Old County Road Elementary School Improvement Plan 2026-2027

School Improvement Plan (2026-27)

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.

Theory of Action

If School...

Then School can...

So that...

Needs Assessment

52.5% of our currently enrolled students are meeting or exceeding expectations in ELA overall as measured by the 2024-2025 RICAS assessment.
46.7% of our currently enrolled students are meeting or exceeding expectations in math as measured by the 2024-2025 RICAS assessment.

30.8% of our 5th grade students in 2024-2025 were meeting or exceeding expectations in science as measured by the 2024-2025 NGSA.
12.2% of our students are identified as chronically absent at the end of the 2024-25 school year.

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. Finally, student attendance is an essential component to students' learning outcomes.

Our Needs Assessment, showed that during core instruction the focus needs to be on differentiated instruction and accommodations to be provided to subgroups populations (MLL, special ed/504, and intervention students). A strength is the school's reading interventions and special educators as targeted students receive tier 3 interventions which was evident from the RICAS subgroup data.

In 2026-2027, a HQIM science curriculum will be in its first year of implementation for K-5 students.

Priority 1: Academic Excellence and Student Learning

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

Measurable Goals

Goal #1 - The percentage of currently enrolled students meeting or exceeding expectations on RICAS ELA will increase from 52.5% to 54.5% by the end of the 2026-2027 school year.

Initiative 1: ReadyGen implementation for tier 1 instruction		
Strengthen tier 1 instruction to improve the percent of students meeting and/or exceeding state standards on STAR Reading		
Supporting Research and Evidence: Design and provide specific and systematic phonemic awareness and phonics instruction **URL:** https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf		
Action Step	**Complete-Date**	**Notes**
Focus on core instruction to ensure all students are able to demonstrate mastery.	06/20/2027	
Have 3 data days to analyze data and create intervention groups that are goal based.	06/18/2027	

Initiative 2: Foundational Literacy		
Refine year 3 of UFLI implementation and coordinate use of supplementary instructional materials. Year 2 implementation of ReadyGen Foundational Skills.		
Action Step	**Complete-Date**	**Notes**

Grade 3-5 teachers will implement ReadyGen Foundational Skills for word work. K-2 teachers will implement UFLI for word work	06/27/2027	
Conduct monthly CPT facilitated by the ELA Coordinator and/or Reading Interventionist to provide ongoing professional learning with UFLI.	06/18/2027	
Conduct non-evaluative walk throughs.	06/18/2027	

Initiative 3: Self-Regulated Strategy Development (SRSD)		
Continue implementation in K-5 SRSD writing.		
Supporting Research and Evidence: Teaching Elementary School Students to Be Effective Writers **URL:** https://ies.ed.gov/ncee/wwc/PracticeGuide/17		
Action Step	**Complete-Date**	**Notes**
Conduct monthly facilitated CPTs for grades K-5 to support implementation of SRSD	06/19/2027	
Conduct student work analysis protocol 3 times during the school year to evaluate implementation and adjust instruction (K-5)	06/19/2027	
Focus on stage 6 to building student independence where students are successful in picking apart the prompt, selecting a graphic organizers, and completing an essay with independence aligned with each grade level CCSS.	06/18/2027	
Newly hired teachers will be trained in SRSD.	06/18/2027	Online portal to complete the 6 modules

Goal #2 - The percentage of students meeting or exceeding expectations on the RICAS math state assessments will increase from 46.7% to 48.7% by the end of the 2026-2027 school year.

Initiative 1: Implementation of Eureka2, High Quality Math Curriculum Grades K-5.		
Teachers in K-5 and special educators will fully implement Eureka2 through ongoing professional learning, walk-throughs, and personalized feedback.		
Supporting Research and Evidence: Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades **URL:** https://ies.ed.gov/ncee/wwc/PracticeGuide/26		
Action Step	**Complete-Date**	**Notes**
Provide time for teachers to internalize lesson activities	06/18/2027	
Conduct non-evaluative walkthroughs during math instruction	06/18/2027	Does the teacher make the math of the lesson is clear?
Provide teachers with resources to support differentiation and student engagement (ie. manipulatives, graphic organizer, mathematical work mats, etc).	06/18/2027	
Using Freckle for preteaching (grades 1-5). Using Freckle for reteaching (K only).	06/18/2027	
Analyze student work (using the "look at student work") as grade level team to improve pacing, content, and internalization.	06/18/2027	Rigorous expectations to ensure students take test and then go

		over assessment.
Hire a math intervenionist (.5 title 1) to support students for tier 2 and 3 interventions	06/18/2027	

Goal #3 - The percentage of grade students meeting/exceeding benchmark on the NGSA assessment will increase from 30.8% to 32.8%.

Initiative 1: Science Instruction		
Research and adopt a new high quality K-5 Science Curriculum		
Supporting Research and Evidence: Science Curriculum Objectives' Intellectual Demands: A Thematic Analysis **URL:** https://files.eric.ed.gov/fulltext/EJ1342678.pdf		
Action Step	**Complete-Date**	**Notes**
A science focused meeting for grade level team members.	06/18/2027	
Smithsonian Science curriculum materials and consumables will be provided to classroom teachers.	06/18/2027	

Goal #4 - The percentage of students identified as being "chronically absent" through the Rhode Island Department of Education "Attendance Tool" will decrease from 11% to 9% by the end of the 2026-2027 school year.

Initiative 1: Continue improvement in student attendance

Focus will be made to absent students as well as highlighting students coming to school each day.

Supporting Research and Evidence:

Increase student attendance by improving family and community involvement

Citation: Epstein, J., Sheldon, S. B. Present and Accounted For: Improving Student Attendance Through Family and Community Involvement, Journal of Educational Research, vol. 95, pp. 308-318, May/June 2002

URL: http://www.attendanceworks.org/wp-content/uploads/2017/09/Epstein-Sheldon-Present-and-Accounted-For-2002.pdf

Action Step	Complete-Date	Notes
Attendance Team will meet weekly to discuss students' attendance Data.	06/20/2027	
Letters (nudge, soft, severe, vacation) will be sent to families on an ongoing basis for attendance.	06/20/2027	
Ongoing communication through teachers' newsletters and principal's newsletter to promote attendance.	06/20/2027	
Incentives will be provided for high percentages of attendance.	06/20/2027	
Tier 2 and Tier 3 interventions will be in place for students that are at risk of being chronically absent as well as chronically absent students.	06/20/2027	