23114&DistCode=23

Priorities*

Strategic priorities are the objectives the school hopes to achieve over a designated time. Strategic priorities are part of the school's core culture and help to guide the school to future success. Schools are encouraged to choose three to five priorities to focus on each year.[12] Each priority should have at least one measurable goal.

Priority 1	Title*	English Language Arts Improvement
	Statement*	We will improve students' overall performance in reading and writing
	Description	Prior to 21-22 NK Elementary schools did not have a common core ELA program in use. Instruction varied across schools. Wit and Wisdom ELA curriculum was implemented in the Elementary schools starting 21-22. This learning of the new curriculum continues this year along with RIDE's expectation of all Teaching staff being educated in the Science of Reading 22-23 and 23-24.

Priority 2	Title*	Mathematics Improvement
	Statement*	We will improve students' overall performance in mathematics
	Description	NK Elementary schools has had a common core Mathematics program, Bridges Number Corner, in use for all K-5 since 20-21 . Although STAR data is strong, we are still only 58% proficient on RICAS Mathematics and there is evidence of need for additional rigorous assessments and resources.

Priority 3	Title*	Social Emotional Learning Improvement

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[12] Add priorities by copying the table as many times as needed.

	Statement*	We will improve students' overall social emotional functioning
	Description	NK Elementary schools have been using Open Circle for Social Emotional Learning since 15-16. This provides instruction in the areas of cooperation, problem solving, compliments, positive self talk, and leadership. Anxiety cases have continued to increase and shows the need for supporting the understanding of our feelings, use of strategies and developing stronger relationships.

Summary of Root Cause Analysis[13]

Root cause analysis is the process of uncovering the critical causes or roots for the three to five high-priority needs identified through the needs assessment. These critical roots should guide schools as they select the evidence-based initiatives necessary to improve outcomes. For each of the priority needs, schools are encouraged to identify one or two critical roots and include a summary of their reasoning.

Critical Roots for Priority[14] #: 1
Prior to 21-22 NK Elementary schools did not have a common core ELA program in use. Instruction varied across schools. Prior Teacher instruction in Reading has been determined inadequate.
Critical Roots for Priority[15] #: 2
Although STAR data is strong, we are still only 58% proficient on RICAS Mathematics and there is evidence of need for additional rigorous assessments and resources.
Critical Roots for Priority[16] #: 3
Anxiety cases have continued to increase and shows the need for supporting the understanding of our feelings, use of strategies and developing stronger relationships.

SMART+E Goals*

A SMART+E goal is used to help guide goal setting. SMART+E stands for Strategic, Measurable, Achievable, Rigorous, Timebound, and Equitable. Therefore, a SMART+E goal incorporates all of these criteria to help focus school efforts. Goals could address academic or nonacademic areas and should clearly address the areas of weakness as determined through the needs assessment. Schools are encouraged to prioritize student populations who have not met proficiency on state assessments, especially those who are underserved and/or require additional support. Schools should have at least three and no more than five goals.[17]

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[13] CSI schools must include the results of their root cause analysis and note critical roots. However, it is strongly recommended that all schools include this information in their plan.

[14] Schools must conduct a root cause analysis for each priority, add as many tables as needed to include critical root summaries.

[15] Schools must conduct a root cause analysis for each priority, add as many tables as needed to include critical root summaries.

[16] Schools must conduct a root cause analysis for each priority, add as many tables as needed to include critical root summaries.

[17] Schools in which more than 20 percent of students do not meet expectations on a state assessment should include a SMART+E goal in that content area to increase the percent of students proficient.

SMART+E Goals should be:

	Component	Question to Ask Yourself
S	Strategic	Is the goal aligned to your needs, the LEA strategic plan, and the state accountability system?
M	Measurable	Is your goal quantifiable? What metrics are you using to measure progress?
A	Achievable	Is your goal achievable with resources available and within your timeframe?
R	Rigorous	Will meeting your goal meaningfully move the needle? Will it change your students' and school's trajectories?
T	Timebound	Is your goal set for a specific period of time?
E	Equitable	Who benefits? What are the benefits? Who may be marginalized? What might be potential harm? Will this create greater disparities?

SMART+E Goals[18]

SMART+E Goal 1	By the end of SY 23-24, the percentage of students meeting or exceeding expectations on ELA RICAS will increase from 60% to 63%.
Alignment to School Priority	English Language Arts Improvement
Alignment to LEA Priority[19]	NK Strategic Plan Goal 1: Support achievement of rigorous learning goals and continuous growth.
Alignment to LEA Goal	ELA Goals

SMART+E Goal 2	By the end of SY 23-24, the percentage of students meeting or exceeding expectations on Math RICAS will increase from 58% to 61%.
Alignment to School Priority	Mathematics Improvement
Alignment to LEA Priority[20]	NK Strategic Plan Goal 1: Support achievement of rigorous learning goals and continuous growth.
Alignment to LEA Goal	Mathematics Goals

SMART+E Goal 3	By the end of SY 23-24, the percentage of students with MTSS SEL plans in Aspen will increase from 1% to 3%.
Alignment to School Priority	Social Emotional Strategic Support Improvement
Alignment to LEA Priority[21]	NK Strategic Plan Goal 2: Provide a school climate that addresses cultural, social, emotional, creative, and physical needs of all students.
Alignment to LEA Goal	Social Emotional Learning Goals

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[18] Add goals by copying as many tables as needed.
[19] LEA goals and priorities can be found in the LEA Strategic Plan. If the LEA Strategic Plan is being written, leave it blank.
[20] LEA goals and priorities can be found in the LEA Strategic Plan. If the LEA Strategic Plan is being written, leave it blank.
[21] LEA goals and priorities can be found in the LEA Strategic Plan. If the LEA Strategic Plan is being written, leave it blank.

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Progress Monitoring

Include the formative assessments and data the school will collect to determine whether adequate progress is being made towards reaching the goal.

Formative Measure	STAR Data for Reading and Mathematics MTSS plans in Aspen
Frequency of Data Collection	Monthly
Population of Students Being Progress Monitored	Those below Reading or Mathematics Tier 2 and 3 benchmarks Those identified with an MTSS SEL plan identified through chronic behavioral needs

Initiatives*

An initiative is an evidence-based program, intervention, or strategy that your school will implement to achieve a particular measurable goal. All fields under the initiatives are required; the Supporting Research section is optional for non-CSI schools.[22]

Initiative 1	**Initiative 1**	Science of Reading Training for all staff
	Description	The **Science of Reading**, or *scientific reading instruction*, is defined as empirically-based instruction that is grounded in the study of the relationship between cognitive science and educational outcomes.
	Rationale	Which critical root(s) this initiative intends to address and how? Core Reading instruction and learning outcomes
	SMART+E Goal	By the end of SY 23-24, the percentage of students meeting or exceeding expectations on ELA RICAS will increase from 60% to 63%.
	Owner	Who will monitor the implementation of the initiative? Nicole Hitchener
	Funding Source[23]	**Funding Source:** **Allocated Amount:** **Actual Amount:**

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[22] Make a copy of the Initiative page for each initiative.
[23] More than one funding source can be included, add additional rows, if necessary.

Supporting Research	Description	ESSA Tier:[24] Brief Description:
	Citation	
	URL	

Action Steps*[25]

Action steps are the set of actions necessary for successful implementation of your evidence-based initiatives and could include professional learning sessions, creating systems or conditions needed to support change, contracting with a vendor, procuring curricular materials, or hiring staff.

SMART+E Goal 1	By the end of SY 23-24, the percentage of students meeting or exceeding expectations on ELA RICAS will increase from 60% to 63%.
Initiative 1	English Language Arts Improvement

Action Steps	To Be Completed By	Owner	Notes
Continued Professional Development K-5 in Wit & Wisdom ELA curriculum through Grade Level Observation Days	Grade Level Teachers	Jodi Clark	
Continued Professional Development K-5 in the Science of Reading	Grade Level/Sp Ed Teachers	Jodi Clark	
Determine dedicated writing time in schedule, identify scaffolded writing expectations, and resources to support writing instruction integrating the Arts/Specials	All Teachers	Nicole Hitchener	Use Faculty Meeting and CPT with Specials Teachers
Review 2023 RICAS ELA results and use writing samples and need outcomes to drive instruction	All Teachers	Nicole Hitchener	Use Faculty Meeting and CPT
Identify those below STAR Reading Tier 2 and 3 benchmarks, write MTSS Reading plan, implement intervention and monitor outcomes	MTSS Team & Teachers	Nicole Hitchener	MTSS Meetings & CPT
Create a Stony Student Newspaper/Newsletter Team/Club to showcase writing and run special opportunities to encourage more student writing	Newspaper Team	Nicole Hitchener	-Identify a Parent lead and draw from Student Council Newspaper Team -Opportunity - Take Stony the whale home and write about their adventure
Provide Parents with summer Reading and Writing practice	Jess Dubois and Hannah Hoy	Nicole Hitchener	

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[25] Schools should complete a series of action steps for each initiative. It is recommended to only include significant implementation milestones.

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Action Steps*[26]

Action steps are the set of actions necessary for successful implementation of your evidence-based initiatives and could include holding professional developments, successfully contracting with a vendor to build a new data system, procuring curricular materials, or hiring staff.

SMART+E Goal 2	By the end of SY 23-24, the percentage of students meeting or exceeding expectations on Math RICAS will increase from 58% to 61%.
Initiative 1	Mathematics Improvement

Action Steps	To Be Completed By	Owner	Notes
Increase STAR Math screening benchmark to 50 PR	Sherri Briggs	Jodi Clark	
Review 2023 RICAS Mathematics results and use samples and need outcomes to drive instruction	All Teachers	Nicole Hitchener	Use Faculty Meeting and CPT
Identify those below STAR Math Tier 2 and 3 benchmarks, write MTSS Math plan, implement intervention and monitor outcomes	MTSS Team & Teachers	Nicole Hitchener	MTSS Meetings & CPT
Provide Professional Development through Math Coach support	Grade Level Teachers	Nicole Hitchener	Use CPT
Identify additional rigorous Mathematics assessments and resources.	All Teachers	Nicole Hitchener	Use Faculty Meeting and CPT

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[26] Each initiative should have a series of action steps, copy this page, as needed.

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Action Steps*[27]

Action steps are the set of actions necessary for successful implementation of your evidence-based initiatives and could include holding professional developments, successfully contracting with a vendor to build a new data system, procuring curricular materials, or hiring staff.

SMART+E Goal 3	By the end of SY 23-24, the percentage of students with MTSS SEL plans in Aspen will increase from 1% to 3%.
Initiative 1	Social Emotional Strategic Support Improvement

Action Steps	To Be Completed By	Owner	Notes
Roll out clearer school wide expectations using the new STONY matrix and Think About It sheet/minor	All Teachers	Nicole Hitchener	Use Faculty Meeting and teaching students at the beginning of the year
Share Home Expectations as a resource for all families	Nicole Hitchener	Nicole Hitchener	
Create K-2 expectation sentence starters and roll out use	K-2 Teachers	Nicole Hitchener	Use Faculty Meeting and CPT
Use of new instruments and materials from Arts Grant to support Social Emotional understanding including feelings and cooperation	Music and Art Teachers	Nicole Hitchener	
Identify SEL Toolbox resources	All Teachers	Nicole Hitchener	Use Faculty Meeting and CPT
Identify those with chronic behavioral needs (anxiety, attendance, social skills…), write MTSS SEL plan, implement intervention and monitor outcomes	MTSS Team & Teachers	Nicole Hitchener	MTSS Meetings & CPT

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[27] Each initiative should have a series of action steps, copy this page, as needed.

CSI schools only: [Required sections for CSI schools](#)

Sample Template for Progress Monitoring [28]

Describe the school's plan to monitor progress towards each SMART+E goal throughout the school year. Include sources of data or indicators that the school will use to determine whether the initiative(s) is on-track for accomplishing the intended goal.

SMART+E Goal 1	By the end of SY 23-24, the percentage of students meeting or exceeding expectations on ELA RICAS will increase from 60% to 63%.
Initiative 1	English Language Arts Improvement

Indicators Used to Ensure Progress	Review Months and Benchmarks	Owner	Notes
STAR Data for Reading Identify those below Reading Tier 2 and 3 benchmarks	See NK Assessment Schedule and SL Data Team schedule	Nicole Hitchener, SIT, Grade Level Teachers & MTSS Team	
MTSS Reading plans in Aspen	See NK Assessment Schedule and SL Data Team schedule	Nicole Hitchener, Grade Level Teachers & MTSS Team	
Engagement in Professional Development K-5 in the Science of Reading & W&W observation days	See NK Professional Development schedule	Jodi Clark & Teachers	
2023 RICAS ELA results: use writing samples and need outcomes to drive instruction	October/November 2023	Nicole Hitchener & Teachers	
Outcomes for scaffolded writing expectations, resources to support writing instruction integrating the Arts/Specials, creating a Stony Student Newspaper/Newsletter Team/Club and Provide Parents with summer Reading and Writing practice	Monthly SIT Meetings Sept-May 23-24	SIT Team	

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[28] This template is optional for schools.

Sample Template for Progress Monitoring [29]

Describe the school's plan to monitor progress towards each SMART+E goal throughout the school year. Include sources of data or indicators that the school will use to determine whether the initiative(s) is on-track for accomplishing the intended goal.

SMART+E Goal 2	By the end of SY 23-24, the percentage of students meeting or exceeding expectations on Math RICAS will increase from 58% to 61%.
Initiative 1	Mathematics Improvement

Indicators Used to Ensure Progress	Review Months and Benchmarks	Owner	Notes
STAR Data for Mathematics Identify those below Math Tier 2 and 3 benchmarks	See NK Assessment Schedule and SL Data Team schedule	Nicole Hitchener, SIT, Grade Level Teachers & MTSS Team	
MTSS Mathematics plans in Aspen	See NK Assessment Schedule and SL Data Team schedule	Nicole Hitchener, Grade Level Teachers & MTSS Team	
Engagement in Professional Development through Math Coach support	See SL CPT schedule	Math Coach & Teachers	
2023 RICAS Mathematics results: use samples and need outcomes to drive instruction	October/November 2023	Nicole Hitchener & Teachers	
Outcomes for identifying additional rigorous Mathematics assessments and resources.	Monthly SIT Meetings Sept-May 23-24	SIT Team & Math Coach	

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[29] This template is optional for schools.

Sample Template for Progress Monitoring [30]

Describe the school's plan to monitor progress towards each SMART+E goal throughout the school year. Include sources of data or indicators that the school will use to determine whether the initiative(s) is on-track for accomplishing the intended goal.

SMART+E Goal 3	By the end of SY 23-24, the percentage of students with MTSS SEL plans in Aspen will increase from 1% to 3%.
Initiative 1	Social Emotional Strategic Support Improvement

Indicators Used to Ensure Progress	Review Months and Benchmarks	Owner	Notes
Identify those with chronic behavioral needs (anxiety, attendance, social skills…), write MTSS SEL plan, implement intervention and monitor outcomes	See NK Assessment Schedule and SL Data Team schedule	Nicole Hitchener, Grade Level Teachers & MTSS Team	
MTSS SEL plans in Aspen	See SL Data Team schedule	Nicole Hitchener, Grade Level Teachers & MTSS Team	
Outcomes for the roll out of clearer school wide expectations and Think About It sheet/minor, Home Expectations, creation of K-2 expectation sentence starters and use, use of new instruments and materials from Arts Grant to support Social Emotional understanding and identifying SEL Toolbox resources	Monthly SIT Meetings Sept-May 23-24	SIT Team	
Provide professional Development to Teachers to assist with educating all students by teaching Cultural Awareness and Action and Supporting our MLL Learners	See Faculty Meeting schedule & NK PD schedule	Nicole Hitchener	

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[30] This template is optional for schools.

School Improvement Plan at a Glance[31]	
SMART+E Goal 1	By the end of SY 23-24, the percentage of students meeting or exceeding expectations on ELA RICAS will increase from 60% to 63%.
Initiative 1.1	English Language Arts Improvement
SMART+E Goal 2	By the end of SY 23-24, the percentage of students meeting or exceeding expectations on Math RICAS will increase from 58% to 61%.
Initiative 2.1	Mathematics Improvement
SMART+E Goal 3	By the end of SY 23-24, the percentage of students with MTSS SEL plans in Aspen will increase from 1% to 3%.
Initiative 3.1	Social Emotional Strategic Support Improvement

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[31] Schools may use this page to communicate with the community members. Copy all goals and corresponding initiatives in this table for easy reference. Add rows, as needed.

Appendix One

The visual provides a high-level anatomy of a School Improvement Plan. The School Improvement Plan is structured to contain the following components: mission; vision; values; needs assessment results and findings; critical root causes; priorities; SMART+E goals; initiatives; and action steps. Each SMART+E goal must be aligned to initiative(s),and action step(s) and include a rationale, funding source, and person(s) responsible. Throughout the school year, each SMART+E goal must be progress monitored. The progress-monitoring plan includes the initiative(s) with evidence, a rationale, a funding source, the person(s) responsible, and action steps, including the owner. School Improvement Plan teams may create up to five priorities and five SMART+E goals.