

## UCAP SCHOOL IMPROVEMENT PLAN

### Overall Student Outcome

### **Student will be able to be self-directed in their learning**

by taking ownership for and reflecting on their work and progress, understanding their learning styles, and using study skills.

Guiding Principle	Goals/Activities	Timeline	Responsibility	Evidence of Progress
<p>Teach a curriculum which integrates English literacy strategies across all content areas. (#3)</p>	<p>1. We will increase the use of a variety of consistent literacy and research strategies and procedures across disciplines by:</p> <ul style="list-style-type: none"> <li>A. All using the strategies articulated in the Literacy Curric. Map</li> <li>B. <i>Sharing results of the strategies regularly.</i></li> <li>C. <i>Presenting student work to staff.</i></li> <li>D. <i>Feedback from Feedback Triads.</i></li> <li>E. <i>Participating in learning walks</i></li> <li>F. <i>Reading books/articles together</i></li> <li>G. Creating a common, UCAP writing rubric</li> <li>H. Creating a peer editing/conferencing sheet each quarter to match the quarterly focus.</li> <li>I. Creating a UCAP writing folder with graphic organizers, etc.</li> <li>J. Share mini-lessons</li> <li>K. 6 Traits writing posters for classrooms</li> <li>L. Translate Big 6 research strategies to current practice</li> </ul> <p>2. We will differentiate for reading level (especially in non fiction) by:</p> <ul style="list-style-type: none"> <li>A. We need to discuss ways of coding the books to be able to differentiate.</li> <li>B. ...</li> </ul> <p>3. We continue the reading group for struggling readers by:</p> <ul style="list-style-type: none"> <li>A. ...</li> <li>B. ....</li> </ul>	<p>1 - Reading study group meeting June 23<sup>rd</sup></p> <ul style="list-style-type: none"> <li>- Share Curric. Map with staff on June 26</li> <li>- Share draft of writing rubric and peer conf. with staff on Aug. 11<sup>th</sup></li> <li>- Handout final writing rubric/peer conf. on Aug.29</li> <li>- Lit circle/text coding training on Aug. 29<sup>th</sup>.</li> <li>- Sept. 20 – Lit circle/text coding with strategies book and LASW focused on literacy.</li> <li>- Posters out by end of Sept.</li> </ul> <p>2. Discuss early in the year – at first Reading Group meeting</p>	<p>1A-F) Reading Study Group, PD committee, and all staff 1G-H) Chris&amp;Joe 1I) Joe 1J) Joe &amp; Jeff K) Donna L) Darshell</p> <p>2. Reading Study Group, Darshell</p> <p>3. Reading Study Group, Erin</p>	<ul style="list-style-type: none"> <li>• # of times we discuss, share, focus on literacy as a staff.</li> <li>• Staff survey of strategies used.</li> <li>• NWEA fall-spring reading results for weak readers and for all students.</li> <li>• # of participants in book club</li> <li>• disaggregated (including PLP) improvement rates in NWEA and NECAP</li> </ul>

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<p>Differentiation - Use varied instructional methods that are designed to prepare all students to achieve higher standards and that are based on how students learn best. (#5)</p>	<p>1. Continue to improve the interventions for struggling students by:                      A. ...                      B. ...</p> <p>2. Increase the use of cooperative learning groups by:                      A. <i>Sharing coop. learning results regularly.</i>                      B. <i>Presenting student work to staff.</i>                      C. <i>Feedback from Feedback Triads.</i>                      D. <i>Participating in learning walks</i>                      E. <i>Reading books/articles together</i></p> <p>3. Continue to discuss and implement alternatives to detentions and referring students to office by:                      A. <i>Monitor # of DT's given and share results of the strategies at each staff meeting.</i>                      B. <i>Feedback from Feedback Triads.</i>                      C. <i>Reading books/articles together</i>                      D. Use a folder of alternative ideas and log that everyone can use to track and reflect together.                      E. Redesign the "Behavior Notice" Slip</p> <p>4. Continue to improve advisory time by:                      A. Using daily/weekly goal reflection                      B. Using Advisory packet to increase reflection on progress and learning                      C. Increase teambuilding exercises                      D. <i>Feedback from staff regularly</i></p>	<p>2. Upcoming PD committee meeting to find time in PD agenda</p> <p>3. - Social learning meeting June 19<sup>th</sup>                      - Present ideas to whole group on August 11<sup>th</sup>                      - Logs and behavior slips handed out Aug 28                      - Check in at each meeting                      - Upcoming PD committee to find time in PD agenda</p> <p>4. Advisory curriculum meeting June 21<sup>st</sup>                      Present ideas to whole group on August 28th</p>	<p>1. Phil and Teams</p> <p>2. Teams, PD Committee</p> <p>3A-C) Social learning group, All staff, PD Committee                      3D) Carey and all staff                      3E) Rob &amp; Lee</p> <p>4. Advisory Curriculum Committee, all advisors                      4A) Carey                      4B) Donna/Phil                      4C) Committee</p>	<ul style="list-style-type: none"> <li>• # of students quarterly on pace</li> <li>• # of total accelerations at the end of each quarter</li> <li>• # of students quarterly on "academic assistance" and/or # who "get off"</li> <li>• # of students who enter HS having made up a year</li> <li>• # of office referrals, DT's, DC cases, good book entries</li> <li>• Feedback on Advisory curriculum</li> <li>• # of students who have improved or decreased their performance</li> </ul>

Guiding Principle	Goals	Timeline	Responsibility	Evidence of Progress
<p>Teach a curriculum that involves students in making personal connections and is grounded in rigorous, public, academic standards for what students should know and be able to do. (#2)</p>	<ol style="list-style-type: none"> <li>1. Increase the use of themes and essential questions throughout the curriculum by:               <ol style="list-style-type: none"> <li>A. <i>Curriculum mapping and team and whole staff check-ins quarterly.</i></li> <li>B. <i>Feedback from Feedback Triads.</i></li> <li>C. <i>Participating in learning walks</i></li> <li>D. <i>Reading books/articles together</i></li> </ol> </li> <li>2. Increase interdisciplinary, integrated projects throughout the curriculum by:               <ol style="list-style-type: none"> <li>A. <i>Curriculum mapping and team and whole staff check-ins quarterly.</i></li> <li>B. <i>Feedback from Feedback Triads.</i></li> <li>C. <i>Sharing interdisciplinary results regularly/presenting student work to staff.</i></li> <li>D. <i>Participating in learning walks</i></li> <li>E. <i>Reading books/articles together</i></li> </ol> </li> <li>3. Increase personal connection in projects and assignments throughout the curriculum by:               <ol style="list-style-type: none"> <li>A. <i>Curriculum mapping and team and whole staff check-ins quarterly.</i></li> <li>B. <i>Feedback from Feedback Triads.</i></li> <li>C. <i>Sharing personal connection results regularly/presenting student work to staff.</i></li> <li>D. <i>Participating in learning walks</i></li> <li>E. <i>Reading books/articles together</i></li> </ol> </li> <li>4. Continue to align the curriculum to with the GLE's and across disciplines by:               <ol style="list-style-type: none"> <li>A. Curriculum mapping and other summer meetings.</li> <li>B. Continue check-ins</li> </ol> </li> <li>5. Explore the school-wide use of portfolios by:               <ol style="list-style-type: none"> <li>A. Presenting a showcase item before acceleration</li> <li>B. ...</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1 - June 26 Curric. mapping - Oct. 18<sup>th</sup> – Curric. mapping - Upcoming PD committee meeting to put on agenda</li> <li>2 - June 26 Curric. mapping - Oct. 18<sup>th</sup> – Curric. mapping - Upcoming PD committee meeting to put on agenda</li> <li>3 - June 26 Curric. mapping - Oct. 18<sup>th</sup> – Curric. mapping - Upcoming PD committee meeting to put on agenda</li> <li>4 - June 26 Curric. mapping and other summer meetings - Oct. 18<sup>th</sup> Curric. mapping - Check-ins throughout the school year.</li> <li>5- Upcoming Showcase meeting</li> </ol>	<ol style="list-style-type: none"> <li>1. Teams and PD committee</li> <li>2. Teams and PD Committee</li> <li>3. Teams and PD Committee</li> <li>4. Individual disciplines, Donna, Study groups</li> <li>5. Showcase committee</li> </ol>	<ul style="list-style-type: none"> <li>• # of interdis. units</li> <li>• Student completion rates for interdis. units.</li> <li>• Info. from peer feedback triads</li> <li>• SALT charts on integration, themes, teaming, personal connections, standards-based curric.</li> <li>• Improvement rates for NWEA and NECAP</li> <li>•</li> </ul>

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<p>Providing instruction and opportunities for students to grow in areas of social learning that will help them succeed in school. (#8)</p>	<p>1. Increase parent involvement in workshops, events, and at school by:</p> <ul style="list-style-type: none"> <li>A) Staff PD about parent involvement</li> <li>B) Organize Parent Events Committee at Open House to plan for International Night in March</li> <li>C) Offer additional workshops, computer classes, English Language classes, legal clinics</li> <li>D) Interested staff to participate in Spanish class, Spanish reading club with students.</li> <li>E) Use parent survey to facilitate the use of parent volunteers</li> <li>F) Panel of URI students at beginning of year and/or panel of students who made up a year.</li> <li>G) <i>Feedback from Feedback Triads.</i></li> <li>H) <i>Sharing parent involvement strategies regularly.</i></li> <li>I) <i>Reading books/articles together</i></li> </ul> <p>2. Continue to build the peer helper programs by:</p> <ul style="list-style-type: none"> <li>A. ...</li> <li>B. ...</li> </ul> <p>3. Increase student voice and decision-making by:</p> <ul style="list-style-type: none"> <li>A. Including student leader opportunities in alternative to DT folder</li> <li>B. All staff making efforts to provide leadership opps for students</li> <li>C. Advisor group problem-solving and presentations to whole school (3<sup>rd</sup> quarter)</li> <li>D. On-pace students giving tours</li> <li>E. Student Activity Fund group starting earlier</li> </ul>	<p>1 - Parent Meeting June 19<sup>th</sup>-</p> <ul style="list-style-type: none"> <li>- Present ideas to staff on August 11<sup>th</sup> along with research on parent involvement and presenter.</li> <li>- By open house – parent committee sign-ups and survey of workshops</li> <li>- By end of Sept – staff parent volunteer sheets</li> <li>- By end of Sept. – Spanish class figured out</li> <li>- By end of Sept – discuss panel possibilities.</li> </ul> <p>3 - Social learning meeting June 19<sup>th</sup> and Advisory meeting June 21<sup>st</sup>, discuss with staff on Aug 11<sup>th</sup></p> <p>-</p>	<p>1A) Parent group, all staff            1B) Al, Rob            1C) Al, Rob and interested staff            1D) Rob, Donna and interested staff            1E) Donna            1F) Parent group            1G-I) All staff, Parent group and PD committee</p> <p>2. Al and Darshell</p> <p>3A-B) Social learning group, all staff            3C) Advisory Committee            3D) Donna            3E) Rob</p>	<ul style="list-style-type: none"> <li>• SALT survey parent chart A.1, A.2, A.4</li> <li>• Participation in school events, workshops, volunteer opps.</li> <li>• # of peer helpers, student leaders, etc.</li> <li>• SALT survey school climate info. C.1, C.2, C.5</li> <li>• Pre- and post-student attitude toward school survey</li> </ul>