

COMMUNITY ELEMENTARY SCHOOL IMPROVEMENT PLAN 2016-2017



SCHOOL IMPROVEMENT TEAM MEMBERS:

Cindy Giroux Principal (Chair)
Jenny Copans Representative (CSA)
Betsy Yost Teacher Representative
Nancy Gillardi Teacher Representative
Shannon Bessette Teacher Representative
Patricia Pora Teacher Representative
Michael Bradshaw Student Representative

Trudy Grow Teacher Representative
Dianne Boisvert Teacher Representative
Julie Pascoe Teacher Representative
Cristina Kernick Teacher Representative
Sara Collemer Student Representative
Amanda Zifcak, Teacher Representative

Cumberland School Department Community Elementary School 2016-2017 School Improvement Plan

MISSION STATEMENT

The mission of Community School is to provide an environment that values and promotes a collaborative, supportive and positive culture for learning. Through the use of shared decision making among administrators, teachers, students, and families, the needs of all students are fulfilled. Academic, social-emotional and physical needs of all school constituents are addressed through the consistent analysis of multiple data sources. Therefore, Community School fosters an atmosphere in which individuals become critical thinkers, problem solvers, and lifelong learners.

Goal 1 Math : Students will apply their knowledge of mathematical concepts by effectively solving problems and moving toward a goal of 85% student proficiency.

RESULT STATEMENT: All students in all grades will be able to demonstrate knowledge of mathematical concepts by effectively solving problems.

Changes in student learning behavior:	Changing Instruction:	Monitoring progress with timelines and adjustments:	Collaboration and Support:	Resources, School and District:	Evaluation of Success/Reporting to Families and Community:
<p>Students will:</p> <p>Demonstrate conceptual understanding of mathematical operations by successfully solving problems</p> <p>Be able to justify solutions to problems by using a variety of methods</p> <p>Students will interpret a given representation from tables, charts and graphs</p> <p>Demonstrate understanding of rational numbers, including fractions and decimals using models, explanations, or other representations.</p>	<p>Teachers will:</p> <p>Implement CCSS with fidelity and teach math for a minimum of 90 minutes each day. (60 minutes core and 30 minutes of intervention.) Interventions will be standards based and differentiated.</p> <p>Classroom teachers, Special Educators, and the Math Interventionist will provide additional small group instruction for students performing below grade level as assessed by STAR, EasyCBM, Math Assessments and other data sources as well as those not scoring proficient on the PARCC Math Assessments.</p> <p>Teachers will provide opportunities for sharing strategies.</p> <p>Teachers will incorporate technology opportunities when appropriate.</p> <p>Teachers will utilize Thinking Maps when appropriate.</p>	<p>Teachers will assess student work based on common criteria and grade level rubrics.</p> <p>Teacher assessment to include: observation, listening, gathering information, and recording observations while students are working.</p> <p>Grade level teachers will collect work samples to document progress and growth.</p> <p>Grade level teams will meet 3x/year to monitor progress using STAR, EasyCBM, and module assessments to determine progress.</p>	<p>Teachers will be provided with professional development to help differentiate math instruction.</p> <p>Teachers will be provided with common planning time for grade level teams to analyze student work and create differentiated activities in math.</p> <p>Principal will bring findings back to SIT.</p>	<p>Use the school's math interventionist and district math coordinator to model and offer support to teachers who may be having difficulty keeping up with the pacing of their math instruction or implementing the math program with fidelity.</p> <p>Parents will be provided with materials to support math.</p> <p>Parents will be provided with an online resource Mobymax to support math instruction.</p> <p>Purchase additional resources or materials needed to support math interventions or small group instruction for students not meeting the math benchmark.</p> <p>The school system will clarify expectations and support for the Math Intervention Block.</p>	<p>Observations of student learning behaviors through classroom walk-throughs.</p> <p>Encourage family members to participate in homework activities by providing parents with resources and suggestions.</p> <p>Display student work in school showcases and bulletin boards as models of student work for other students and their families.</p>

EVIDENCE: Analysis of PARCC in Math, Great minds Pre and Post assessments, benchmark assessments and teacher evaluation of student work.

GOAL 2: READING

Students will work toward 90% proficiency in Reading Comprehension based on current assessments and data.

RESULT STATEMENT: Students will comprehend a variety of literature or informational text of varying length and difficulty through reading or listening.

EVIDENCE: STAR Benchmark test, Easy CBM Benchmark tests, Core Knowledge Language Arts assessments, Expeditionary Learning assessments, written responses to text, PARCC, and formative assessment.

Changes in student learning behavior:	Changing Instruction:	Monitoring progress with time lines and adjustments:	Collaboration and Support:	Resources, School and District:	Evaluation of Success/ Reporting to Families and Community:
<p>Students will:</p> <p>Use thinking skills to apply comprehension skills and strategies identified in the ELA Common Core State Standards</p> <p>Participate in differentiated small group instruction to support learning of identified skills and strategies</p> <p>Be actively engaged in daily independent practice of skills and strategies learned through the curriculum</p> <p>Demonstrate engagement during read alouds by participating in open conversations with peers and teachers</p> <p>Participate in daily independent reading</p> <p>Use Thinking Maps to organize thinking and monitor comprehension</p> <p>Utilize Self-Regulated Strategy Development (SRSD) to organize</p>	<p>Teachers will:</p> <p>Provide opportunities for students to engage in whole group reading activities using Core Knowledge Language Arts and Expeditionary Learning</p> <p>Use research-based instructional routines taken from or aligned with Common Core State Standards in differentiated groups to improve student fluency, decoding, vocabulary, comprehension, phonemic awareness, and phonics</p> <p>Use the Core Knowledge Language Arts or Expeditionary Learning program as a primary source to model and teach comprehension and reading strategies.</p> <p>Have a dedicated literacy/intervention block to provide instruction of differentiated groups</p> <p>Special educators and</p>	<p>Teachers will administer benchmarking probes 3 times per year and will attend data meetings to analyze and review data to plan for instruction and student grouping</p> <p>Teachers will progress monitor students not meeting benchmark on screening assessments monthly</p> <p>Teachers and interventionists will routinely monitor progress and data to inform their instruction</p> <p>Teachers may use Mid and End of Unit Assessments or exit tickets to monitor progress in skills and strategies being taught</p> <p>Teachers may administer fluency probes as needed for additional data</p>	<p>Administrators will create opportunities for common planning time, data meetings, curriculum and faculty meetings to support the Core Knowledge Language Arts, Expeditionary Learning programs, and SRSD (5th grade)</p> <p>School personnel will use the district reading coordinator and school reading coach to utilize job-embedded professional development to support the Core Knowledge Language Arts, Expeditionary Learning Programs, and SRSD (5th grade)</p>	<p>Reading specialist will continue to work with district reading specialists and district literacy coordinator to support reading instruction</p> <p>The school will provide skill-based interventions for students reading below grade level, identified through the benchmarking data and curriculum/program embedded assessments</p>	<p>Teachers and Reading Specialists will analyze benchmark and curriculum assessment data</p> <p>Teacher input will be solicited at various times of the year to determine the success of school-wide and district literacy initiatives and to evaluate the needs for professional development</p> <p>Display student work throughout the school and in the classroom</p> <p>Observations of student learning through the use of learning walks/ walk-throughs</p>

<p>responses to text (fifth grade)</p>	<p>reading specialists will provide additional small group instruction for students reading below grade level using targeted instruction</p> <p>Continue use of Thinking Maps to support literacy development</p> <p>Use SRSD to model and teach written response to text</p>				
--	---	--	--	--	--

GOAL 3 PBIS: - Students will understand and promote positive behavior expectations building the universal team

RESULT STATEMENT: Steps, policies and actions will be implemented to enhance student academic and social success.

EVIDENCE: Discipline referrals data, formal and informal reflections from stakeholders

<p>Changes in student learning behavior:</p> <p>Students will:</p> <p>Follow class expectations to earn class reinforcer</p> <p>Continue to work on following expectations of respectful, responsible and ready to learn.</p>	<p>Changing Instruction:</p> <p>In conjunction with district behavior intervention specialist, members of the universal team will:</p> <p>Communicate to families through schoole email updates/website</p> <p>Reinforce routines and expectations for school wide behavior throughout the school year</p> <p>Continue school wide postive behavior reinforcements</p> <p>Continue class and individual postitive reinforcements through the use of fins and tokens</p> <p>Include a PBIS Learning Target daily/weekly/monthly within the classroom determined by the grade level team and depending on student needs.</p>	<p>Monitoring progress with time lines and adjustments:</p> <p>PBIS team and faculty will analyze data to determine the needs of the students and the school</p> <p>The PBIS team will report to SIT and faculty</p> <p>The PBIS team and school principal will analyze the Behavior Incident Reports to determine the effectiveness of check in/check out and other interventions</p> <p>Meeting with the RTI team, Target Team, guidance counselor, classroom teachers and behavior intervention specialists will be set to analyze data and support improvements</p> <p>The PBIS team will survey the staff and ask for input on PBIS initiatives that are being created throughout the school year</p>	<p>Collaborate and Support:</p> <p>The PBIS team will share and update staff through email and faculty meetings</p> <p>Use monthly faculty meetings to provide proffesional development and support about the implementation of the PBIS initiatives</p>	<p>Resources, School and District:</p> <p>Obtain substitute teachers to support the ongoing efforts of the PBIS team</p> <p>Fund materials and supplies needed for visual representations of SW Positive Behavior expectations</p> <p>Build resources to respond to tier three behavior interventions</p> <p>Access to Behavior Intervention Coordinator, Clinical Psychologist and Neuropsychologist behavior consultants for support and modeling of effective tokens, behavior interventions to increase capacity, develp and implemen tier three supports</p>	<p>Evaluation of Success/Reporting to Families and Community:</p> <p>Observations of student learning behaviors through classroom walk-throughs conducted by individuals or small groups designated by the principal or SIT members.</p> <p>Communicate posive behavior interventions updates at the CSA parent meetings.</p> <p>Introduce information and/or provice literature about PBIS to families and the school community</p>
--	---	---	---	--	---

GOAL 4 Science: - Students will apply their knowledge by effectively using research procedures and collaboration to research and solve scientific problems. Students and teachers will work toward a goal of 72% - 74% proficiency in grade four NECAP scores on the spring 2017 assessment.

RESULT STATEMENT: All students and staff in all grades will participate in science activities that actively support the science/Gemsnet curriculum.

EVIDENCE: Scores on the 2017 NECAP Assessment, teacher/principal assessment of science notebooks, teacher observation.

Changes in Student Learning Behavior:	Changing Instruction:	Monitoring Progress with Timelines and Adjustments:	Collaboration and Support:	Resources, School and District:	Evaluation of Success and Reporting to Families and Community:
<p>Students will:</p> <p>Engage in the Gemsnet curriculum aligned with the NGSS.</p> <p>Students in grades 3 and 4 will work collaboratively in science inquiries at least 3 times throughout the year.</p> <p>Students will participate in the annual science convention demonstrating the use of the scientific method.</p> <p>Students will use the Gemsnet framework to organize their science writing.</p> <p>Students (K-5) will participate in a STEM career day.</p>	<p>Teachers will:</p> <p>Implement the Gemsnet curriculum with fidelity.</p> <p>Teachers will use the Gemsnet writing format to model how to complete the writing portion of science instruction.</p> <p>Science notebooks and other methods of data collection will be used as a part of science instruction. Students and teachers will incorporate the use of Thinking Maps to organize their science writing.</p> <p>Teachers will analyze science data and identify areas in need of improvement.</p> <p>Intermediate grades will utilize a team teaching approach to instruction.</p>	<p>Teacher assessment of student and instructional success will include: observation, listening, gathering and recording information while students are working independently or collaboratively.</p> <p>Student science journals will be maintained and reviewed to assess compliance with the science curriculum and writing framework.</p> <p>Available science assessments will be utilized to assess student comprehension periodically during and at the end of each unit.</p> <p>A common school science rubric will be developed to score student written responses to inquiries.</p>	<p>The Cumberland School Department will continue ongoing support of the GEMS Science program.</p> <p>Resource personnel from the GEMS program will support teachers through professional development and classroom consultation.</p> <p>Gemsnet teacher leaders will participate and lead teacher training and student events.</p> <p>Grade level and subject teachers will use common planning time to assess/refine science instruction.</p> <p>Adequate materials essential for “hand on” science instruction will be provided for the students to utilize.</p>	<p>GEMS staff will provide teachers with support to maintain successful implementation of the curriculum.</p> <p>Parents will be provided with information regarding the science curriculum and instruction.</p> <p>The GEMS website will provide teachers with additional support.</p> <p>The district will continue to provide kits and other materials to support science instruction.</p>	<p>Observations of student learning behaviors through classroom walk-throughs.</p> <p>The presentation of a science convention will facilitate the communication of the science curriculum.</p> <p>Displays of students' work in science will be developed to communicate the science program.</p> <p>Results of NECAP testing will be shared with parents and the community.</p>

--	--	--	--	--	--

GOAL 5 Safety: Students will understand and follow procedures for all evacuation drills, lockdowns, shelter in place, restricted movement, and fire drills.

RESULT STATEMENT: All students and staff in all grades will participate in procedures for all evacuation drills, internal and external lock downs, shelter in place, restricted movement, and fire drills.

EVIDENCE: Formal and informal reflections and observations from stakeholders. (principal, police department, staff)

Changes In student learning behavior:	Changing Instruction:	Monitoring progress with time lines and adjustments:	Collaboration and Support:	Resources, School and District:	Evaluation of Success and Reporting to Families and Community:
<p>Students will:</p> <p>Follow school expectations for policies and procedures for all drills.</p> <p>Continue to follow expectations of respectful, responsible, and being ready to learn during all drills, shelter in place, restricted movement, and evacuations.</p>	<p>Teachers will:</p> <p>Review and experience all evacuation drills, lock downs, shelter in place, restricted movement, and fire drills at various times of the day and throughout the school year with all students.</p> <p>Staff will reinforce routines and expectations for student routines and expectations for student behavior during all drills.</p>	<p>Safety Committee will:</p> <p>Monitor compliance of all emergency drill protocols to ensure compliance with the Rhode Island State Safety Regulations.</p> <p>Safety Committee will be in contact with the Cumberland Police Department and Fire Department for ongoing guidance and recommendations.</p> <p>A safety check list will be created. The safety sub committee will perform walkthroughs.</p>	<p>Safety Committee will:</p> <p>Share and update staff through e mail and monthly faculty meetings.</p> <p>Use monthly faculty meetings to provide implementation of policies and procedures for all drills.</p> <p>The Cumberland Police Department and Cumberland Fire Department will communicate changes in town and statewide policies at monthly meetings as needed.</p> <p>At least one member of the school safety committee will attend district safety committee meetings to ensure school compliance with district and state policies.</p>	<p>Access to Cumberland Police Department, Cumberland Fire Department, resource officer, district physician, district safety committee as needed.</p>	<p>School Leadership will:</p> <p>Document date, time, temperature, duration of all drills, evacuations, lock downs to the RIDE based on district and state policies.</p>

Goal 6: Physical Activity: Increase opportunities during the school day to increase moderate physical activities for all students.

Result Statement: Assessment, interpretation, steps, and outcomes will be implemented to enhance student physical activity.

Evidence: Student participation data, student referrals, CICO data, pedometers, formal and informal observations and reflections from key stakeholders.

Changes in Student behavior:	Changing Instruction:	Monitoring Progress with time lines and adjustments:	Collaboration and Support:	Resources, School and District:	Evaluation of Success/Reporting to Families and Community:
<p>Students will:</p> <p>Follow class expectations during in class physical activity breaks.</p> <p>Students will engage in before and after school activities that encompass physical activity goals and meet the 5 components of physical fitness.</p> <p>Students will engage in physical activity opportunities during indoor and outdoor recess.</p>	<p>Teachers will:</p> <p>Communicate with students and families regarding the benefits of physical activity during the school day.</p> <p>Teachers will implement physical activity opportunities for at least 15 minutes a day..</p>	<p>Data obtained from Fitnessgram.</p> <p>Data obtained from pedometers used during walking club.</p> <p>Monitor student participation in activity zones during outdoor and indoor recess.</p> <p>Monitor and document amount of physical activity breaks provided each day.</p>	<p>Physical Activity sub committee will share and update staff through e mail and faculty meetings.</p> <p>Monthly meetings will be utilized to provide professional development and support regarding the implementation of Physical activity initiatives.</p> <p>Information will be shared with staff (videos, websites, resources) who a</p> <p>CSPAP subcommittee will explore physical activity opportunities that engage the school community and key stakeholders (i.e. walk to school, 5K, intramural sports, after school family activities).</p> <p>Collaborate with PBIS to make CSPAP a school wide initiative.</p>	<p>CSPAP subcommittee will explore the availability of funds and resources through fund raising and grants.</p> <p>The subcommittee will explore the use of volunteers to support before/after or during school physical activity initiatives.</p> <p>Subcommittee will explore implementation of school employee wellness programs.</p>	<p>Observations of learning behaviors through classroom walk throughs conducted by individuals or small groups designated by the principal or SIT members.</p> <p>CSPAP sub committee members will communicate positive outcomes at CSA parent meetings.</p> <p>Sub committee will introduce and/or provide literature and data to families and school community.</p> <p>Completion of end of year program assessment.</p>

Goal 7 ELL: Increase the referral process, identification, assessment, and support for ELL students.

Result Statement: Identification, assessment, support, and outcomes will be implemented to enhance student learning.

Evidence: Student participation data, student referrals, formal and informal assessments and reflections from key stakeholders.

Changes in Student Behavior:	Changing Instruction:	Monitoring Progress with Timelines and Adjustments:	Collaboration and Support:	Resources, School and District:	Evaluation of Success and Reporting to Families and Community:
<p>Students will begin to advocate for themselves using oral communication skills. Such as asking clarifying questions or for a teacher to repeat a statement or even speak at a slower pace.</p>	<p>Teachers may offer visual aids to support lessons.</p> <p>Teachers may allow extended time for ELL students to complete assignments.</p> <p>Teachers will front-load lessons to build the schema for the non native English speaker</p>	<p>Monitor student progress comparing ELLs to other ELLs at the same proficiency level</p> <p>Use observations and anecdotal notes to describe success.</p>	<p>Teachers will be provided with ELL referral process through e mail and monthly faculty meetings.</p>	<p>School ELL teacher and district ELL coordinator will provide support and modeling to teachers who may have questions implementing the supports required for ELL students.</p>	<p>Observation of student learning through classroom walk-throughs.</p> <p>Parents will be informed of the ELL program available through e mail and CSA meetings.</p>

