



Mission

Richmond Elementary School cultivates lifelong learners and problem solvers through rigor, inquiry, and integrity while recognizing the individuality of each and every child.

Vision

Richmond Elementary School in partnership with community and families, engages students to master challenging content and promote creativity in a safe and nurturing environment.

Beliefs

We believe all students can thrive when supported, nurtured, and engaged in rigorous and challenging academic experiences.

We believe all students can become active community members and leaders using the skills of cooperation, assertion, responsibility, empathy and self-control.

DRAFT Richmond Elementary School Improvement Plan 2013-2018 (Version Spring 2015)

In Support of the Chariho Regional School District Vision

2015-16 Introduction

Richmond Elementary School began working on the five-year School Improvement Plan in the fall of 2012. The process involved not only the members of the School Improvement Team, but also community members and the staff of Richmond Elementary School as we examined where we are and where we want to be in the next five years. This work set us on the path of redefining our school's Mission, Vision, Values, and Goals.

In the spring of 2013, we began the process of developing our goals by first examining our previous School Improvement Plan and reporting the progress we made while implementing the plan. The successes of the previous plan included, but not limited to:

- Our School Crisis Plan has been revised by the School Safety Team in accordance with Rhode Island law and will be revisited as needed throughout the school year.
- Grade levels engaged in monthly data conversations using common formative mathematics assessments with facilitation by a Data Use Team teacher.
- Reading and mathematics specialists, special education teachers and building principals met regularly throughout the year to analyze subgroup performance to plan instructional next steps to increase achievement.
- Grade levels worked together to collect instructional resources for the ELA and Mathematics units of study.
- 72.8% of students in Grades K-4 in the district reported they enjoy learning Spanish and 59% of students in Grades K-4 in the district say they can speak Spanish words with ease.
- Fall, Winter and Spring sessions of Intramural Sports offered for students in Grade K-4.
- 2015 PARCC Proficiency (see below)

	<i>English Language Arts</i>				<i>Math</i>			
	English Language Arts				Math			
School	N. Tested	% Partici pation	% Met or Exceed (4 or 5)	% Not Yet Met (1)	N. Tested	% Partici pation	% Met or Exceed (4 or 5)	% Not Yet Met (1)
Grade 3								
Richmond ES	84	96.6	64	2	84	96.6	39	2
Chariho Dist Gr. 3	224	97	59	5	224	97	49	3
Gr. 3 STATE Results		96	37	20		96	36	14
Grade 4								
Richmond ES	80	98.8	74	1	80	98.8	63	1
The R.Y.S.E. School (Gr. 4)	1	100	100	0	1	100	0	100
Chariho Dist Gr. 4	198	97	69	2	200	98	56	2
Gr. 4 STATE Results		95	38	13		96	27	14

Goals

1. All students will acquire the knowledge to meet the increasing demands of a globally influenced world.
2. Our school will be rated a commended or leading.
3. All families and the community will demonstrate respect for and value education.
4. All students will utilize technological tools to enhance and expand opportunities to learn.

Strategies, Objectives, and Actions

Strategy #1: Assessment

Objective: Develop and implement a comprehensive Pre-K through Grade 4 student assessment and monitoring system.

Action:

- A. The staff will work together to collaboratively develop formative and summative assessments aligned to the Next Generation Science Standards and the National Common Core State Standards in ELA and Mathematics using PARCC models and evidence tables.

Grades 2-4: new ELA common assessments for specific units of study. Teachers will be creating this in grade level meetings in January. Use of the language that appears on the assessment have been used

Science GemsNet: use of formative assessments in grades K-4 and summative assessments in grades 3-4.

- B. In common planning time and other designated times, such as faculty meetings, case conferences and

professional development, the staff will work cooperatively to analyze and use assessment data to inform and improve instruction to meet the individual needs of students.

We have school data leadership teachers at each grade level and specialists. Teachers meet at least monthly to review a formative assessment using a data conversation protocol. Our students are being formatively assessed in all areas. Use of data to inform groupings for reading instruction. Teachers use formative and summative data to inform.

- C. Create opportunities to celebrate school success based on the growth in achievement data and closure of subgroup gaps.

Regular meetings of the math and reading teams to celebrate growthAnalysis of STAR, CA data and PARCC

- D. Explore ways for students to track and reflect upon their own achievement data using learning targets.
Self-assessment is being used in classrooms: fluency graphs, I can statements, self-reflection, check-lists at the beginning with RCC in mathematics.

Strategy #2: 21st Century Skills

Objective: Enhance the curriculum by developing 21st Century skills in the areas of learning and innovation (critical thinking and problem solving, creativity and innovation, collaboration and communication), informational literacy (digital literacy, media literacy, information and communication technology literacy) and career and life (flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability, leadership and responsibility).

Actions:

- A. Provide structures, training, and resources that support educators as they facilitate problem solving, critical thinking and collaborative skills through the use of applied and integrated learning opportunities across all

subject areas.

We are meeting monthly as a staff to discuss the Language of Learning.

Use of iPad in Grade 3 Science: simulated task to identify which animals to survive. Focus question: How traits help animals survive.

B. Support development of the world language program in grades K-4.

This year we are doing a morning meeting for the integrated block. Year two of the curriculum that was updated this summer is first grade (vocabulary: challenges have been coordinating the morning meeting with teachers). Every year will be different based on the age of the student.

C. Integrate STEM (Science, Technology, Engineering, and Mathematics) and digital literacy across content areas.

Teachers all have MacBook Pro's and have been using them for data collection and instruction

Digi-playground and Tech-Bites (PD opportunity provided by the Technology Fellow). Focus has been on Google Docs, Sheets, Slides, Forms, formative assessment and communication.

Interactive smart boards that connect to the lap-top

Model Educators

D. Ensure that our students and teachers have equitable access to state-of-the-art technology tools for research, learning, presentation and communication.

Grade 2 insect project will be a Google Slide presentation. The librarian has been assisting with this in many grade levels using the lab in the library. It is challenging to sign out the room. We have talked about setting up Room 24 with the cart and having the support from an aide to set up. Setting up a schedule for use from all classrooms. Use of Google Classroom, Google Classroom.

Strategy #3: Student Supports

Objective: Develop and implement a system of supports to maintain and improve the academic, physical, social, and emotional health of all students.

Actions:

- A. Explore instructional options for students who have demonstrated proficiency during and after the school day.
- B. Increase student perseverance on well-designed and rigorous tasks that require high-level thinking.
- C. Expand school-wide education for physical, social and mental health and wellness.