LEA:	School Improvement Plan REVIEW & FEEDBACK TOOL modified for RAR Desktop Review (v3) May 2025	School:

Annually, RIDE will conduct Desktop Resource Allocation Reviews (RAR) in LEAs with 80% or more of schools with ATSI subgroups. RIDE will review the SIPs of ATSI identified schools for evidence of the LEA Review. School leaders must address educational inequities identified by the RAR in the School Improvement Plan (SIP). RIDE provides feedback to LEAs and school leaders on the allocation of resources based on the RAR and SIP to ensure educational resource inequities have been identified and addressed within their plan. Single-site LEAs identified will receive a Desktop RAR no more than once every two years. (RIDE RAR Process Guide pg. 8)
Note: Row numbers are in alignment with RIDE's SIP Review & Feedback Tool. High-impact criteria are denoted by a blue star.

 School Improvement PLAN REVIEW & FEEDBACK TOOL: This tool will be used to assist in the Superintendent's review of the submitted school improvement plans and to provide feedback to help inform a continual cycle of reflection and growth. The tool may also be used as a self-assessment tool for Principals and School Improvement Teams. This tool will also be used by the RIDE's Office of School and District Improvement to review and provide feedback to the Comprehensive Support and Improvement (CSI) School Plans. The School Improvement Plan Review and Feedback Tool is a confidential working document draft not for public release pursuant to R.I. Gen. Laws § 38-2-2(4)(E), (K)

KEY: * indicates a required component for LEA Strategic Plans and for School Improvement Plans.^ indicates a requirement per RI Regulation and General Law, including the Education Accountability Act (EAA) ^^ indicates a requirement per Federal law, including the Every Student Succeeds Act (ESSA) and Titles I, Part A; II, Part A; and IV, Part A.

Components of the Plan	Component Descriptions	Does Not Meet Criteria	Meets Criteria	N/A
General Guidance^	A School Improvement Plan (SIP) should be grounded in data, be focused on closing achievement gaps, and be created by using an equity lens. >^Did the school submit the plan in the Strategic Planning System (SPS)? >^Does the SIP support the LEA's goals (at goal, initiative, or action step level)? Specifically, is the SIP aligned with the LEA Strategic Plan? >Does the SIP have goals (at the goal, initiative, or action step level) that support improving RICAS results, graduation rates and, reducing chronic absenteeism (as recommended in the Rhode Island Governor's 2030 Strengthening K-12 Education goals)? >Does the SIP have a goal, initiative, and/or action step that addresses the identified ATSI student subgroup(s) and the identified inequity from the Resource Allocation Review?	☐	☐	☐
	Positive Notes:			
	Required Actions:			
	Recommendation Notes:			

Components of the Plan	Component Descriptions	Does Not Meet Criteria	Meets Criteria	N/A
★ **Summary of School Needs Assessment* ^ ^^**	A needs assessment is the process of identifying and determining how to bridge the gap between a school's current and desired state through a thorough examination of the school's data. The complete needs assessment should outline the school's strengths and weaknesses/areas of need. **>Does the Needs Assessment include the following components:** 1) Evidence of community voice and partnership engagement 2) The most recent sources of data available and should include but not be limited to an analysis of student and subgroup achievement gaps in core subject areas, as well as academic and non-academic needs 3) A wide range of data (e.g., - state and local assessment and attendance data, RIDE Report Card data, SurveyWorks data, curriculum implementation data, examination of educational resources and resource inequities) and data specific to low-performing subgroups (ATSI, TSI) including the reason these subgroups were identified 4)^A summary of the school's strengths and weaknesses in academic (must include at least ELA, math, & science) and non-academic areas, and identified Focus Areas from the Report Card 5) ^An analysis of students and subgroup achievement gaps in core subject areas, paying specific attention to any groups identified as ATSI/TSI 6) ^^Information about the educational resources reviewed during the resource allocation review specific to any subgroups identified as ATSI/TSI and the identification of resource inequities 7)^3-5 clearly identified priorities that are directly connected to the identified areas of need and the LEA's vision and strategic plan >Is the data and analysis organized in a succinct manner that is easy to read? **See Measurable Goals for critical root cause expectations.** ^^If the SIP is also the Title I, Part A Schoolwide Plan then it must be based on a comprehensive needs assessment of the whole school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly those children who are failing, or at risk of failing, to meet the standards or any other factors determined by the LEA/school.	☐	☐	☐
	Positive Notes:			
	Required Actions:			
	Recommendation Notes:			
ATSI Narrative ^^	LEAs must ensure schools identified as CSI and ATSI undertake a process to identify resource inequities that are addressed through an improvement plan (CSIP or SIP). Resource inequities are identified by the RAR process. A Resource Allocation Review is a team-based inquiry process in which participants focus on the distribution of resources within a school and/or LEA. (see Identifying Educational Resources Guide) **>Does the ATSI Narrative include the following components:** 1)^^ Identified resource inequities that have emerged for the identified ATSI subgroup(s) 2)^^ Additional resources and/or SIP revisions (goal, initiative, action steps) that are required to address the needs of the identified ATSI subgroup(s)	☐	☐	☐
	Positive Notes:			
	Required Actions:			
	Recommendation Notes:			

Components of the Plan	Component Descriptions	Does Not Meet Criteria	Meets Criteria	N/A
Measurable Goals * ^ ^^	A SMART+E goal is used to help guide goal setting. SMART+E stands for Strategic, Measurable, Achievable, Rigorous, Timebound, and Equitable. A SMART+E goal incorporates all these criteria to help focus school efforts. Goals could address academic or non-academic 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 expectations on state assessments, especially those who are underserved and/or require additional support. Schools must include SMART+E goal(s) in the core content areas(s) where more than 20 percent of students do not meet expectations on the state assessments. The inclusion of such goal(s) satisfies a portion of the EAA requirement for the State Assessment Success Plan. It should include the measurable goal, annual target (each year for three years), the start of the school year, end of the school year, school priority that is aligned, owner, email, organization, and role. Each measurable goal must be aligned with a priority. The goals should also be aligned with the LEA's SP goals. **>^Have goals been included to ensure the identification of specific improvement objectives?** **>^Is a goal included for the core area (if there is more than 20% not meeting proficiency on a state assessment)? More specifically, does the school have more than 20% of students not meeting proficiency on the state assessments in: ELA, Math, and Science? If yes, does the school have a goal to improve proficiency in the indicated area?** **>Is each goal aligned with a priority that they are linked to?** **>Is there an end-of-year target?** **SMART+E Goal Components include:** **>^Are the goals Strategic and aligned with school needs, priorities, and the state accountability system?** **>Are the goals Measurable and quantifiable? Did the school provide measurable progress metrics?** **>Is the goal Achievable with resources available within the school's designated time frame?** **>Is the goal Rigorous enough to meaningfully move the needle? Will it change the school's students' and school's trajectories?** **>Is the goal Timebound, set for a specific period?** **>Is the goal Equitable, describing who benefits, and what are the benefits? Does the goal describe who may be marginalized and what might be potential harm? Does the goal address the creation of more significant disparities?** **>^*Have the following elements been included 1) Annual Target % 2) LEA Priority & Goal 3) Owner 4) Organization 5) Role** **Critical Root Causes:** **Root cause analysis is the process of uncovering the critical causes or roots for the 3 – 5 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 3-5 high priority needs, has the school identified one or two critical roots and include a summary of the reasoning?** **^^If the school is also a** <u>**Title I-A school**</u> **then the Title I-A activity plan goals should be aligned with the goals in the SIP. They must also be based on the results from the comprehensive needs assessment of the whole school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly those children who are failing, or at risk of failing, to meet the standards or any other factors determined by the LEA/school.**	☐	☐	☐
	Positive Notes:			
	Required Actions:			
	Recommendation Notes:			

Components of the Plan	Component Descriptions	Does Not Meet Criteria	Meets Criteria	N/A
Initiatives* ^ ^^	Schools are encouraged to align their initiative to the LEA's initiatives and priorities as relevant. An initiative is an evidence-based program, intervention, or strategy that the school will implement to reach a particular measurable goal. This includes the title, description, measurable goal, initiative owner, email, organization, role, budget description (funding source, allocated amount, actual amount). It also includes supporting research with a description and citation and URL. >^**Have initiatives been included to ensure the achievement of each goal?** >**Are there no more than three to five initiatives per goal?** >***Is the initiative title clear and concise? Does it represent the overarching focus of the action steps?** >*^**Does each initiative align with an identified school measurable goal that it is assigned to?** >*^**Have the following components been included in each initiative 1) Title, 2) Description, 3) Rationale 4) Owner, 5) Email, 6) Organization, 7) Role?** >**Is each initiative supported by research, which includes 1) Description and 2) Citation and URL?** >**Does each initiative have an evidence-based program, intervention, or strategy?** >**Is each initiative accompanied by a budget description, which includes 1) Funding Source, 2) Allocated Amount, 3) Actual Amount?** >***Is each initiative aligned with at least one topic?** ^^For <u>Title I, Part A schoolwide requirements</u> re: coordination of funds, the SWP must be developed in coordination and integration with other Federal, state, and local services, resources, and programs, such as: violence prevention programs; nutrition programs; housing programs; Head Start programs; adult education programs; career and technical education programs; and schools implementing comprehensive support and improvement schools (CSI schools) or targeted support and improvement (TSI) activities. >**Was the SIP developed in coordination and integration with other Federal, state, and local services, resources, and programs?** ^^For funding sources that are aligned with initiatives that use <u>Federal funds (Title I-A Parent & Community Engagement, Title II-A, and CSI schools)</u> **there are evidence-based references identified.** >**Are evidence-based references used for initiatives that fund Title I-A parent & community engagement activities, Title II-A activities, and all initiatives for CSI schools?**	☐	☐	☐
	Positive Notes:			
	Required Actions:			
	Recommendation Notes:			
Action Steps*^	Action steps are the set of actions that the school will take to implement each initiative. These can include regularly occurring meetings, professional learning, extended learning opportunities, curriculum rollout, and other important actions that will drive the initiative forward. The action steps have a description, the projected completion date, the owners and notes. Throughout the course of the year, schools should update the status of their action steps. >^**Have action steps been included to ensure the achievement of each goal?** >^**Are the action steps aligned with a school priority, SMART+E Goal, and initiative that it is assigned to?** >^**Have the following elements been included 1) Date of completion, 2) Owner(s), 3) Notes?**	☐	☐	☐
	Positive Notes:			
	Required Actions:			
	Recommendation Notes:			

Components of the Plan	Component Descriptions	Does Not Meet Criteria	Meets Criteria	N/A
★ **Identified Low Performing Student Group(s) and Reason(s) for Low Performance on School Report Card ^ ^^** https://reportcard.ride.ri.gov/	Special attention should be paid to the ATSI & TSI subgroups and the reasons why they were identified. These ATSI & TSI subgroups should be addressed in the SIP and in the budget. Schools should develop priorities, measurable goals, initiatives, and/or action steps that aim to improve the performance of the student group and the reason for low performance. **>* ^ ^^Are priorities, measurable goals, initiatives, and/or action steps that aim to improve the overall performance of identified ATSI/TSI student group and the reason for low performance on the School Report Card clearly addressed and noted in the plan?** *Please see Identified Focus Area(s) on School Report Card row (previous) for additional Title I, Part A schoolwide requirements for sub groups ^^*	★ ☐	☐	☐
	Positive Notes:			
	Required Actions:			
	Recommendation Notes:			
Providing Students with Assistance Needed	**The following is required for LEA Strategic Plans. This can be incorporated into a School Improvement Plan in support of and alignment with the LEA Plan but is not a requirement of SIPs. Important to note is that providing students with assistance needed (differentiated instruction, tier two, tier three, specialized instruction, etc.) is critical and essential for school improvement and best practice would expect this to be part of a strong SIP.** Describes the plan to use summer school, after school, and other support to provide each child with the assistance needed **(when appropriate)**. **>Does the LEA describe the extended learning time as part of initiatives and action steps when appropriate?** **>Does the LEA describe the plan to use summer school, after school, and other support to provide each child with the assistance needed?**	☐	☐	☐
	Positive Notes:			
	Required Actions:			
	Recommendation Notes:			