



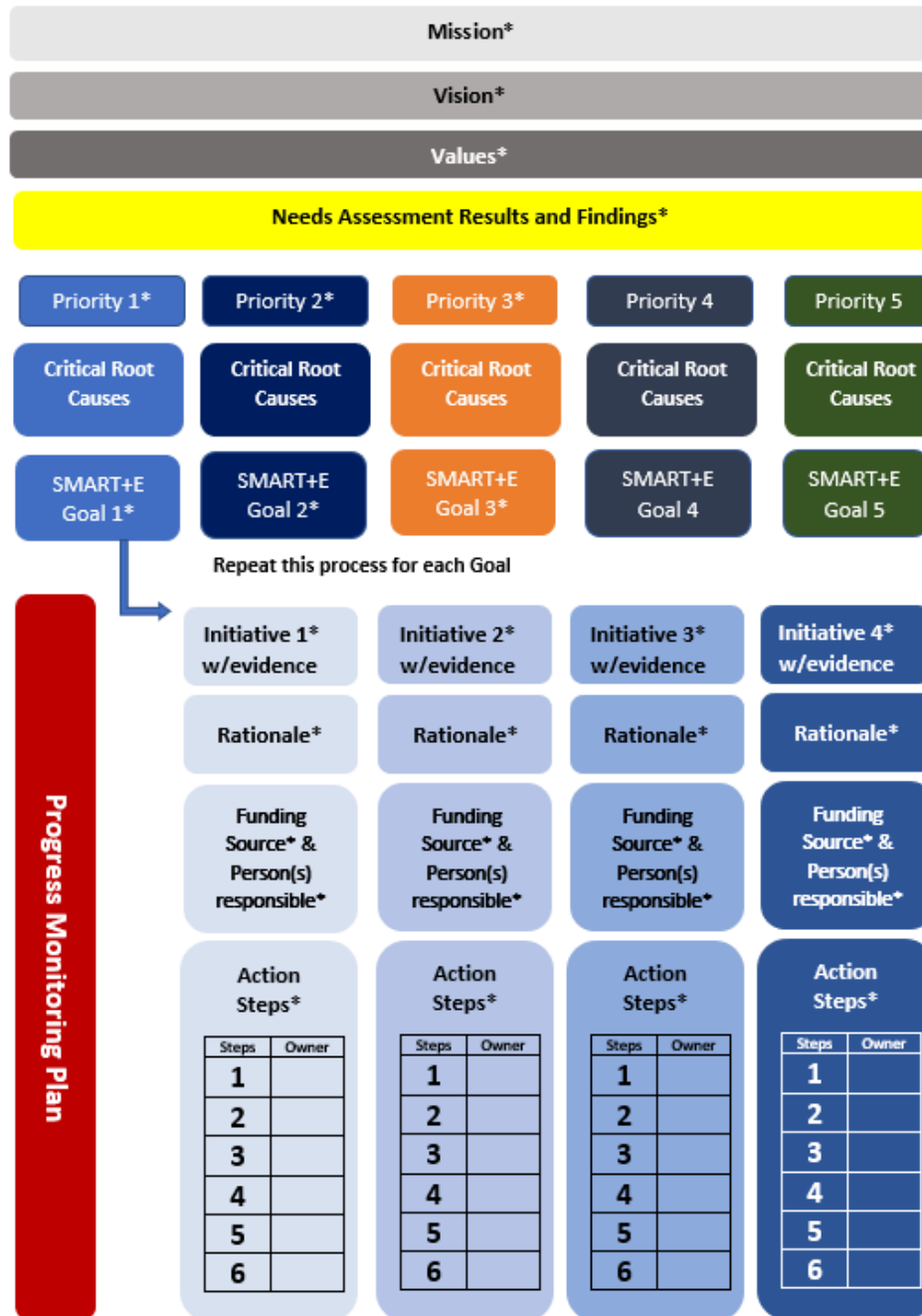
# **COLT ANDREWS SCHOOL**

## **School Improvement Plan**

**2023-2024**

## School Improvement Plan Overview

This plan is meant to guide Colt Andrews school 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.<sup>1</sup> 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](mailto:OSDI@ride.ri.gov) with any additional questions.



<sup>1</sup> 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\*

<b>School Name*</b>	Colt Andrews
<b>Principal Name*</b>	Deborah Kearns
<b>School Year*</b>	2023-2025
<b>Stakeholder*<sup>2</sup></b>	Name: Jillian LaFazia Email: jillian.lafazia@bwrsd.org Organization: Co-Chairperson-Head Teacher Role: Committee Member
<b>Stakeholder*</b>	Name: Kristin Aleicho Email: kristen.aleicho@bwrsd.org Organization: Staff Member K Teacher Role: Committee Member
<b>Stakeholder*<sup>3</sup></b>	Name: Lori Albuquerque Email: loriann.albuquerque@bwrsd.org Organization: Staff Member-4th Grade Teacher Role: Committee Member
<b>Stakeholder*</b>	Name: Susan Jones Email: susan.jones@bwrsd.org Organization: Staff Member-4th Grade Teacher Role: Committee Member
<b>Stakeholder*</b>	Name: Monica Furtado Email: Monica_Furtado@milton.edu Organization: Committee Member Role: Parent
<b>Stakeholder*</b>	Name: Kathryn Barry Email: <a href="mailto:dudleypickles98@gmail.com">dudleypickles98@gmail.com</a> Organization: Retired CA Teacher Role: Community Member

<sup>2</sup> For middle and high schools, where there are department heads, at least one STEM and one Humanities department head should serve on the SIT.

<sup>3</sup> Schools should add rows for each stakeholder serving on the SIT.

<b>Stakeholder*</b>	Name: Stacy Dunning Email: <a href="mailto:stacy.dunning@bwrsd.org">stacy.dunning@bwrsd.org</a> Organization: Staff Member-Grade 3 Teacher Role: Committee Member
<b>Stakeholder*</b>	Name: Theresa Dougherty Email: <a href="mailto:theresa.rigsby@gmail.com">theresa.rigsby@gmail.com</a> Organization: Parent Role: Committee Member
<b>Stakeholder*</b>	Name: Holly Pansa Email: <a href="mailto:hollypansa@gmail.com">hollypansa@gmail.com</a> Organization: Parent and CAPG member Role: Committee Member
<b>Stakeholder*</b>	Name: Susan Corbett Email: <a href="mailto:Susan.Corbett@bwrsd.org">Susan.Corbett@bwrsd.org</a> Organization: Staff Member-Reading Specialist Role: Committee Member

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**Values\***

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

<b>Values</b>	<b>Title*</b>	<b>High expectations for all learners in the Colt Andrews School community</b>
	<b>Statement*</b>	<b>Colt Andrews sets high expectations for all students.</b>
	<b>Description</b>	<b>Colt Andrews sets rigorous expectations for all students and provides them with the support to meet these expectations.</b>

<b>Values</b>	<b>Title*</b>	<b>Be Safe</b>
	<b>Statement*</b>	<b>At Colt Andrews:</b> <ul style="list-style-type: none"> <li>• All community members will adhere to schoolwide health and safety expectations in all school areas.</li> <li>• All community members must have access to health and safety services (physical, social and emotional).</li> </ul>
	<b>Description</b>	<b>We have built a school wide understanding by following the tenets of Responsive Classroom.</b>

<b>Values</b>	<b>Title*</b>	<b>Be Respectful</b>
	<b>Statement*</b>	<b>At Colt Andrews:</b> <ul style="list-style-type: none"> <li>• All community members will demonstrate respect for the school building and all school members</li> </ul>
	<b>Description</b>	<b>We have built a school wide understanding by following the tenets of Responsive Classroom</b>

<b>Values</b>	<b>Title*</b>	<b>Be Responsible</b>
	<b>Statement*</b>	<ul style="list-style-type: none"> <li>• Teachers at Colt Andrews are responsible for delivering quality instruction using district approved curriculum, as well as communicating expectations with families.</li> </ul>

		<ul style="list-style-type: none"> <li>• Staff are responsible for maintenance, student well being, supervision, communication with families, and upholding classroom expectations</li> <li>• Students are responsible for being engaged in learning throughout the school day.</li> <li>• Students are responsible for their behavior, materials, and work ethic.</li> <li>• Families are responsible for attendance, preparedness, and follow through for supporting academic, social, and behavioral growth and expectations.</li> <li>• All community members at Colt Andrews are responsible for the care and well being of each other.</li> </ul>
	<b>Description</b>	<b>We have built a school wide understanding by following the tenets of Responsible Classroom</b>

<b>Values</b>	<b>Title*</b>	<b>Be Ready to Learn</b>
	<b>Statement*</b>	<ul style="list-style-type: none"> <li>• All students, teachers, and staff will be provided the tools they need to succeed.</li> <li>• Rigorous learning is the focus of all activities</li> <li>• Classroom environments will be set up in a way that promotes active listening, standards for independent and group work, as well as access to classroom and curriculum materials.</li> <li>• Expectations for readiness will follow students throughout the school day.</li> </ul>
	<b>Description</b>	<b>We have built a school wide understanding by following the tenets of Responsive Classroom</b>

## 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.**<sup>4</sup> **The summary should outline the school’s strengths, weaknesses<sup>5</sup>, and priorities.** Each school is encouraged to identify three to five high-priority needs that the school will address in their SIP.

As part of our Needs Assessment, members of the Colt Andrews School Improvement Team have analyzed local and state assessment data in regards to academics performance in ELA and math and attendance. In the 2020-2021 RIDE Report Card (School Accountability and Classifications Report), Colt Andrews was a 4 star school; however, in the ensuing school year, 2021-2022, Colt Andrews’ rating dropped to 3 stars due to the high level of absences.

Additionally, our needs assessment data revealed that Colt Andrews must improve in the academic areas of ELA and math; however, our RIDE School Report Card data revealed that math growth for all students and students with disabilities is a significant strength area. Also, we need to improve the attendance for students who are chronically absent.

### Academic baseline data:

Colt Andrews-2022 RICAS Assessment

<sup>4</sup> Schools are strongly encouraged to include their community voice in identification of needs, setting priorities, and writing goals.

<sup>5</sup> Needs assessment summary may include a bulleted list of baseline data uncovered during the needs assessment process.

- Reading- 47.5% of students met or exceeded the standard in ELA
- Math- 56.3% of students met or exceeded the standard in Math

Attendance baseline data:

- 38.5% of our students were chronically absent in the 2021-2022 school year.

Therefore, we have selected the following priorities for this academic year:

ELA improvement, math improvement, and incorporating attendance into our systems of support (MTSS).

**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.<sup>6</sup> Each priority should have at least one measurable goal.

<b>Priority 1</b>	<b>Title*</b>	English Language Arts Improvement
	<b>Statement*</b>	Improve proficiency in ELA in reading
	<b>Description</b>	<p>Colt Andrews works to set rigorous goals for all students and provides support to its staff through professional learning and resources to improve reading and writing. All staff are responsible for ensuring that all students have the support needed to succeed. Students are monitored through year long data checkpoints to ensure that all students are making expected growth.</p> <ul style="list-style-type: none"> <li>● 55.1% of students met or exceeded the standard in ELA-Reading on RICAS in the 2022-2023 school year. (increased 7.6% since previous year)</li> </ul> <p><u>Measurable Goal:</u> By the end of the 2022-2023 school year, ELA proficiency (met and exceeded) on RICAS will increase by 4%. (51.5%) (met)</p>

<b>Priority 2</b>	<b>Title*</b>	Mathematics Improvement
	<b>Statement*</b>	Improve proficiency in mathematics.
	<b>Description</b>	<p>Colt Andrews works to set rigorous goals for ALL students and provides support to its staff through professional learning and resources to improve math. All staff are responsible to ensure that all students have the support needed to succeed. Students are monitored through year long data checkpoints to ensure that all students are making expected growth.</p> <ul style="list-style-type: none"> <li>● 52.5% of students met or exceeded the standard in Math on RICAS in the 2022-2023 school year.</li> </ul>

<sup>6</sup> Add priorities by copying the table as many times as needed.

Priority 3	<b>Title*</b>	Improve Student Attendance
	<b>Statement*</b>	Improve the attendance rate for those students who are chronically absent.
	<b>Description</b>	<p>(Students who are chronically absent do not receive consistent academic instruction and teacher support; therefore, they are unable to achieve their maximum potential. Colt Andrews will work to make both families and students aware of this significant problem and work to support families to overcome individual cases of chronic absenteeism.</p> <ul style="list-style-type: none"> <li>● 24%% of our students (66) were chronically absent in the 2022-2023 school year. (decrease from 38.5% last year)</li> </ul>

## Summary of Root Cause Analysis<sup>7</sup>

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.

<sup>7</sup> CSI s

### **Mission\*# (who we are, why we exist):**

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

**Colt Andrews Elementary School is a diverse community of lifelong learners that fosters an enthusiastic drive for academic excellence. Our staff, parents, and community will create an environment of acceptance and kindness in order to prepare students to be respectful and responsible global citizens. The Colt Andrews community is dedicated to the intellectual, personal, social, and physical growth of students.**

### **Vision\* (who we want to be in 3-5 years ):**

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.

**Colt Andrews students will be immersed in an environment of mutual respect, while engaging in rigorous academics to prepare them for the global world beyond the classroom.**

ools 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.



### Critical Roots for Priority<sup>8</sup> #1: ELA

1. Second year of implementation of HMH Reading Program
2. Continuation of the ELA Coaching Model to help support reading instruction
3. Develop and increase in written responses through HMH reading program, including benchmarking and calibration. specifically for Response to Text.
4. Continued coaching cycles for implementation of new programs
5. Chronic Absenteeism
6. Need for research-based writing interventions to support classrooms

#### Baseline Data

- Reading- 47.5% of students met or exceeded the standard in ELA on RICAS

### Critical Roots for Priority<sup>9</sup> #2 :MATH

1. During the pandemic students were unable to work in groups, work collaboratively, use math discourse, or use manipulatives to support learning.
2. Gaps in skills due to condensed teaching during pandemic.
3. Continued professional development for teachers in iReady.
4. Chronic Absenteeism
5. Math interventionist was reduced from full-time to three days a week.

#### Baseline Data

- Math- 56.3% of students met or exceeded the standard in Math on RICAS

### Critical Roots for Priority<sup>10</sup> # 3: ATTENDANCE

1. Some students were accustomed to being at home and did not want to return to school
2. Parental and family habits have changed
3. Students did not attend school virtually and started to disconnect
4. Due to work schedules, parents unable to get students to school
5. Transportation is challenging for some families
6. Families that work virtually, allowing students to stay home with them.
7. Lack of family stability (moving from home to home)
8. Increased Homelessness
9. Family vacations are scheduled outside of scheduled school vacations.

#### Baseline Data

- Colt Andrews students were chronically absent 38.5% in the 2021-22 school year.

<sup>8</sup> Schools must conduct a root cause analysis for each priority, add as many tables as needed to include critical root summaries.

<sup>9</sup> Schools must conduct a root cause analysis for each priority, add as many tables as needed to include critical root summaries.

<sup>10</sup> Schools must conduct a root cause analysis for each priority, add as many tables as needed to include critical root summaries.

## 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.<sup>11</sup>

SMART+E Goals should be:

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

## SMART+E Goal 1<sup>12</sup>

<b>SMART+E Goal 1</b>	Colt Andrews School will increase the percentage of all students in grades 3-5 meeting or exceeding expectations on the RICAS ELA from 47.5% proficient or above to 53.1% proficient or above by the end of school year 2023 to reach 75% proficiency by 2027.											
	<table> <thead> <tr> <th>Improvement by year</th> <th>Goal (Revised based on 2023 RICAS scores)</th> </tr> </thead> <tbody> <tr> <td>• 2023 (attained)</td> <td>53.1% (55.1%)</td> </tr> <tr> <td>• 2024</td> <td>58.7.% (5% increase 60.1%)</td> </tr> <tr> <td>• 2025</td> <td>64.3% (5% increase 65.1%)</td> </tr> <tr> <td>• 2026</td> <td>69.9% (5% increase 70.1%)</td> </tr> <tr> <td>• 2027</td> <td>75% (4.9% increase 75%)</td> </tr> </tbody> </table>	Improvement by year	Goal (Revised based on 2023 RICAS scores)	• 2023 (attained)	53.1% (55.1%)	• 2024	58.7.% (5% increase 60.1%)	• 2025	64.3% (5% increase 65.1%)	• 2026	69.9% (5% increase 70.1%)	• 2027
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<b>Alignment to School Priority</b>	Improvement and academic growth in ELA											
<b>Alignment to LEA Priority<sup>13</sup></b>	Priority 1: Increase Student Achievement in ELA											
<b>Alignment to LEA Goal</b>	Goal 1-Increasing Student Achievement in ELA											

<sup>11</sup> 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.

<sup>12</sup> Add goals by copying as many tables as needed.

<sup>13</sup> LEA goals and priorities can be found in the LEA Strategic Plan. If the LEA Strategic Plan is being written, leave it blank.

## Progress Monitoring Goal 1

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

<b>Formative Measure</b>	iReady Reading iReady above grade level proficiency (dark green with lines) correlates to RICAS proficiency and will be used to monitor progress at BOY, MOY, EOY.
<b>Frequency of Data Collection</b>	3 times a year, with weekly Comprehension checks and Diagnostic assessments. BOY, MOY, EOY  RICAS results released in fall of 2023
<b>Population of Students Being Progress Monitored</b>	All students that take RICAS

## Initiatives for Goal 1\*

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.<sup>14</sup>

<b>Initiative 1</b>	<b>Initiative 1</b>	iReady
	<b>Description</b>	<b>What is being implemented?</b>
	<b>Rationale</b>	<b>Which critical root(s) this initiative intends to address and how?</b>
	<b>SMART+E Goal</b>	Colt Andrews School will increase the percentage of all students in grades 3-5 meeting or exceeding expectations on the RICAS ELA assessment from 47.5% to 53.1% by the end of school year 2024.
	<b>Owner</b>	<b>Who will monitor the implementation of the initiative?</b> Grade level teachers Reading Coaches
	<b>Funding Source<sup>15</sup></b>	<b>Funding Source:</b> <b>Allocated Amount:</b> <b>Actual Amount:</b>
<b>Supporting Research</b>	<b>Description</b>	<b>ESSA Tier:<sup>16</sup></b> <b>Brief Description:</b>
	<b>Citation</b>	
	<b>URL</b>	

<sup>14</sup> Make a copy of the Initiative page for each initiative.

<sup>15</sup> More than one funding source can be included, add additional rows, if necessary.

<sup>16</sup> CSI Schools: If the initiative is being supported in whole or in part by 1003a grant funds, at least one source of evidence must be Tiers I, II, or III, as defined by ESSA.

## Action Steps for Goal 1\*<sup>17</sup>

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.

<b>SMART+E Goal 1</b>	<b>English Language Arts</b> Colt Andrews School will increase the percentage of all students in grades 3-5 meeting or exceeding expectations on the RICAS ELA from 47.5% proficient or above to 53.1% proficient or above by the end of school year 2024 to reach 75% proficiency by 2027.
<b>Initiative 1</b>	<b>Improve ELA proficiency by implementing HMH curriculum with fidelity in every classroom.</b>

Action Steps	To Be Completed By	Owner	Notes
<ul style="list-style-type: none"> <li>Use Acceleration Block for cross grade level groupings</li> </ul>	2023-2024	whole school	<ul style="list-style-type: none"> <li>use data to group students by skill level/deficit across all grade levels.</li> <li>All staff would be responsible for a group.</li> <li>Use CTT time to look at data and regroup</li> </ul>
<ul style="list-style-type: none"> <li>BWRSD will ensure high quality curriculum and instruction are in place in all content areas so that 75% of all students will meet or exceed proficiency measures on state and local assessments.</li> </ul>	2023-2024	whole school	<ul style="list-style-type: none"> <li>Teachers will follow scope and sequence for all curriculum areas.</li> <li>We will target students' needs during the Acceleration block</li> <li>Through Title I Tutoring, additional instruction will be provided</li> </ul>
<ul style="list-style-type: none"> <li>Maintain fidelity to MTSS interventions for Tier 2 and Tier 3 students with needs in reading.</li> </ul>	2023-2024	whole school	<ul style="list-style-type: none"> <li>Teachers will be prepared to present data using a fidelity checklist.</li> <li>Decisions will be based on progress monitoring data</li> <li>The MTSS team together will determine if the intervention needs to be changed or modified.</li> </ul>

<sup>17</sup> Schools should complete a series of action steps for each initiative. It is recommended to only include significant implementation milestones.

Action Steps	To Be Completed By	Owner	Notes
<ul style="list-style-type: none"> <li>Provide LETRS professional development for all teachers in the science of reading</li> </ul>	2023-2024	all staff	<ul style="list-style-type: none"> <li>All teachers will be LETRS/ science of reading trained by EOY 2024</li> </ul>
<ul style="list-style-type: none"> <li>Provide ongoing professional development for all classroom teachers in HMH</li> </ul>	2023-2024	Reading Coaches Literacy Coordinator	
<ul style="list-style-type: none"> <li>Provide teachers and teacher assistants with professional development to implement research based Tier 2 interventions</li> </ul>	2023-2024	School based reading specialists, coaches, special educators, math interventionist	<ul style="list-style-type: none"> <li>as scheduled by professional development days</li> </ul>
<ul style="list-style-type: none"> <li>Provide opportunities for teachers to meet as grade levels to calibrate student writing using HMH rubric and benchmarking systems.</li> </ul>	2023-2024	Literacy Coaches	<ul style="list-style-type: none"> <li>CTT goal for collaboration</li> </ul>

## Action Steps Goal 1\*<sup>18</sup>

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.

<b>SMART+E Goal 1</b>	<b>English Language Arts</b> Colt Andrews School will increase the percentage of all students in grades 3-5 meeting or exceeding expectations on the RICAS ELA from 47.5% proficient or above to 53.1% proficient or above by the end of school year 2024 to reach 75% proficiency by 2027
<b>Initiative 2</b>	<b>Implement a structured and consistent CTT for all grade level teams</b>

Action Steps	To Be Completed By	Owner	Notes
Introduce CTT purpose and schedule to all staff.	August 2023	Principal	
Implement a consistent CTT for teachers in the master schedule.	August 2023	Principal SIT	Ensure that reading specialists, math interventionists and Special Educators are included in the grade level CTT meetings.
Create a master spreadsheet to track topics discussed at meetings.	August 2023	all teachers Principal	Spreadsheet with tabs for each grade level with 3 columns <ul style="list-style-type: none"> <li>• Date</li> <li>• Attendees</li> <li>• Topic covered</li> <li>• Possible next steps</li> </ul>
Allow the teachers in each grade level to determine the greatest need for their students.	2023-2024	all teachers Principal	
Principal will be available to support grade level CTT as requested by grade level teams.	2023-2024	Principal	

<sup>18</sup> Each initiative should have a series of action steps, copy this page, as needed.

# Progress Monitoring Goal 1

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.

<b>SMART+E Goal 1</b>	<b>English Language Arts</b> Colt Andrews School will increase the percentage of all students in grades 3-5 meeting or exceeding expectations on the RICAS ELA from 47.5% proficient or above to 50.3% proficient or above (by 4%) by the end of school year 2023 to reach 75% proficiency by 2027.	
<b>Initiative 1</b>	<b>Improve ELA proficiency by implementing HMM curriculum with fidelity in every classroom.</b>	
<b>Initiative 2</b>	<b>Implement a structured and consistent CTT for all grade level teams</b>	

Indicators Used to Ensure Progress	Review Months and Benchmarks	Owner	Notes
K-5 i-Ready Diagnostic	BOY, MOY and EOY assessments	Teachers and Reading Specialists	Used to determine which students fall below the grade level benchmark expectation.
Amplify - Dibels Kindergarten, 1 and students grades 2-5 below the 40% on the iReady Diagnostic	BOY, MOY , EOY and progress monitoring	All teachers, Reading Specialists and Special Educators	Used to group students for Tier 2 and Tier 3 interventions during the acceleration block.
LETRS phonics and word survey	After BOY, MOY and as needed	Teachers , Reading Specialists and Special Educators	Used to target individual student needs, create groups and select evidence based interventions. Such as Countdown, Blast, HD word, PALS, Project Read
Lexia	Initial Placement Test	Reading Specialists	Initial placement test is given when the student starts Lexia Generates teacher lessons targeted for individual student needs.
i-Ready My Path	My Path is generated after the Window 1 i-Ready diagnostic each year.	classroom teachers	Teachers monitor weekly minutes. Teachers review student progress Teachers may assign additional practice lessons



## SMART+E Goal 2<sup>19</sup>

<p><b>SMART+E Goal 2</b></p>	<p>Colt Andrews School will increase the percentage of all students (grades 3-5) meeting or exceeding expectations on the RICAS Math from 56.3% to 60.4 % by the end of the school year 2023-2024 and to reach 75% proficiency by 2027</p> <p><b>.Improvement by year</b>                      <b>Goal</b> (revised based on 2023 RICAS scores)</p> <ul style="list-style-type: none"> <li>● 2023 (down 7.5%)                      60.04 % (52.5%)</li> <li>● 2024    63.78.% (5.6% increase 58.1%)</li> <li>● 2025    67.52% (5.6% increase 63.7%)</li> <li>● 2026    71.26% (5.6% increase 69.3%)</li> <li>● 2027    75% (5.7% increase 75%)</li> </ul>
<p><b>Alignment to School Priority</b></p>	<p>Colt Andrews students will continue to demonstrate Improvement in mathematics.</p>
<p><b>Alignment to LEA Priority<sup>20</sup></b></p>	<ul style="list-style-type: none"> <li>● Grade level teachers and Math Interventionists</li> <li>● BWRSD will ensure high quality curriculum and instruction are in place in all content areas so that 75% of all students or higher meet and exceed proficiency measures on state and local assessments.</li> </ul>
<p><b>Alignment to LEA Goal</b></p>	<ul style="list-style-type: none"> <li>● Review of curriculum, instructional practices, acceleration &amp; intervention blocks to ensure instructional groupings and academically rigorous classroom instruction.</li> <li>● Continue with iReady math walkthroughs to allow teachers to reflect and improve upon their teaching and instructional practices in all classrooms.</li> </ul>

<sup>19</sup> Add goals by copying as many tables as needed.

<sup>20</sup> LEA goals and priorities can be found in the LEA Strategic Plan. If the LEA Strategic Plan is being written, leave it blank.

## Progress Monitoring Goal 2

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

<b>Formative Measure</b>	<u>iReady Diagnostics</u> iReady on or above grade level correlates to RICAS proficiency and will be used to monitor progress BOY, MOY, EOY.
<b>Frequency of Data Collection</b>	Assessment given 3 times per year, BOY, MOY, EOY
<b>Population of Students Being Progress Monitored</b>	All students that take RICAS-Grades 3-5 as well as iReady math diagnostic.

## Initiatives for Goal 2\*

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.<sup>21</sup>

Initiative 1	<b>Initiative 1</b>	Provide math acceleration/ intervention support for students in all grades based on data.
	<b>Description</b>	What is being implemented? <ul style="list-style-type: none"> <li>• Use of math acceleration/intervention blocks</li> </ul>
	<b>Rationale</b>	Which critical root(s) this initiative intends to address and how? <ul style="list-style-type: none"> <li>• Need for improvement in proficiency on math RICAS</li> </ul>
	<b>SMART+E Goal</b>	What school goal does this initiative address? <ul style="list-style-type: none"> <li>• #2</li> </ul>
	<b>Owner</b>	Who will monitor the implementation of the initiative? <ul style="list-style-type: none"> <li>• Principal and teachers</li> </ul>
	<b>Funding Source<sup>22</sup></b>	<b>Funding Source:</b> <b>Allocated Amount:</b> <b>Actual Amount:</b>
Supporting Research	<b>Description</b>	<b>ESSA Tier:<sup>23</sup></b> <b>Brief Description:</b>
	<b>Citation</b>	
	<b>URL</b>	

<sup>21</sup> Make a copy of the Initiative page for each initiative.

<sup>22</sup> More than one funding source can be included, add additional rows, if necessary.

<sup>23</sup> CSI Schools: If the initiative is being supported in whole or in part by 1003a grant funds, at least one source of evidence must be Tiers I, II, or III, as defined by ESSA.

## Action Steps for Goal 2\*<sup>24</sup>

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.

<b>SMART+E Goal 2</b>	<p>Colt Andrews School will increase the percentage of all students (grades 3-5) meeting or exceeding expectations on the RICAS Math from 56.3% to 60.4 % by the end of the school year 2023-2024 and to reach 75% proficiency by 2027</p> <table border="0"> <tr> <td><b>Improvement by year</b></td> <td><b>Goal</b></td> </tr> <tr> <td>• 2023</td> <td>60.04 %</td> </tr> <tr> <td>• 2024</td> <td>63.78. %</td> </tr> <tr> <td>• 2025</td> <td>67.52%</td> </tr> <tr> <td>• 2026</td> <td>71.26%</td> </tr> <tr> <td>• 2027</td> <td>75%</td> </tr> </table>	<b>Improvement by year</b>	<b>Goal</b>	• 2023	60.04 %	• 2024	63.78. %	• 2025	67.52%	• 2026	71.26%	• 2027	75%
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• 2024	63.78. %												
• 2025	67.52%												
• 2026	71.26%												
• 2027	75%												
<b>Initiative 1</b>	<b>Improve proficiency in Mathematics by providing a math intervention specialist to support for students in all grades based on data</b>												

Action Steps	To Be Completed By	Owner	Notes
<ul style="list-style-type: none"> <li>Use Acceleration Block for cross grade level groupings</li> </ul>	by trimesters throughout 2023-2024 school year	whole school	
<ul style="list-style-type: none"> <li>BWRSD will ensure high quality curriculum and instruction are in place in all content areas so that 75% of all students or higher meet and exceed proficiency measures on state and local assessments by 2027.</li> </ul>	daily	whole school	

<sup>24</sup> Schools should complete a series of action steps for each initiative. It is recommended to only include significant implementation milestones.

Action Steps	To Be Completed By	Owner	Notes
<ul style="list-style-type: none"> <li>Maintain fidelity to MTSS interventions for students with needs in math</li> </ul>	weekly	whole school	Rtl/MTSS fidelity checklist
<ul style="list-style-type: none"> <li>Provide opportunities for teachers to meet as grade levels to analyze data</li> </ul>	biweekly	whole school	CTT meetings
<ul style="list-style-type: none"> <li>Provide ongoing professional development for all classroom teachers in i-Ready Math</li> </ul>	as scheduled by professional development days	whole school	
<ul style="list-style-type: none"> <li>Provide teachers and Teacher Assistants with professional development to implement research based Tier 2 interventions</li> </ul>	as scheduled by professional development days	whole school	

## Action Steps Goal 2\*<sup>25</sup>

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.

<b>SMART+E Goal 2</b>	<p>Colt Andrews School will increase the percentage of all students (grades 3-5) meeting or exceeding expectations on the RICAS Math from 56.3% to 60.4 % by the end of the school year 2023-2024 and to reach 75% proficiency by 2027</p> <table border="0"> <tr> <td><b>.Improvement by year</b></td> <td><b>Goal</b></td> </tr> <tr> <td>• 2023</td> <td>60.04 %</td> </tr> <tr> <td>• 2024</td> <td>63.78.%</td> </tr> <tr> <td>• 2025</td> <td>67.52%</td> </tr> <tr> <td>• 2026</td> <td>71.26%</td> </tr> <tr> <td>• 2027</td> <td>75%</td> </tr> </table>	<b>.Improvement by year</b>	<b>Goal</b>	• 2023	60.04 %	• 2024	63.78.%	• 2025	67.52%	• 2026	71.26%	• 2027	75%
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• 2023	60.04 %												
• 2024	63.78.%												
• 2025	67.52%												
• 2026	71.26%												
• 2027	75%												
<b>Initiative 2</b>	Strengthen and support math differentiation and small group classroom instruction.												

Action Steps	To Be Completed By	Owner	Notes
Continued Implementation of math acceleration/intervention block	School year 2023-2024	Colt Andrews	
Continued use of research based intervention resources	School year 2023-2024	Colt Andrews	
Create instructional groupings based on i-Ready Prerequisite reports for each unit of study.	School year 2023-2024	Colt Andrews	
Support classrooms with instructional manipulatives	by October 2024	Colt Andrews	Conduct a needs assessment with teachers and interventionists to determine what manipulatives are needed.
Continue to provide before school Title 1 math tutoring.	by semester	Colt Andrews	

<sup>25</sup> Each initiative should have a series of action steps, copy this page, as needed.

## Progress Monitoring Goal 2

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.

<b>SMART+E Goal 2</b>	<p>Colt Andrews School will increase the percentage of all students (grades 3-5) meeting or exceeding expectations on the RICAS Math from 56.3% to 60.4 % by the end of the school year 2023-2024 and to reach 75% proficiency by 2027</p> <table border="0"> <tr> <td><b>Improvement by year</b></td> <td><b>Goal</b></td> </tr> <tr> <td>• 2023</td> <td>60.04 %</td> </tr> <tr> <td>• 2024</td> <td>63.78.%</td> </tr> <tr> <td>• 2025</td> <td>67.52%</td> </tr> <tr> <td>• 2026</td> <td>71.26%</td> </tr> <tr> <td>• 2027</td> <td>75%</td> </tr> </table>	<b>Improvement by year</b>	<b>Goal</b>	• 2023	60.04 %	• 2024	63.78.%	• 2025	67.52%	• 2026	71.26%	• 2027	75%
<b>Improvement by year</b>	<b>Goal</b>												
• 2023	60.04 %												
• 2024	63.78.%												
• 2025	67.52%												
• 2026	71.26%												
• 2027	75%												
<b>Initiative 1</b>	Support math discourse and differentiated small group classroom instruction based on i-Ready Prerequisite reports												
<b>Initiative 2</b>	Improve proficiency in Mathematics by providing a math intervention specialist to support for students in all grades based on data												

Indicators Used to Ensure Progress	Review Months and Benchmarks	Owner	Notes
Review of i-Ready math data	Weekly	Teachers, Coaches, and Principal	
Review of MTSS math students	Monthly	MTSS team	

## SMART+E Goal 3<sup>26</sup>

<b>SMART+E Goal 1</b>	Improve Attendance
<b>Alignment to School Priority</b>	Students will be present 70% of the 2023-2024 school year
<b>Alignment to LEA Priority<sup>27</sup></b>	
<b>Alignment to LEA Goal</b>	

### Progress Monitoring Goal 3

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

<b>Formative Measure</b>	Aspen
<b>Frequency of Data Collection</b>	Daily, weekly, and monthly,
<b>Population of Students Being Progress Monitored</b>	The entire school

<sup>26</sup> Add goals by copying as many tables as needed.

<sup>27</sup> LEA goals and priorities can be found in the LEA Strategic Plan. If the LEA Strategic Plan is being written, leave it blank.



## Initiatives for Goal 3\*

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.<sup>28</sup>

Initiative 1	<b>Initiative 1</b>	Improve and increase school attendance through Aspen
	<b>Description</b>	monitoring school attendance in Aspen
	<b>Rationale</b>	Lack of attendance is hindering our school rating on the RIDE report grade.
	<b>SMART+E Goal</b>	Improve Attendance
	<b>Owner</b>	Principal and office staff
	<b>Funding Source<sup>29</sup></b>	<b>Funding Source:</b> <b>Allocated Amount:</b> <b>Actual Amount:</b>
Supporting Research	<b>Description</b>	<b>ESSA Tier:<sup>30</sup></b> <b>Brief Description:</b>
	<b>Citation</b>	
	<b>URL</b>	

<sup>28</sup> Make a copy of the Initiative page for each initiative.

<sup>29</sup> More than one funding source can be included, add additional rows, if necessary.

<sup>30</sup> CSI Schools: If the initiative is being supported in whole or in part by 1003a grant funds, at least one source of evidence must be Tiers I, II, or III, as defined by ESSA.

## Action Steps for Goal 3\*<sup>31</sup>

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.

<b>SMART+E Goal 3</b>	Improve student attendance
<b>Initiative 1</b>	Improve student attendance from 62% to 70% of students present.

Action Steps	To Be Completed By	Owner	Notes
Showcase student attendance data in a child friendly visual	2023-2024	principal secretary students families	Each building will have a visual chart to represent school attendance. Students will participate in updating the visual chart The secretary will provide weekly data updates. Parent volunteers will help create the visual chart. Data celebration will be announced during the morning announcement. Classrooms will display attendance data for the class/ encourage and discuss with students.
Celebrate student attendance in morning meeting	2023-2024	teachers secretary	Student suggestion for incentives. Recognition of students during lunch and recess. Celebrate through incentives. Weekly announcement to celebrate classrooms with highest attendance as well as most improved attendance.
Inform families of attendance success.	2023-2024	principal secretary students	positive letters positive phone calls Using social media to celebrate Personal interaction with families at arrival and dismissal.

<sup>31</sup> Schools should complete a series of action steps for each initiative. It is recommended to only include significant implementation milestones.

Action Steps	To Be Completed By	Owner	Notes
Review and support chronically absent students through the MTSS process	2023-2024	MTSS Team	

### Action Steps Goal 3\*<sup>32</sup>

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.

<b>SMART+E Goal 3</b>	Improve student attendance
<b>Initiative 2</b>	Prioritize our School community on the importance of attendance

Action Steps	To Be Completed By	Owner	Notes
Use the RIDE Early warning system to identify students in danger of being chronically absent	2023-2024	Principal	
Support family needs and provide resources through partnership with the BW Family Outreach Coordinator	2023-2024	Parent Outreach Coordinator Principal	Survey families to determine needs Coordinate needs with resources Provide information on the importance of being on time Share strategies to use at home such as visual schedule for before school
Partner with the Colt Andrews Parent Group to link families that could help support each other with obstacles preventing students from attending school.	2023-2024	Colt Andrews Parent Group Principal	Link parents who walk to school and can help one another.
Use the BWRSD tiered protocol to notify parents of their students attendance	2023-2024	Principal Secretary	Use data from Aspen Use data from RIDE early warning system Track chronically absent students
Partner with the Colt Andrews Parent Group to foster a school climate of excitement and enthusiasm around attending school	2023-2024	CAPG Principal	Educational programs/ assemblies provided CAPG and Feinsteins funds to foster student engagement/ a want to come to school.

<sup>32</sup> Each initiative should have a series of action steps, copy this page, as needed.

### Progress Monitoring Goal 3

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.

<b>SMART+E Goal 1</b>	Improve Attendance
<b>Initiative 1</b>	Improve student attendance from 62% to 70% of students present.
<b>Initiative 2</b>	Prioritize our School community on the importance of attendance.

Indicators Used to Ensure Progress	Review Months and Benchmarks	Owner	Notes
Aspen	daily	school secretary and principal	
Family Outreach night	October 2022	outreach coordinator Teacher	

## School Improvement Plan at a Glance<sup>33</sup>

<b>SMART+E Goal 1</b>	English Language Arts Improvement
Initiative 1.1	Improve ELA proficiency by implementing HMH curriculum with fidelity in every classroom.
Initiative 1.2	Implement a structured and consistent CTT for all grade level teams
<b>SMART+E Goal 2</b>	Mathematics Improvement
Initiative 2.1	Improve math proficiency by implementing math curriculum with fidelity in every classroom.
Initiative 2.2	Implement a structured and consistent CTT for all grade level teams
<b>SMART+E Goal 3</b>	Improve student attendance
Initiative 3.1	Improve student attendance from 62% to 70% of students present.
Initiative 3.2	In the 2023-2024 school year, students will improve attendance from 62.5% to 70% present daily
<b>SMART+E Goal 4</b>	
Initiative 4.1	
Initiative 4.2	
<b>SMART+E Goal 5</b>	
Initiative 5.1	
Initiative 5.2	

<sup>33</sup> 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.

