

Oakland Beach Elementary School



School Improvement Plan
2019-2021

Warwick Public Schools

Vision Statement

To serve every student academically, socially, and emotionally, through a rigorous and relevant education that is progressive and individualized. We are committed as a community – students, faculty, and administration – to be forever focused on learning.

Mission Statement

Warwick Public Schools provides our community innovative and equitable learning opportunities focused on best teaching practices. We do this using aligned curriculum frameworks, high-quality materials, and by working collaboratively with the Warwick Community. Our overarching goal is to support all students' success in an ever-changing and diverse society.

School Vision Statement

To educate all students to become self-directed learners, highly productive responsible citizens, and contributors to a technological and global society.

School Mission Statement

The mission of Oakland Beach Elementary School is to prepare our students academically and socially to be self-directed lifelong learners necessary to excel in college, career, and life.

Section 1: Every Student, Every Educator

Strategic Priorities	Actions	Indicators 2018-2021
<p>1.1 Ensure the physical safety for all students through an ongoing commitment to establishing safe, healthy, and positive learning environments in every school, every classroom, every day.</p>	<ol style="list-style-type: none"> 1) Continue the development of school-based safety practices in conjunction with the city Police and Fire first responders. 2) School will annually review school safety plans to include: Lockdown, Fire Drill, Evacuation, Elopement, Crisis & individualized student safety plans (IEP). Plans revised to reflect relevant needs of the district (ie: Keeping doors locked/shut during school day) 3) Teachers will inform administrator who then will inform school maintenance (SchoolDude work ticket) regarding safety maintenance requests: keys, fixing doors, escape windows, shades, PA system). 4) Train all building based staff in the “Run, Hide, Fight” protocol presented by the Warwick Police Department. This is to include initial training on district safety communication tools (Mutualink, RAVE panic button, Walkies, etc.) 5) Complete yearly drills (evacuation, fire, lockdown) using Mutual Link. 6) Increase the number of staff that are CPR & First Aid Certified 7) Classrooms will be provided with a safety bucket with supplies to use in the event of an emergency. 8) Provide information and outreach to families and community stakeholders on safety practices used. 9) Implement the CPI strategies for crisis intervention. 	<ol style="list-style-type: none"> 1) Principal will meet monthly (Elementary Administration Meetings) with Frank Ricci our liaison for safety with the Police and Fire Department. 2) Reviewed and revised at Staff Orientation Meeting (AUG/SEP) and as needed. 3) Ongoing and as needed (work order submissions) 4) Attendance and participation on the October 23, 2019 training - emails to encourage increase staff usage of RAVE. 5) 15 drills submitted to eRIDE by 180th day of school. 6) Inform staff of CPR/First Aid training offerings through the school district and community. 7) Funding will be provided through Feinstein grants. 8) Information and outreach will occur annually through Open House, PTO meetings, and ConnectEd messages. 9) Annual CPI training will be offered to selected staff.

<p>1.2 Ensure success for all students through high quality, rigorous teaching and learning leading to high academic achievement and growth.</p>	<ul style="list-style-type: none"> ● All teachers will implement a balanced literacy ELA approach across all content areas to include reading, writing, speaking, and listening. ● Teachers provided professional learning and collaboration to increase instructional best practices: <ul style="list-style-type: none"> a. All teachers will implement guided reading groups with station rotation 4 times a week meeting with their lowest performing students 4-5 times a week. b. Supports will be provided to any teacher who needs assistance with guided reading strategies and scheduling - differentiation Station Rotation scheduling including Google Classroom. c. All teachers will implement word work using Foundations, Words their Way or Journeys. d. All teachers will implement guided math groups aligned with Ready Math using the station rotation model 4 times a week (meeting with their lowest performing students 4 times a week). e. Developing Pineapple Classrooms to support personalized learning. Support will be provided by Denise Bilodeau and Nancy Sinotte. f. Grades 1-5; Teachers will integrate both science and the ELA curriculum with the following resources (GemsNet & FOSS kits - and online resources. g. Alternate Assessment Classroom staff (teachers & teacher assistants) will be provided intensive embedded training on the STAR (Strategies for Teaching based on Autism Research. h. Students in grades K-5 will have the opportunity to participate in extended day activities that focus on ELA, MATH, & STEAM 	<p>MTSS Leadership Team as well as the principal will conduct learning walks using the WPS walkthrough tool for programming implementation.</p> <p>Teachers will participate in three required grade level meetings (Fall, Winter, & Spring) and during curriculum meetings as designated by the principal.</p> <ul style="list-style-type: none"> ● Looking at student work common assessments: <ul style="list-style-type: none"> ○ Science Journals ○ EOU Math Assessments ○ Performance Tasks ○ Running Records/F&P ● Tier I Action Steps ● Tier II & III Targeted Research-based Interventions <p>All students will be assessed on iReady Math and Reading (Benchmarking windows Fall, Winter & Spring), as well as other assessment dictated on the District Assessment Calendar. Teachers will use the CCSS iReady report to inform core instructional needs and student intervention.</p> <p>Student progress will be monitored through grade level meetings, report cards, state assessments, and analyzing student work. The net result is for increasing student proficiency.</p> <p>Ongoing PD from GemsNet staff and opportunities to earn PLUs for additional professional development offered by the district and school.</p> <p>iReady/Ready trainings provided by the district.</p> <p>Ongoing PD on STAR training for Alternate Assessment Classroom</p> <p>Pineapple classroom participants will have embedded professional development opportunities as well as collaboration time with other Pineapple classroom participants throughout the district.</p> <p>Students participating in the afterschool program will demonstrate increased proficiency in ELA, Math, & Science standards as indicated on the report card.</p>
<p>1.3 Ensure success for all students through the development of students' social and emotional</p>	<ul style="list-style-type: none"> ● Responsive Classroom (Elementary Level) <ul style="list-style-type: none"> ○ Teachers will practice Responsive Classroom strategies. 	<p>Teachers will have the opportunity to participate in Responsive Classroom training as offered (PLUs will be offered).</p>

<p>wellness leading to improved readiness to learn.</p>	<ul style="list-style-type: none"> ○ All teachers will greet their students at the door. Responsive classroom calls it a “meet and greet” and morning meeting will be implemented in all grades at least 3 times a week. ○ SSIS Screening used to identify students/classroom tiered support in social and emotional wellness. The school social worker / school psychologist will provide Tier 2 & 3 supports, as well as assist the classroom teacher with guidance on Tier 1 pro social skills in the classroom which can be incorporated into Responsive Classroom Strategies.. ○ PBIS framework will continue to be implemented (Sand Dollars, Behavior Documentation Forms). ○ A committee for school climate will be created. ○ Alternate Assessment Classrooms will implement STAR as an instructional/behavioral tool in their classrooms. 	<p>District provided books on Responsive Classroom strategies will be available in the building.</p> <p>Teachers will be provided resources (chimes, books - Morning Meeting & The First Six Weeks.</p> <p>The school social worker will support Responsive Classroom implementation as requested by teachers.</p> <p>Teachers will have an opportunity to participate in common planning time with colleagues to share best practices (those who have used Responsive Classroom as their Professional Growth Goal - RIDE Evaluation)</p> <p>Teachers will be offered the opportunity to join the School Climate Committee.</p> <p>Leadership team and administrator will participate in Learning Walks with a focus on Morning Meeting and Responsive Classroom techniques (morning message, interactive modeling, etc).</p> <p>MTSS Targeted Team will set up a system of tracking BDR (SWIS)s. Those students who meet the threshold will trigger the targeted team to create a FACTs and Behavior plan to help support those students. Alternate Assessment teachers, teacher assistants, and support staff will be trained in the STAR program((Strategies for Teaching based on Autism Research)</p>
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Section 2: 21st Century Classrooms, Schools and District

Strategic Priorities	Actions	Indicators 2018-2021
<p>2.1 Technology tools for 21st century teaching and learning</p>	<p>Encourage the effective use of online educational applications and services for teaching and learning</p> <p>Teacher have a menu of effective online tools and classroom hardware to drive their instruction. These include: Chromebooks, Ozbots/Ozmos (lending option from district), Ipads, Google classroom, blendspace, NewsELA, Readworks, News to You, Squiggle Park, Zearn, Reflex Math, English in a Flash, Kahoot, Prodigy, Khan Academy, Ready, Dreamscape, Epic .</p>	<p>Teachers will be offered support at curriculum meetings, district support (Nancy Sinotte and Denise Bilodeau).</p> <p>The WPS walkthrough tool will be used to observe personalized learning in the classrooms using online applications.</p> <p>Students attending after school programs (STEAM) (ie: robotics).</p>
<p>2.2 Technology tools for timely data management and analysis</p>	<p>Teachers will use the following tools to collect and manage student data:</p> <ul style="list-style-type: none"> ● Aspen Report Cards (standards-based report card) ● RtI/MTSS Leadership Team Template ● Progress monitoring with iReady for Math and ELA ● Aspen Assessment Record ● SWIS (BDF) ● District Assessment Calendar 	<p>All teachers will use these tools per the district assessment record calendar.</p>
<p>*****2.3 Technology tools for improved effectiveness and security in operations and communications internal & external</p>	<p>The following technology tools will be used for efficient and effective communication:</p> <ul style="list-style-type: none"> ● Google Docs ● Google Classrooms ● School Website/Calendar ● Family Center/ Title One Newsletter ● ConnectED ● Aspen Email ● Oakland Beach Website 	<p>Analytic data will be collected on the success of these communication tools.</p>
<p>2.4 Ensure Warwick students and staff members are taking full advantage of</p>	<p>The development of at least two Pineapple Classrooms at Oakland Beach School. Two teachers will be provided coaching and embedded supports from the district</p>	<p>Teachers will be offered common planning time outside of the school day to develop personalized blended learning teaching skills.</p>

<p>21st-Century education technology and resources.</p>	<p>Coordinator of Blended Learning and the District Literacy Coach. Teachers involved in this program will open their classrooms to colleagues to model best practices (personalized & blended)learning.</p>	<p>Increased evidence of Blended Learning Best Practices in classrooms using the WPS and Highlander Institute Blended Learning Best Practices Walkthrough Tool.</p>
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Section 3: Success by Design

<p>Strategic Priorities</p>	<p>Actions</p>	<p>Indicators 2018-2021</p>
<p>3.3 School design for college and career readiness.</p>	<p>Teachers will become familiar with the six global competencies and their learning progressions for deep learning through curriculum meeting discussions :</p> <ul style="list-style-type: none"> ● Character ● Citizenship ● Collaboration ● Communication ● Creativity ● Critical Thinking <p>Teachers will address these competencies to enhance pedagogical approaches to create a culture of learning for all students.in their classroom.</p> <ul style="list-style-type: none"> ● Differentiated Learning ● Personalized/Blended Learning ● Responsive Classroom ● Inquiry-based lessons (GEMS-Net) ● Writing in all genres ● Responding to text in a variety of ways (ie: response journals, science journals, ● Computer Science - Coding 	<p>Student progress will be monitored through grade level meetings, report cards, state assessments, and analyzing student work.</p> <p>Learning walks will show evidence of deeper learning through the subject areas as it relates to the six global competencies.</p> <p>The Leadership Team will meet monthly to analyze school data and trends to create action steps for improvement.</p>

Section 4: Community Connections

Strategic Priorities	Actions	Indicators 2018-2021
<p>4.1 Community Outreach, Engagement and Partnerships</p>	<p>Empower and educate parents through improved home-school connections. This includes:</p> <ul style="list-style-type: none"> ● Monthly newsletter ● School website ● Connect5 messages ● Aspen/ConnectEd emails to parents ● Beginning and end of year events (Open House, Art/Literacy Night) ● VOWS partnership programs ● PTO (meetings, events, volunteerism, etc.) ● Parent chaperoning on field trips ● RI Mentor Program (funding-dependent) <p>Continue school partnerships:</p> <ul style="list-style-type: none"> ● West Bay Smiles, Boys and Girls Club, Lions Club, Fresh Fruit and Vegetables Program, Weekend Backpack Program, and the Oakland Beach Community, Feinstein Foundation 	<p>Increase attendance at school wide event (Open House, Art/Lit Night)</p> <p>Analytic Data on emails/phone messages sent.</p> <p>Analytic Data on school website traffic.</p> <p>Increase community business partnerships and strengthen existing partnerships via ongoing collaboration</p>

ELA

RICAS ELA	Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
2017-2018 (191 students)	10.47%	54.97%	31.94%	2.62%
2018-2020 (182 students)	14.84%	50.00%	32.97%	2.2%

READING iReady Diagnostic Results Fall 2019

Grade	# Students On or Above Overall Grade-Level Placement	% Students On or Above Overall Grade-Level Placement	# Students One Below Overall Grade-Level Placement	% Students One Below Overall Grade-Level Placement	# Students Two or More Below Overall Grade-Level Placement	% Students Two or More Below Overall Grade-Level Placement	Students Assessed	Total
K	16	30%	38	70%	0	0%	54	57
1	7	11%	49	74%	10	15%	66	68
2	11	19%	36	62%	11	19%	58	60
3	15	29%	16	31%	20	39%	51	54
4	13	22%	27	45%	20	33%	60	61
5	21	37%	7	12%	29	51%	57	58

MATHEMATICS

RICAS MATH	Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
2017-2018 (191 students)	20.62%	59.28%	19.59%	.52%
2018-2020 (183 students)	31.15%	53.55%	15.3%	0%

MATHEMATICS iReady Diagnostic Results Fall 2019									
Grade	# Students On or Above Overall Grade-Level Placement	% Students On or Above Overall Grade-Level Placement	# Students One Below Overall Grade-Level Placement	% Students One Below Overall Grade-Level Placement	# Students Two or More Below Overall Grade-Level Placement	% Students Two or More Below Overall Grade-Level Placement	Students Assessed	Total	
K	12	22%	42	78%	0	0%	54	57	
1	2	3%	47	71%	17	26%	66	68	
2	4	7%	36	62%	18	31%	58	60	
3	3	6%	28	55%	20	39%	51	54	
4	8	13%	30	50%	22	37%	60	61	
5	9	16%	28	49%	20	35%	57	58	