

Old County Road School

School Improvement Plan, 2023-2024



**Our Promise: Every child will be prepared
for continued learning, career, and life.**

Vision

A graduate who is:

- A clear and effective communicator
- A self-directed and lifelong learner
- A creative and practical problem solver
- A responsible and involved citizen
- An integrative and informed thinker

Values

Student achievement: We believe in establishing rigorous standards and setting high expectations for all students.

Experiential learning experiences: We believe students learn best when they are able to apply their learning through relevant and authentic learning experiences.

Equity: We believe in providing students with what they need to succeed in school and career.

Needs Assessment

Through our Needs Assessment, it was revealed that our LEA takes pride in serving all students' needs and is dedicated to improving student outcomes collaboratively.

The data revealed a need to prioritize improving English language arts (ELA) and math proficiency levels for all students. Moreover, we will focus on closing the achievement gap on ELA assessments between Differently-Abled Students (DAS) and non-DAS. Finally, we need to decrease the number of students who are chronically absent.

Baseline Data:

- 41% of our students are meeting or exceeding expectations in ELA overall as measured by the 2021-22 RICAS assessment. 0% of our DAS (differently abled students) are meeting or exceeding expectations in ELA overall as measured by the 2021-22 RICAS assessment.
- 27% of our students are meeting or exceeding expectations in Writing as measured by the 2021-22 RICAS assessment. 13% of our DAS (differently abled students) are meeting or exceeding expectations in Writing as measured by the 2021-22 RICAS assessment.
- 27% of our students are meeting or exceeding expectations in math as measured by the 2021-22 RICAS assessment.
- 24% of our students are identified as chronically absent at the end of the 2022-23 school year.

We believe that the root causes of these achievement gaps are a lack of consistent Multi-Tiers of Support Systems (MTSS) across all grade levels and ineffective progress monitoring across all grade levels. Additionally, we need to collectively work to differentiate instruction to meet the needs of all learners in every classroom.

Alignment with District Strategic Plan Priorities

Academic Excellence and Student Learning

Smithfield Public Schools will improve student achievement through professional learning and evidence-based curricular resources.

OCRS Goal #1

The percentage of students who are receiving special education services and currently meeting or exceeding expectations in writing on RICAS will increase from 14% to 17% by the end of the 2023–24 school year.

Initiative: Student writing , examine student writing and the application of foundational skills with a specific focus on students receiving special education services	
Action Step	Completion Date
Identify common grade-level writing rubrics and regularly send student writing samples home to families with the rubric attached	6/14/2024
Calibrate ReadyGEN writing assessments by module (Performance Based Assessments and Selection Tests)	6/14/2024
Identify writing exemplars by module and grade level	6/14/2024
Use the student work analysis protocol to examine student dictations and determine the application of foundations skills (Plan-Do-Study-Act cycle)	6/14/2024
Train an educator in Self Regulated Strategy Development (SRSD)	6/14/2024
Continue to promote and focus on effective Lexia usage for students across all grade levels	6/14/2024

OCRS Goal #2

The percentage of students proficient on Star Math assessments using the state benchmark will increase from 41% to 45% by the end of the 2024–25 school year.

Initiative: Student mathematics , Implement Eureka2, high-quality math curriculum in grades K-5	
Action Step	Completion Date
Provide ongoing professional learning for classroom teachers, special educators, and math interventionists	6/14/2024

Initiative: Student mathematics, Implement Eureka2, high-quality math curriculum in grades K-5	
Action Step	Completion Date
Provide professional learning for paraprofessionals	6/14/2024
Update Curriculum Documents to reflect new high quality program	6/14/2024
Conduct trimester walkthroughs to support effective implementation	6/14/2024
Provide ongoing Bridges Intervention professional learning for special educators, and math interventionists	6/14/2024
Implement Bridges Intervention Curriculum in grades K-5	6/14/2024
Provide Math Add+vantage refresher to teachers who are already trained	6/14/2024
Train Grade K- 1 Classroom teachers and K-5 Special educators in Math Recovery Assessments	6/14/2024

OCRS Goal #3

The percentage of students identified as being “chronically absent” through the Rhode Island Department of Education “Attendance Tool” will decrease from 24% to 20% by the end of the 2023–24 school year.

Initiative: Student attendance, Regular and frequent monitoring of student attendance data, particularly for any students identified as being chronically absent (absent more than 10% of the scheduled school days)	
Action Step	Completion Date
Monthly use of the RIDE Attendance "Nudge" tool to send families text notifications if their student is chronically absent (more than 10% of the scheduled school days)	6/14/2024
Include information in Weekly Updates about how regular and consistent student attendance supports both academic and social-emotional success for students	6/14/2024

Initiative: Student attendance, Regular and frequent monitoring of student attendance data, particularly for any students identified as being chronically absent (absent more than 10% of the scheduled school days)

Action Step	Completion Date
Review and communicate student attendance information as part of every meeting with a student's family	6/14/2024
Establish consistent classroom/family communication expectations across each grade level	6/14/2024
Encourage and expand family in-person engagement through monthly "Coffee with the Principal" events that are open to all families	6/14/2024
Utilize the resources provided through the Panorama Education Playbook to connect and work with families to develop plans to improve attendance for students that are identified as chronically absent	6/14/2024