



School Improvement Plan
Hugh Cole Elementary School
2023-2025

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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

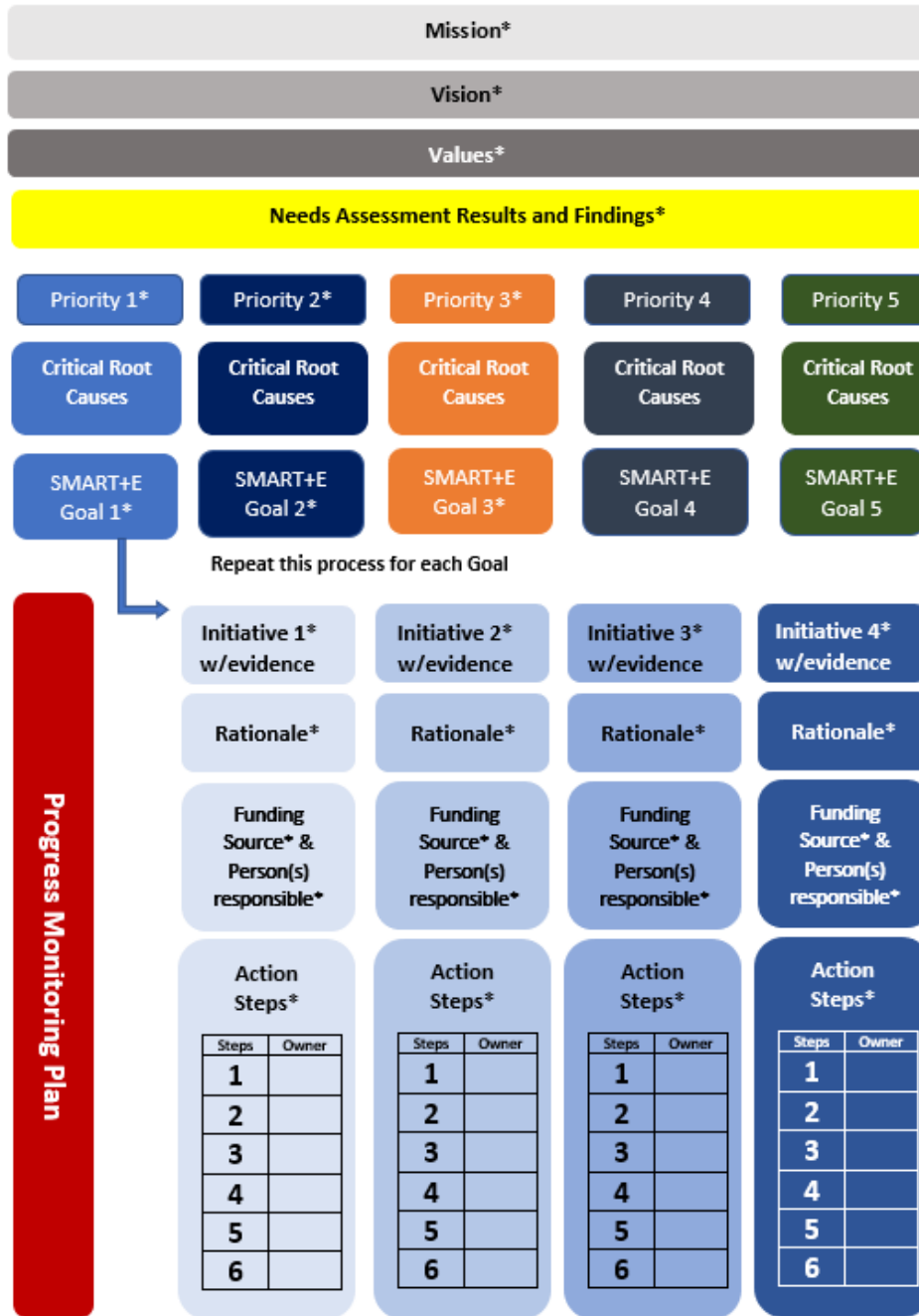
The Office of School and District Improvement, with consultation from other RIDE offices, has interpreted the EAA and offers the following resources as schools create their SIP:

- 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.



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*	Hugh Cole Elementary School
Principal Name*	Colin Grimsey
School Year*	23-25
Stakeholder*³	Name: Jen Rainone Email: jen.l.rainone@gmail.com Organization: Ed Foundation Role: Parent
Stakeholder*⁴	Name: Kristin Read kread@ebcap.org Organization: HEZ Role: Community Rep.
Stakeholder*	Name: Melanie Michaud Email: melanie.michaud@bwrsd.org Organization: Hugh Cole School Role: TA
Stakeholder*⁵	Name: Marilyn Jones Email: marilyn.jones@bwrsd Organization: Hugh Cole School Role: Teacher
School Improvement Team	Susan Castigliero, Teacher Email: susan.castigliero@bwrsd Organization: Hugh Cole School Role: Teacher
Stakeholder*	Renee MacDougall Email: renee.macdougall@bwrsd Organization: Hugh Cole School Role: Asst. Principal

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

Mission*⁶

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

Hugh Cole encourages students to be confident, knowledgeable, responsible, respectful and productive citizens in a diverse, ever-changing world.

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.

Hugh Cole will enable each and every student to succeed in college, career, and life.

Values*

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

Values	Title*	Be Responsible, Respectful and Ready to Learn.
	Statement*	These words are the standard of expectations for all students at HCS.
	Description	We expect all students to rise to this level in support of their learning and growth.

Values	Title*	Collaborate, Cooperate, Initiate, Be Flexible
	Statement*	HCS expects all community members to engage in and strive for the highest levels of a professional learning community.
	Description	We believe that when people are encouraged to take risks, empowered to lead, informed by research and data, and work together in a continual cycle of improvement, the school will flourish.

⁶ Schools may choose to include a school-specific mission, vision, and values or may adopt their LEA's mission, vision, values.

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.⁷ The summary should outline the school's strengths, weaknesses⁸, and priorities. Each school is encouraged to identify three to five high-priority needs that the school will address in their SIP.

Hugh Cole is currently a 3-Star School with the Students with Disabilities subgroup being identified for Targeted Support and Improvement (TSI). The 2022 ELA proficiency rate was 26%, down from 33% in the previous year. The ELA Growth Index was .79, up from .65 in the previous year. The Math proficiency rate was 35% in 2022 from 19% in 2021. The Math Growth Index is 1.27, up from .63 the previous year.

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.⁹ Each priority should have at least one measurable goal.

Priority 1	Title*	ELA
	Statement*	HCS will improve ELA proficiency results to 75% at the very least.
	Description	Student performance results in ELA have declined steadily over recent years to unacceptable levels. iReady results during the current 22-23 school year show a reversal of this trend. We will continually improve our professional practices to attain district goals and a 5-star school rating.

Priority 2	Title*	Math
	Statement*	HCS will improve Math proficiency results to 75% at the very least.
	Description	Student performance results in Math have declined steadily over recent years to unacceptable levels. iReady results during the current 22-23 school year show a reversal of this trend. We will continually improve our professional practices to attain district goals and a 5-star school rating.

Priority 3	Title*	Special Education
	Statement*	HCS students with IEPs will improve their Student Growth Percentiles in ELA and Math to 70 on the 2027 RICAS test administration.
	Description	HCS has been placed on a TSI plan for poor performance of our students with IEPs. We will continually improve our professional practices to attain district goals and a 5-star school rating.

⁷ Schools are strongly encouraged to include their community voice in identification of needs, setting priorities, and writing goals.

⁸ Needs assessment summary may include a bulleted list of baseline data uncovered during the needs assessment process.

⁹ Add priorities by copying the table as many times as needed.



Summary of Root Cause Analysis¹⁰

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 Priority¹¹ #1: ELA

Implementation of the ELA curriculum has been inconsistent across classrooms. School-wide understanding of research based instructional strategies and the science of reading has been lacking. This has led to a wide range of student experiences with curriculum, instruction and assessment.

Critical Roots for Priority¹² #2: Math

Instruction and Curriculum are not currently aligned across all classrooms. The Ready Math curriculum, with its focus on a balance of conceptual understanding, computation, and problem solving, supports instructional strategies and approaches such as math workshop and constructivism. Students must work together at a high level for the system to work as intended. Covid inspired instructional techniques reinforced traditional classroom activities with desks in rows and students working individually.

Critical Roots for Priority¹³ #3: Special Education

The failure of pull out models of instruction led to the implementation of a collaborative co-teaching model during this current school year. More work needs to be done to support this model including professional development to co-teaching teams, stricter adherence to IEP determination criteria, and reviewing IEP goals to ensure they do not encourage learning gaps.

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.¹⁴

SMART+E Goals should be:

Component	Question to Ask Yourself
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¹⁰ 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.

¹¹ Schools must conduct a root cause analysis for each priority, add as many tables as needed to include critical root summaries.

¹² Schools must conduct a root cause analysis for each priority, add as many tables as needed to include critical root summaries.

¹³ Schools must conduct a root cause analysis for each priority, add as many tables as needed to include critical root summaries.

¹⁴ 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.

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 Goals¹⁵

SMART+E Goal 1	HCS students will improve their proficiency rate on the 2028 ELA RICAS from its current rate of 26% to 75%. All other students will show they are on the path to proficiency or above through SGP scores of 70 or above on RICAS
Alignment to School Priority	HCS will improve ELA proficiency results to 75% at the very least.
Alignment to LEA Priority¹⁶	Strengthen students' PK-12 roadmap to college and careers through high quality core curriculum and robust Multi-tiered Systems of Support within each school.
Alignment to LEA Goal	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.

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	iReady mid or above grade level correlates to RICAS proficiency and will be used to monitor progress at BOY, MOY, EOY.
Frequency of Data Collection	BOY, MOY, EOY
Population of Students Being Progress Monitored	All students that take RICAS

SMART+E Goal 2	HCS students will improve their proficiency rate on the 2028 Math RICAS from its current rate of 35% to 75%. All other students will show they are on the path to proficiency or above through SGP scores of 70 or above on RICAS
Alignment to School Priority	HCS will improve Math proficiency results to 75% at the very least.
Alignment to LEA Priority¹⁷	Strengthen students' PK-12 roadmap to college and careers through high quality core curriculum and robust Multi-tiered Systems of Support within each school.
Alignment to LEA Goal	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.

Progress Monitoring

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

¹⁵ Add goals by copying as many tables as needed.

¹⁶ 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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Formative Measure	iReady mid or above grade level correlates to RICAS proficiency and will be used to monitor progress BOY, MOY, EOY.
Frequency of Data Collection	BOY, MOY, EOY
Population of Students Being Progress Monitored	All students that take RICAS

SMART+E Goal 3	HCS students with IEPs will improve their Student Growth Percentiles in ELA and Math to 70 on the 2027 RICAS test administration.
Alignment to School Priority	HCS has been placed on a TSI plan for poor performance of our students with IEPs. We will continually improve our professional practices to attain district goals and a 5-star school rating.
Alignment to LEA Priority¹⁸	Strengthen students' PK-12 roadmap to college and careers through high quality core curriculum and robust Multi-tiered Systems of Support within each school.
Alignment to LEA Goal	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.

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	iReady mid or above grade level correlates to RICAS proficiency and will be used to monitor progress BOY, MOY, EOY.
Frequency of Data Collection	BOY, MOY, EOY
Population of Students Being Progress Monitored	All students that take RICAS

¹⁸ LEA goals and priorities can be found in the LEA Strategic Plan. If the LEA Strategic Plan is being written, leave it blank.

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.¹⁹

Initiative 1	Initiative 1	Name the initiative
	Description	What is being implemented?
	Rationale	Which critical root(s) this initiative intends to address and how?
	SMART+E Goal	What school goal does this initiative address?
	Owner	Who will monitor the implementation of the initiative?
	Funding Source²⁰	Funding Source: Allocated Amount: Actual Amount:
Supporting Research	Description	ESSA Tier:²¹ Brief Description:
	Citation	
	URL	

¹⁹ Make a copy of the Initiative page for each initiative.

²⁰ More than one funding source can be included, add additional rows, if necessary.

²¹ 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*²²

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+2	ELA and Math
Initiative 1	

Action Steps	To Be Completed By	Owner	Notes
Improve Acceleration Block Implementation	April, 2025	Renee MacDougall Stephanie Pedro	
Design and implement formative eval protocol for Ts	November, 2023	Colin Grimsey	
Improve fidelity to MTSS design	May, 2025	MTSS Committee	
Develop and implement a 'Looking at Student Work' Protocol	April 2024	Grade Level Leaders	

²² Schools should complete a series of action steps for each initiative. It is recommended to only include significant implementation milestones.

SMART+E Goal 3	Special Education
Initiative 1	

Action Steps	To Be Completed By	Owner	Notes
Provide Collaborative teams with Co-teaching PD	March, 2024	Colin Grimsey	
Design and implement formative eval protocol for Collaborative teams based on Co-teaching Strategies	November, 2023	SE Committee	
Review IEP goals	November, 2024	SE Committee	

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



Sample Template for Progress Monitoring ²³

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	
Initiative 1	
Initiative 2	
Initiative 3	
Initiative 4	

Indicators Used to Ensure Progress	Review Months and Benchmarks	Owner	Notes

²³ This template is optional for schools.

School Improvement Plan at a Glance²⁴

SMART+E Goal 1	HCS students will improve their proficiency rate on the 2028 ELA RICAS from its current rate of 26% to 75%. All other students will show they are on the path to proficiency or above through SGP scores of 70 or above on RICAS.
Initiative 1.1	Improve Acceleration Block Implementation
Initiative 1.2	Design and implement formative eval protocol for Ts
SMART+E Goal 2	HCS students will improve their proficiency rate on the 2028 Math RICAS from its current rate of 35% to 75%. All other students will show they are on the path to proficiency or above through SGP scores of 70 or above on RICAS.
Initiative 2.1	Improve Acceleration Block Implementation
Initiative 2.2	Design and implement formative eval protocol for Ts
SMART+E Goal 3	HCS students with IEPs will improve their Student Growth Percentiles in ELA and Math to 70 on the 2027 RICAS test administration.
Initiative 3.1	Provide Collaborative teams with Co-teaching PD
Initiative 3.2	Design and implement formative eval protocol for Collaborative teams based on Co-teaching Strategies

²⁴ 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.

