

Hope Highlands Elementary School

School Improvement Plan

2011-2012



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School Improvement Team

2010-2011

Julie Altieri, Parent

Debbie Shapiro, Parent

Kimberly Corso, Parent

Bruce Saccoccio, Parent

Deb DoVale, Kindergarten Teacher

Kathy Torregrossa, 1st Grade Teacher

Lisa Presbrey, 2nd Grade Teacher

Valerie Aceto, 3rd Grade Teacher

Susan O'Brien, 3rd Grade Teacher

Janice Montanaro, 4th Grade Teacher

Joyce Prew, 4th Grade Teacher

Joanna Flynn, School Nurse Educator

Don Cowart, Principal

**School Improvement Team
Subcommittees**

Reading

Julie Altieri
Kathleen Torregrossa
Debbie Shapiro

Writing

Kathleen Torregrossa
Lisa Presbrey
Susan O'Brien
Valerie Aceto

Math

Janice Montanaro
Kimberly Corso
Lisa Presbrey
Valerie Aceto

Science

Joyce Prew
Deb DoVale
Bruce Saccoccio
Joanna Flynn

Hope Highlands School Mission Statement

It is the mission of Hope Highlands Elementary to educate each child by providing learning experiences that address each student's immediate needs as well as prepare them for life-long learning and their roles as responsible citizens.

Hope Highlands School Vision Statement

Hope Highlands School is a safe, supportive, stimulating child-centered learning environment built upon the unique talents and abilities of each individual.

Our school provides an enriched educational experience where school, home and community come together to create life-long learners, able to excel in a world of constantly changing technology, culture and social values.

Cranston Public Schools

Belief, Mission, and Vision Statements

The Mission of Cranston Public Schools

The mission of the Cranston Public Schools is to empower our students to acquire the resourcefulness which prepares learners for life role performances in a world of constant change and continuous discovery.

The Vision of Cranston Public Schools

Cranston Public Schools is a diverse community of learners who work collaboratively as critical thinkers. Students are supported with best instructional practices that provide meaningful learning experiences and are held by high professional standards. Together with community partnerships, we ensure a nurturing learning environment that fosters student success.

Goals/Objectives

1. All students in Cranston will demonstrate growth toward proficiency through rigorous curriculums in English Language Arts, Mathematics and Science as indicated by overall student performance as well as by sub groups, through meeting or exceeding the AMO established by state expectations.
2. All students will experience proficiency expectations as measured by multiple sources in content areas and technology.
3. All students will benefit from data driven research based programs, instruction, interventions and personalization that address academic, emotional, social and physical needs through a comprehensive proficiency based curriculum aligned with GLE's/ GSE's and a flexible resource system that supports all learners.
4. Teachers, administrators and staff will participate in professional development that supports teaching and learning that improves student achievement and supports the retention of highly qualified staff.
5. Cranston Public Schools will ensure safe and supportive school environments that promote healthy lifestyles for students as well as increase parent and community engagement in decision- making and support for student learning and development.

Implementation Timeline 2009-2012

September 2009

- (a) Writing Action Plan–
Implementation
- (b) Math-Problem Solving-
Implementation
- (c) Science- Planning
- (d) Reading- Planning

September 2010

- (a) Writing Action Plan–
Implementation/Review
- (b) Math-Problem Solving-
Implementation/Review
- (c) Science- Implementation
- (d) Reading- Planning

September 2011

- (a) Writing Action Plan–
Implementation/Review
- (b) Math-Problem Solving-
Implementation/Review
- (c) Science- Implementation
- (d) Reading- Implementation

September 2012

- Self-study
- Action Planning

ACTION PLAN Writing 5/2010

Result Statement: All students in grades K-6 will develop strong appropriate writing skills as outlined in the GRADE LEVEL EXPECTATIONS. Students will learn to use the Writing Traits rubrics to improve their writing.

Target: Students' writing scores on NECAP standardized tests will increase by 3% by 2009-2010

Changes in student learning behavior: (Listening/Speaking)	Changing Instruction: (Multiculturalism)	Monitoring Progress with Timelines and Adjustments:	Collaboration and Support	Resources, School and District:	Evaluating Results/Reporting to Families and Community:
<p>√ Use the writing process to write in a variety of genres including: .narratives .informational .procedural .persuasive .response to literature .letter writing .poetry .compare/contrast .descriptive</p> <p>√Analyzing source documents and respond in writing</p> <p><u>√Support an answer or point of view with evidence</u></p> <p><u>Use technology to develop and publish formal writing pieces.</u></p>	<p>√ Use literature to introduce writing lessons that reflect a variety of cultures.</p> <p>√ Use rubrics as a teaching tool, as well as for assessment.</p> <p>√ Introducing the writing traits skills throughout the grade levels, building upon skills so that by 6th grade all traits would have been taught.</p> <p>√ Map out Reading Street Writing to align writing across grade levels.</p> <p>√ Embedded writing instruction in all content areas.</p>	<p>√ Maintain a portfolio of each student's writing that contains examples of writing in each genre.</p> <p>√ Use writing rubrics consistently</p> <p><u>Develop an oral communication rubric based on the GLES (OC-1, OC-2) Pg. 17 & Pg. 18.</u></p> <p>√ Report Card Grades.</p> <p>√ NECAP scores.</p> <p>√ Principal to collect writing samples quarterly.</p>	<p>√Staff meeting time will be used to discuss and review writing progress.</p> <p>√Common planning time will be used to look at rubrics and student work.</p> <p>√Faculty discussions to determine how to translate rubric grades to report card grades.</p> <p>Use common planning time to discuss formative and summative assessments.</p>	<p>Ensure that teachers have the common time to assess the development of writing skills and to reflect upon instructional practice.</p> <p><u>Teachers will be afforded training in writing instruction using literacy consultants, reading team members, and teacher leaders.</u></p> <p><u>District/school will continue to provide necessary professional development opportunities to implement this action plan when funds become available.</u></p>	<p>Share rubrics with parents.</p> <p>Discuss writing program at Open House.</p> <p>Share student writing samples with parents each quarter at least one month prior to report card.</p> <p>Review all forms of assessment including but not limited to NECAP results, portfolios, and work samples.</p>

ACTION PLAN Math 5/2010

Target: 3-5% improvement in Constructive responses for problem solving

Result Statement: All students in grades K-6 will develop strong understanding of grade level mathematics problem solving strategies and skills. Students will use the investigations math program and other supplemental materials.

Changes in student learning behavior: (Listening/Speaking)	Changing Instruction: (Multiculturalism)	Monitoring Progress with Timelines and Adjustments:	Collaboration and Support	Resources, School and District:	Evaluating Results/Reporting to Families and Community:
<p><u>√Explain the process they used in getting to the solution in more than one way</u></p> <ul style="list-style-type: none"> • <u>Pictures</u> • <u>Numbers</u> • <u>Words</u> <p><u>Gather a deep understanding of math concepts and be able to apply them to problem solving and new life situations</u></p> <p><u>**Increase the use and understanding of math language in problem solving</u></p> <p><u>√Hands-on discovery with follow-up</u></p>	<p><u>√Modeling and sharing of strategies used in solving problems</u></p> <p><u>√Use rubrics as a teaching tool, as well as for assessment.</u></p> <p><u>√Discussion of problem solving strategies</u></p> <p><u>√Provide everyday math scenarios/ exemplars for children to apply math problem solving strategies</u></p> <p><u>√Math vocabulary will be taught and posted on math word wall</u></p> <p><u>Math bulletin boards will post strategies, vocabulary, best work, standards and rubrics</u></p> <p><u>√Provided guided practice of problem solving strategies</u></p>	<p>NECAP test results grades 3-6</p> <p>Report Card Grades</p> <p>Learning walk data</p> <p>Fastt Math DATA</p> <p>PTS3 Assessment</p> <p>Children’s Progress</p>	<p><u>√Teachers will use common planning time to evaluate assessments and student work</u></p> <p>Teachers continue professional development focused on math problem solving</p> <p><u>Faculty learning walks</u></p>	<p>Specific School/District- wide problem solving program</p>	<p>Evaluation of results will be reflected in the standardized test scores</p> <p>School Report Night</p> <p>School Newsletter</p> <p>School Math Night</p>

ACTION PLAN Science 5/2010

Target: Increase the NECAP Science Test by 3-5%

Result Statement: All students in grades K-6 will develop strong inquiry skills and problem solving strategies. Students will be able to demonstrate their solutions either orally or in writing.

<p>Changes in student learning behavior: (Listening/Speaking)</p>	<p>Changing Instruction: (Multiculturalism)</p>	<p>Monitoring Progress with Timelines and Adjustments:</p>	<p>Collaboration and Support</p>	<p>Resources, School and District:</p>	<p>Evaluating Results/Reporting to Families and Community:</p>
<p><u>**Students will be able to formulate inquiry based questions.</u></p> <p><u>**Students will be able to communicate understanding of ideas</u></p> <p><u>Students will be able to record, organize and evaluate data</u></p> <p><u>Students will be able to use data to answer questions orally and in writing</u></p>	<p><u>**Lesson will be experiential learning when possible</u></p> <p><u>Modeling of how to answer inquiry questions by the teacher.</u></p> <p><u>Modeling data collection strategies and templates for K-2 & 3-6.</u></p> <p><u>**Provide opportunities for students to use data to draw conclusions</u></p> <p><u>Field Trips will focus on Physical, Earth & Space, and Life Sciences when possible</u></p>	<p>Students will participate in classroom inquiry based projects.</p> <p><u>**Students will have the opportunity to participate in a voluntary school science fair. Focusing on Physical, Earth & Space, and Life Sciences</u></p> <p>NECAP Science</p> <p>Report Cards</p>	<p>Students and parents can participate in a wellness fair (Life Sciences).</p> <p>Engage parents and teachers (PTO) to financially support the materials needed and school projects</p> <p>Create common worksheets for organizing data for each grade level.</p>	<p>Focus on local science companies to provide funding and support i.e. Amgen, Textron, and APC.</p> <p>Guest Speakers i.e. Bubble Man Cultural Enrichment</p>	<p>School Report Night</p> <p>Calendar of Science topics covered</p> <p>Report Cards</p>

ACTION PLAN Reading 5/2010

Target: Students' word identification and vocabulary skill scores on NECAP standardized tests will increase By 3% by 2010-2011

Result Statement: All students in grades K-6 will develop strong appropriate grade -level word identification and vocabulary strategies. The result will be students who can decode and identify vocabulary in all content areas.

Changes in student learning behavior: (Listening/Speaking)	Changing Instruction: (Multiculturalism)	Monitoring Progress with Timelines and Adjustments:	Collaboration and Support	Resources, School and District:	Evaluating Results/Reporting to Families and Community:
<p><u>√Apply word identification & decoding strategies to grade appropriate vocabulary</u></p> <p><u>√Identify the meaning of unfamiliar vocabulary by using context clues and word structure</u></p> <p><u>Demonstrate understanding of word meanings or relationships</u></p>	<p><u>√Provide instruction in decoding, use of word walls, high frequency words including irregularly spelled words, personal dictionaries</u></p> <p><u>√Provide instruction in identification of word patterns and multi-syllabic words</u></p> <p><u>√Provide instruction in word structure</u></p> <p><u>√Provide instruction in use of dictionaries, glossaries, and thesaurus</u></p> <p><u>√Provide instruction in identifying synonyms/antonyms, homonyms, homophones, categorizing words, multi-meaning</u></p>	<p>Peer observation Rigby, Fountas and Pinnell, PLP, NECAP, Benchmark Tests, Grade Assessments, PALS, MClass (grade 1)</p> <p>Researched based, data driven, progress monitoring tool for RTI</p> <p>SRA Kits (grades 2-6)</p>	<p>Monthly staff meetings</p> <p>Common planning time</p> <p>Quarterly Meetings</p> <p>Complete yearly needs assessments to focus teachers and administrators</p> <p>RTI</p>	<p>Create and use Common planning time for teachers</p> <p>Meeting regularly with reading specialist to discuss progress and ways to improve practices</p>	<p>Evaluating: DRA PALS IOWA NECAP Rigby MClass</p> <p>Reporting: Report Cards Conferences School Report Nights Website School Newsletter</p> <p>Educate parents on what to look for in their child's word identification & decoding strategies</p>