

Hope Highlands Elementary School

School Improvement Plan

2009-2010



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School Improvement Team

2008-2009

Julie Altieri, Parent

Debbie Shapiro, Parent

Elaine Harrington, Parent

Kimberly Corso, Parent

Denise Dotter, Parent

Wendy Gallo, Parent

Madan Annavarjula, Parent

Bruce Saccoccio, Parent

Deb DoVale, Kindergarten Teacher

Kathy Torregrossa, 1st Grade Teacher

Cathy Long, 1st Grade Teacher

Lisa Presbrey, 2nd Grade Teacher

Valerie Aceto, 3rd Grade Teacher

Janice Montanaro, 4th Grade Teacher

Joyce Prew, 4th Grade Teacher

Andrea Saccoccio, Physical and Health Educator

Joanna Flynn, School Nurse Educator

Don Cowart, Principal

**School Improvement Team
Subcommittees**

Reading

Valerie Aceto
Lisa Presbrey
Cathy Long
Wendy Gallo

Math

Janice Montanaro
Julie Altieri
Debbie Shapiro
Kimberly Corso
Madan Annavarjula

Writing

Kathy Torregrossa
Elaine Harrington
Denise Dotter

Science

Joyce Prew
Deb DoVale
Andrea Soccoccio
Bruce Soccoccio
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

GUIDING BELIEFS

As an educational community we believe:

- Every student is important.
- All students can reach high standards.
- Children are naturally curious and want to learn.
- All students can reach their potential.
- Students learn in a variety of ways.
- Education is a partnership among students, parents, educators, and the community
- On-going, comprehensive professional development is essential.
- Students learn best in a caring and nurturing environment.
- All students and teachers deserve a safe and orderly environment.
- All members of the educational partnership deserve to be treated with dignity and respect within a setting that celebrates diversity.
- All students need to acquire knowledge and skills needed for success in the real world.
- Members of the educational partnership are entitled to equitable resources to facilitate learning.
- Schools are responsive to societal trends affecting education.

MISSION STATEMENT

It is the mission of the Cranston Public Schools, a partnership consisting of students, teachers, parents, and community members, to enable all students to develop their potential and reach high standards in preparation for a successful future.

VISION STATEMENT

The Cranston Public Schools is an educational partnership which promotes excellence through a standards-based curriculum. The success of this partnership derives from effective communication and appreciation of the diversity of its members. Our students attain high standards, reach their individual potential, make a smooth transition to careers, and become contributing members of society.

Source: CPS Strategic Plan 2004-2009

Implementation Timeline 2009-2011

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

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>Support an answer or point of view with evidence</p> <p>Use technology to develop and publish formal writing pieces.</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>Develop an oral communication rubric based on the GLES (OC-1, OC-2) Pg. 17 & Pg. 18.</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>Teachers will be afforded training in writing instruction using literacy consultants, reading team members, and teacher leaders.</p> <p>District/school will continue to provide necessary professional development opportunities to implement this action plan.</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>

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 to

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>Explain the process they used in getting to the solution in more than one way</p> <ul style="list-style-type: none"> • Pictures • Numbers • Words <p>Gather a deep understanding of math concepts and be able to apply them to problem solving and new life situations</p> <p>Increase the use and understanding of math language in problem solving</p>	<p>Modeling and sharing of strategies used in solving problems</p> <p>Hands on discovery with follow-up</p> <p>Discussion of problem solving strategies</p> <p>Provide everyday math scenarios/exemplars for children to apply math problem solving strategies</p> <p>Math vocabulary will be taught and posted on math word wall</p> <p>Math bulletin boards will post strategies, vocabulary, best work, standards and rubrics</p> <p>Provided guided practice of problem solving strategies</p>	<p>District math assessments w/rubrics</p> <p>IOWA test results grades 2-6</p> <p>NECAP test results grades 3-6</p> <p>Report Card Grades</p> <p>Learning walk data</p> <p>Fastt Math</p> <p>Math Common Assessments</p>	<p>Teachers will use common planning time to evaluate assessments and student work</p> <p>Teachers continue professional development focused on math problem solving</p> <p>Faculty learning walks</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>

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.

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

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>Students will be able to formulate inquiry based questions.</p> <p>Students will be able to communicate understanding of ideas</p> <p>Students will be able to record, organize and evaluate data</p> <p>Students will be able to use data to answer questions orally and in writing</p>	<p>Lesson will be experiential learning when possible</p> <p>Modeling of how to answer inquiry questions by the teacher.</p> <p>Modeling data collection strategies and templates for K-2 & 3-6.</p> <p>Provide opportunities for students to use data to draw conclusions</p>	<p>Students will participate in classroom inquiry based projects.</p> <p>Students will have the opportunity to participate in a voluntary school science fair. Focusing on Physical, Earth & Space, and Life Sciences</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>

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>Apply word identification & decoding strategies to grade appropriate vocabulary</p> <p>Identify the meaning of unfamiliar vocabulary by using context clues and word structure</p> <p>Demonstrate understanding of word meanings or relationships</p> <p>Draw inferences and conclusions from key vocabulary</p>	<p>Provide instruction in decoding, use of word walls, high frequency words including irregularly spelled words, personal dictionaries</p> <p>Provide instruction in identification of word patterns and multi-syllabic words</p> <p>Provide instruction in word structure</p> <p>Provide instruction in use of dictionaries, glossaries, and thesaurus</p> <p>Provide instruction in identifying synonyms/antonyms, homonyms, homophones, categorizing words, multi-meaning</p>	<p>Peer observation Rigby, PLP, NECAP, IOWA, Benchmark Tests, Grade Assessments</p> <p>Researched based, data driven, progress monitoring tool for RTI</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</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>