

SCHOOL IMPROVEMENT PLAN

School	Anna M. McCabe Elementary School
Administrator/s	Catherine M. Pleau
School Improvement Team Chairperson/s	Fran Harris and Kim Lisi
School Improvement Team Members and Positions	<p style="text-align: center;">Jan Ciampanelli, Dottie Corbeille, Lorna Giarrusso, Nancy Luca, Anne Marie Maguire, Trisha Marchetti, Julie Mennella, Alicia Moran, Robin Myers, Nancy Panciocco, Cathy Pleau, Dana Silvestri, Bobbie-Jo Sullivan, and Pam Traverse</p> <p style="text-align: center;"><u>Sub-Committees Listed Per Action Plan:</u></p> <ol style="list-style-type: none"> 1. <u>Literacy - Co-Chairs: Kim Lisi, Nancy Panciocco,, and Trisha Marchetti (Includes Early Learning Committee)</u> Stephanie Bergan, Bobbie-Jo Carnevale, Alicia Castellanos, Jan Ciampanelli, Fran Harris, Caitlin Kelleher, Bethany Marchetti, Alicia Moran, ,Nancy Panciocco, Cathy Pleau, Joanne Squillante, 2. <u>Numeracy – Co-Chairs: Lorna Giarrusso and Robin Myers (Includes (Early Learning Committee)</u> Erin Arndt, Bobbie-Jo Carnevale, Dottie Corbeille, Sandy Lenore, Cathy Pleau 3. <u>Data – Chairs: Robin Myers, Lorna Giarrusso, and Trisha Marchetti (Includes Early Learning Committee)</u> Dottie Corbeille, Fran Harris, Anne Marie Maguire, Will Plante, Cathy Pleau, 4. <u>Communication: – General Chairs: Caitlin Kelleher and Sandy Lenore</u> Sub-Committee Chairs: (Butterfly Garden (Bethany Marchetti and Alicia Marques:-Jordan,; Culture: Caitlin Kelleher and Sandy Lenore; Health & Wellness: Pam Traverse and Alicia Marques-Jordan; PBIS: Erin Arndt; Rtl: Robin Myers and Beth White; Safety: Pam Traverse; Technology Will Plante and Alicia Marques-Jordan <p>Stephanie Bergan, Bobbie-Jo Carnevale, Alicia Castellanos, Amanda Claus-Barboza, Dottie Corbeille, Lorna Giarrusso, Deb Keough-Moriarty, Amanda Lemek, Kim Lisi, Nancy Luca, ,Anne Marie Maguire, Bethany Marchettii, Alicia Marques-Jordan, Julie Mennella, Robin Myers, Cathy Pleau, Jim Seabra, Dana Silvestri, Joanne Squillante, April Tandy, Pam Traverse , Beth White</p>

<u>District Vision</u>
<u>District Mission Statement</u>
<p>The mission of the Smithfield Public Schools is to provide an adaptive and challenging learning environment that meets the needs of students in an emerging global community and prepares them for excellence in education and the workplace while cultivating integrity, responsibility, and a sustained passion for continued learning.</p>

District Goals

Value and promote a culture of teaching and learning excellence.

Develop and implement guaranteed and viable curricula that are clearly articulated, organized, and sequenced.

Provide flexible and student-centered programs and course offerings to successful global learners.

Develop and implement a communication system for distributing and receiving information between school administration, teachers, staff, students, families, and the general community.

Integrate current and emerging technologies to promote teaching and learning excellence, curricula, programs, and communication.

School Mission Statement

Anna M. McCabe Elementary School Mission Statement:

The mission of Anna M. McCabe Elementary School, in partnership with families and community, is to holistically educate, challenge, and inspire all students by setting high standards for academic achievement within a safe, nurturing environment, in order to develop effective communicators, collaborators, and creative, critical thinkers who can problem solve and contribute to an ever-changing world.

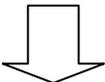
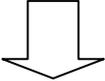
School Goals

Anna M. McCabe Elementary School Goals

1. Promote and maintain a school culture of teaching and learning excellence
2. Implement curricula developed and adopted by the district
3. Maintain communication to support a partnership with families and community
4. Use and integrate technology in curricula and communication to promote teaching and learning excellence

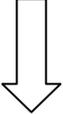
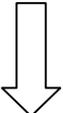
Area for

Numeracy

Continuous Improvement						
Data	District assessments and classroom data (formative and summative)					
Goal Statement	Students will demonstrate an understanding of basic concepts, proficiency in computational skills and problem solving and will use content language effectively.					
District Strategic Plan Alignment	<ol style="list-style-type: none"> 1. Teaching excellence 2. Guaranteed and Viable Curricula 3. Flexible and Student-Centered Programs 					
ACTION PLAN						
Strategies and Activities (Instructional, Organizational, Program, Environmental) <i>What will the adults do?</i>	Desired Results <i>What will the students do?</i>	Ongoing Monitoring When and how will we monitor our progress toward results?	Evidence <i>What are the indicators that the strategy or activity is having the intended effect?</i>	Person/s Responsible	Timelines and Deadlines	Resources Needed <i>What are the possible sources for obtaining necessary resources?</i>
Facilitate the implementation of a comprehensive standard based math program which includes conceptual learning and differentiated instruction	Participate in a comprehensive standard based math program as outlined by the Common Core State Standards and the RIELDS	Use understanding of math Common Core State Standards, RIELDS, and progressions to plan instruction that addresses student needs	Increase the number of students performing at or above grade level	Principal and all teachers including reading specialists, special educators and itinerants 	August 2014-June 2015/ ongoing	Ongoing professional development through faculty meetings, grade level meetings, and common planning time
Model a variety of math strategies to solve problems	Use a variety of math strategies to solve problems and justify conclusions both orally and in writing		Completes problem solving tasks successfully			Support family communication to promote math support at home
Provide direct instruction of comprehension strategies for problem solving	Use math vocabulary in both oral and written explanations to improve communication					CCSS for Mathematics Math Practice #3

Use formative, summative and district assessments to monitor student progress and determine interventions	Increase computational skills and show growth on benchmark assessments throughout the year	Continuously examine student work to assess academic rigor, student progress and make instructional decisions	Data Days: analyze benchmark data three times a year to determine if targets have been reached and plan interventions			Continuous training in formal assessments determined by the district and the use of data days to analyze the data
Ensure that computers and other technologies (iPads, ELMOs, etc) are used continuously and seamlessly in instruction and assessment.	Participate in technology based lessons and assessments.					Funds will be allocated to support the effective use of technology.
						Professional Development for practical technology use
Area for Continuous	Literacy					

Improvement						
Data	District assessments and classroom data (formative and summative)					
Goal Statement	Students will demonstrate increased proficiency in comprehending and responding to a variety of literature through a balanced literacy approach (read-alouds, guided reading, shared reading, independent reading, and word study).					
District Strategic Plan Alignment	<ol style="list-style-type: none"> 1. <i>Teaching excellence</i> 2. <i>Guaranteed and Viable Curricula</i> 3. <i>Flexible and Student-Centered Programs</i> 					
ACTION PLAN						
Strategies and Activities (Instructional, Organizational, Program, Environmental) <i>What will the adults do?</i>	Desired Results <i>What will the students do?</i>	Ongoing Monitoring When and how will we monitor our progress toward results?	Evidence <i>What are the indicators that the strategy or activity is having the intended effect?</i>	Person/s Responsible	Timelines and Deadlines	Resources Needed <i>What are the possible sources for obtaining necessary resources?</i>

<p>Teachers will:</p> <p>facilitate the implementation of a balanced literacy program (including adhering to district-based initiatives) with differentiated reading and writing each day.</p> <p>integrate reading and writing across all content areas including math problem solving, science, and social studies.</p> <p>demonstrate comprehension strategies with whole class instruction using <i>Making Meaning</i> and through small group guided reading.</p> <p>Model and instruct written language standards that address capitalization, punctuation, spelling, grammar, and usage through whole class instruction and through small group guided writing.</p> <p>use higher level questioning strategies (beyond the text)</p> <p>write for a variety of purposes and genres including response to text, narrative, expository, persuasive, poetry, journals, reports, etc.</p> <p>use technology resources to support reading and writing skills.</p> <p>use RAISE</p>	<p>Students will:</p> <p>participate in a balanced literacy program as outlined by Common Core State Standards, RIELDS, and the literacy curriculum.</p> <p>use a variety of methods (such as orally and written) to reflect on their reading and writing.</p> <p>use written instruction standards to demonstrate command of capitalization, punctuation, spelling, grammar, and usage</p> <p>use higher level thinking strategies (beyond the text)</p> <p>use RAISE</p> <p>increase knowledge and application of vocabulary, word patterns, phonics rules, and phonemic awareness skills.</p> <p>participate in technology based lessons and assessments.</p>	<p>We will:</p> <p>continuously examine student work to assess academic rigor of assignments, quality of rubrics, and the alignment to Common Core State Standards, RIELDS, and the literacy curriculum.</p> <p>utilize formative assessments (white boards, exit slips, conferencing, anecdotal notes, observations, etc.) to monitor and adjust instruction.</p> <p>follow the district assessment schedule and use the data to monitor student growth and drive instruction.</p>	<p>Teachers, reading specialists and special educators will collaborate to monitor the progress of students with PLPs.</p> <p>We will schedule common planning time and grade level meetings for teachers to analyze student work.</p> <p>Teachers, special educators, and reading specialists will collaborate to support differentiated instruction.</p> <p>We will increase the number of students reading and writing at or above grade level.</p>	<p>Principal and all teachers including reading specialists, special educators and itinerants.</p> <p style="text-align: center;"></p>	<p>August 2014 - June 2015</p> <p style="text-align: center;"></p>	<p>Funds will be allocated to purchase professional texts for teachers to use.</p> <p>Funds will be allocated to purchase leveled text to support teaching the Common Core State Standards.</p> <p>Reading specialists will be available to model reading strategies and offer professional development.</p> <p>Speech pathologists will consult and will be available to provide support for language-based issues related to literacy.</p> <p>The school will support family outreach efforts to improve literacy in the home.</p> <p>Ongoing professional development will be provided through faculty meetings, grade level meetings, and common planning time focusing on improving reading and writing achievement in accordance with the literacy curriculum and Common Core State Standards.</p> <p>Funds will be allocated to support effective use of technology.</p>
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<p>assess student progress using a balanced assessment approach (formative, summative & interim).</p> <p>Ensure that computers and other technologies (iPads, ELMOs, etc.) are used continuously and seamlessly in instruction and assessment.</p>						<p>Professional development will be provided for practical technology use.</p>
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Area for Continuous Improvement	Data/Assessment					
Data	State/district adopted assessments and classroom data					
Goal Statement	We will utilize assessment data (formative and summative) to drive instruction for the purpose of improving achievement of intended instructional outcomes for all students.					
District Strategic Plan Alignment	<ol style="list-style-type: none"> 1. Value and promote a culture of teaching and learning excellence. 2. Develop and implement guaranteed and viable curricula. 3. Provide flexible and student-centered programs. 4. Integrate current and emerging technologies to promote teaching and learning excellence. 					
ACTION PLAN						
Strategies and Activities (Instructional, Organizational, Program, Environmental) <i>What will the adults do?</i>	Desired Results <i>What will the students do?</i>	Ongoing Monitoring When and how will we monitor our progress toward results?	Evidence <i>What are the indicators that the strategy or activity is having the intended effect?</i>	Person/s Responsible	Timelines and Deadlines	Resources Needed <i>What are the possible sources for obtaining necessary resources?</i>
Collect baseline data by administering adopted assessments	Participate in the adopted assessment process	Continuously examine student work to assess academic rigor and alignment to Common Core State Standards (K-5) and R.I. Early Learning Standards (Pre-K) (RIELDS)	Analysis of gains on state assessments	Principal and all teachers including reading specialists, special educators, and special area itinerant teachers	State/District Assessment Schedule 2014-2015 and ongoing	Assessment Material and State/District Schedule for administering Assessment results CCSS RIELDS Rubrics, Checklists, etc. Progress Monitoring System

Utilize data to set student achievement goals	Be exposed to student friendly terminology of the appropriate standards	Analyze results of data driven lessons using assessments, checklists, rubrics, and teacher observation, etc	Results of district adopted assessments reflecting student progress	Principal and all teachers including reading specialists, special educators, and special area itinerant teachers	2014-2015 and ongoing	Assessment Material and State/District Schedule for administering Assessment results CCSS RIELDS Rubrics, Checklists, etc. Progress Monitoring System
Develop data-driven lessons based on student performance	Self assess their progress toward achieving the standard	Continue to use student performance data to drive instructional decisions	Display of student work aligned with CCSS and RIELDS.	Principal and all teachers including reading specialists, special educators, and special area itinerant teachers	2014-2015 and ongoing	Assessment Material and State/District Schedule for administering Assessment results CCSS RIELDS Rubrics, Checklists, etc. Progress Monitoring System
Teach data-driven lessons incorporating differentiated instruction as needed.	Participate in differentiated activities/lessons to achieve the standard	Follow the district assessment schedule to monitor student growth	Increase in number of students performing at or above target	Principal and all teachers including reading specialists, special educators, and special area itinerant teachers	2014-2015 and ongoing	Assessment Material and State/District Schedule for administering Assessment results CCSS RIELDS Rubrics, Checklists, etc. Progress Monitoring System
Use formative, summative, and district assessments to monitor student progress and determine interventions.	Participate in the assessment process	Continuously examine student work to access academic rigor, student progress, and make instructional	Data Days: Analyze benchmark data three times a year to determine if targets have been reached and plan	Principal and all teachers including reading specialists, special educators, and special area itinerant teachers	2014-2015 and ongoing	Continuous training in formal assessments determined by the district and the use of data days to analyze the data.

		decisions.	interventions.			
Ensure that computers and other technologies (iPads, ELMOs, etc) are used continuously and seamlessly in instruction & assessment.	Participate in technology-based lessons and assessments			Principal and all teachers including reading specialists, special educators, and special area itinerant teachers	2014-2015 and ongoing	Funds allocated to support effective use of technology. Professional Development for practical technology use.

Area for Continuous Improvement	Communication (Butterfly Garden, Culture, Health & Wellness, PBIS, RtI, Safety, Technology)					
Data	Survey Works, other surveys, anecdotal information, pictures, video, participation data					
Goal Statement	We will continue to work towards increasing communication among and between all of McCabe’s stakeholders.					
District Strategic Plan Alignment	<i>Please indicate to which District Strategic Plan goal/s this School Improvement goal is aligned.</i>					
ACTION PLAN						
Strategies and Activities (Instructional, Organizational, Program, Environmental) <i>What will the adults do?</i>	Desired Results <i>What will the students do?</i>	Ongoing Monitoring When and how will we monitor our progress toward results?	Evidence <i>What are the indicators that the strategy or activity is having the intended effect?</i>	Person/s Responsible	Timelines and Deadlines	Resources Needed <i>What are the possible sources for obtaining necessary resources?</i>
Butterfly Garden						
We will continue to communicate and document our successes using photos, grade level participation, newspaper, videos, and collaboration with outside organizations such as “Revive The Roots”.	Students will be “hands-on” users of our indoor and outdoor school resources to foster their understanding of our need to connect to our	Formative and summative assessment as appropriate to the curriculum; student surveys and journals	All school stakeholders involvement; students’ increased demonstrated understanding of the important of our relationship with our	Administrator, teachers, staff, school stakeholders	School year 2014-2015; ongoing	School and district resources; donations

Our curriculum, including “McCabe’s Backyard” and a full fifth grade unit on Monarch Butterflies, as well as a working sustainable herb/vegetable garden will continue to enhance the garden’s use, thereby communicating to students the importance of our environment.	environment		environment			
Culture						
We will continue to work as a school community to promote a positive, productive, and student-centered culture involving and supporting the community and all school stakeholders.	Students will be actively involved in suggesting, promoting, and participating in initiatives that support the community and school stakeholders	Surveys, observations, anecdotal evidence, and the participation of all school stakeholders	All school stakeholders’ involvement; students’ increased demonstrated understanding of the important of our supporting our school family and the community	Administrator, teachers, staff, students, and school stakeholders	School year 2014-2015; ongoing	School and district resources; donations
Health & Wellness						
Provide ongoing Information and resources for students, staff and parents; this will be distributed using various communication methods including school and district websites, emails, newsletters, and other social media as well as parent workshops, and staff	Students will participate in various activities/lessons aligned to curricula and standards-driven.	Surveys, observations, anecdotal evidence, and the participation of all school stakeholders	All school stakeholders’ involvement; students’ increased demonstrated understanding of the important of our supporting our school family and the community.	Administrator, teachers, staff, students, and school stakeholders	School year 2014-2015; ongoing	School and district resources; donations

initiatives.						
PBIS						
Our school culture and climate will be framed by our PBIS behavioral expectations throughout all facets of our school day.	Students will respect and utilize our PBIS expectations throughout all facets of their school day.	Surveys,; academic, behavioral, and social data; observations; anecdotal evidence, and the participation of all school stakeholders	Classroom, hallway, bus, etc. expectations are being modeled. There will be a decrease in office referrals.	Administrator, teachers, staff, students, and school stakeholders	School year 2014-2015; ongoing	School and district resources; donations
Rtl						
In order to facilitate the strongest educational environment for students, data will be used to drive all student-related decisions for Tiers I, II, & III		Academic, behavioral, and social data; observations; anecdotal evidence,	Formative and summative assessments; Academic, behavioral, and social data; observations; anecdotal evidence, and the participation of all school stakeholders	Administrator, teachers, and staff	School year 2014-2015; ongoing	School and district resources; donations
Safety						
Faculty and staff will be provided with updated information and ample time to review changes made to policies and protocols. We will provide clear, effective and appropriate communication among the school, staff, students, parents, and responders in the case of an emergency response	As age appropriate, students will be educated about, and adhere to, all safety best practices and procedures.	Surveys,; academic, behavioral, and social data; observations; anecdotal evidence, and the participation of all school stakeholders	Formal and informal data collection	Administrator, teachers, staff, students, and school stakeholders	School year 2014-2015; ongoing	School and district resources; donations

Technology						
Technology will be used by all McCabe stakeholders as an integrative educational tool as well as an important vehicle for communication.	Students will utilize technology as an integrative tool to strengthen their understanding.	Surveys, observations, anecdotal evidence, and the participation of all school stakeholders	Surveys, formal and informal data collection, teacher, staff, and student input	Administrator, teachers, staff, school stakeholders	School year 2014-2015; ongoing	School and district resources; donations