

Aquidneck School Improvement Plan (SIP) 2007-2010

SCIENCE Goal #4					
Result Statement: <i>Students will be able to draw conclusions as a result of the scientific process in order to increase NECAP scores by 3% each school year.</i>					
Changes in student behavior	Changing Instruction	Monitoring Progress with timelines and adjustments	Collaboration and support	Resources, school and district	Evaluation
<p>Students will able to</p> <ul style="list-style-type: none"> • develop questions and decide on a focus question for inquiry (<i>Questioning & Background Knowledge</i>) • distinguish between investigable and researchable questions (<i>Questioning & Inferring</i>) • make predictions (<i>Inferring, Background Knowledge & Fix-it Strategies</i>) • make a claim (<i>Determining Importance & Inferring</i>) • support their claim with evidence <i>Synthesizing & “Determining Importance</i>) • gather and organize data and determine its importance (<i>Determining Importance</i>) • Students will record their observations in a variety of ways including diagrams, tables, charts, and graphs (<i>Visualization</i>) 	<p>Teachers will</p> <ul style="list-style-type: none"> • Examine the GLE;s for each grade level in comparison to the assigned KITS • Examine the released NECAP tasks, establishing NECAP tasks at the 3rd and 4th grade level. • use science notebooks during science instruction • Integrate effective WRITING instruction • implement science instruction at least 120 minutes - 6 day cycle • emphasize science vocabulary in relation to the GLE’s • use literature to build content knowledge • use the science workshop model for inquiry based science and integrate into RW/WW 	<p>3 times a year (corresponding with KITES kit use)</p> <p>2 times a year for K— (corresponding with KITES kit use)</p> <p>At grade level meetings, professional development, etc., Looking At Student Work (LASW), each trimester</p> <p>Students will monitor and assess their progress using criteria-based self-assessment (colored flags in science notebooks)</p> <p>Learning Walks</p>	<p>Grade level teachers will meet to share and discuss science notebook entries</p> <p>Teachers will meet to discuss addressing writing GLE’s during science instruction</p> <p>Teachers will examine the released tasks and develop NECAP tasks for their instruction</p> <p>Teachers will participate in a lesson study</p> <p>Teachers will share and discuss instructional strategies and visit each other’s classrooms during science classes</p>	<p>EBEC Professional Development support *need to align KITS with GLES</p> <p>Content based workshops</p> <p>Science based literature in classroom libraries</p> <p>SMILES training</p> <p><u>7 Keys To Comprehension</u></p> <p>What is a Scientist? Book- to create</p> <p>Consideration of 2 days of NECAP testing</p>	<p>Science Notebooks review</p> <p>Students will monitor and assess their progress using criteria-based self-assessment (colored flags in science notebooks) & classroom usage</p> <p>Statewide NECAP Assessment</p> <p>Evaluation of students in both scientific process and content knowledge</p> <p>Lesson Study debriefs</p> <p>Learning Walk feedback letters</p>

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MATH Goal #3					
Result Statement: <i>All students in all grades will be able to solve rigorous mathematical problems and justify their solutions in order to increase NECAP scores by 3% each school year.</i>					
Changes in student behavior	Changing Instruction	Monitoring Progress with timelines and adjustments	Collaboration and support	Resources, school and district	Evaluation
<p>Students will</p> <ul style="list-style-type: none"> • use language, graphs, number models, diagrams, and contexts to solve problems. • explore mathematical content and concepts through accountable talk formats • engage in rigorous mathematical problems at least 60 minutes in a six day cycle (K 2nd trimester-45 minutes in a 6 day cycle) 	<p>Teachers will</p> <ul style="list-style-type: none"> • provide rigorous mathematic problems beyond Everyday Mathematics lessons • learn strategies to increase the rigor in Everyday mathematical lessons • learn how to differentiate instruction • instruct and assess student achievement using the NECAP release items in mathematics and local common assessments. • Identify gaps in the alignment of the GLE's and everyday math • Utilize a variety of resources to provide quality instruction in the areas not addressed in Everyday Math 	<p>Learning Walks</p> <p>Lesson Study</p> <p>Grade level teachers meet meetings across the district</p> <p>Time with District Math Lab Classroom Teachers</p>	<p>PD days to investigate GLE's and their connection to Everyday math, at every grade level</p> <p>Re-examine district math assessments/establish district math assessments align with GLE's</p> <p>Investigate Math Lab Classroom teacher from FA, bring in for PD</p> <p>Provide parents with math website that correspond to units being taught</p>	<p>Grade level teachers meet meetings across the district</p> <p>Everyday Math CD with assessment by grade level</p> <p>Differentiated instruction CD for Exemplars</p> <p>Math activities on Playground</p>	<p>State Assessment results NECAP</p> <p>Report Card grades</p> <p>Learning Walk feedback letters</p> <p>Lesson Study Debrief</p> <p>District Assessments</p> <p>Unit Test Everyday Math</p> <p>Student math scores will increase 3%</p>

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READING, WRITING, SPEAKING & LISTENING GOAL #2					
Result Statement: <i>Students will make more thoughtful interpretations of text in order to increase NECAP scores by 3% each school year.</i>					
Changes in student behavior	Changing Instruction	Monitoring Progress with timelines and adjustments	Collaboration and support	Resources, school and district	Evaluation
<p>Students will develop the 7 keys to comprehension:</p> <ul style="list-style-type: none"> • Background knowledge • Visualization • Questioning • Inferring • Determining importance • Synthesizing • Fix up strategies <p>Students will</p> <ul style="list-style-type: none"> • expand their oral language • increase their vocabulary • think about their thinking <p>Students will be asked to write in all content areas on a regular basis.</p> <p>Students will develop a clear purpose within their writing</p> <p>Students will use sentence construction and meaningful vocabulary in their writing</p>	<p>Teachers will</p> <ul style="list-style-type: none"> • model the 7 Keys • use well-crafted literature that allows for the 7 keys to happen • model the use of oral language • use Word Walls that include content vocabulary • pilot the proposed Social Studies Curriculum (1 per grade level 2005-6) • emphasize GLEs appropriate to the grade level • Continue to incorporate writing into content areas • Develop common language for graphic organizers 	<p>Learning Walks</p> <p>PLPs, PALS, Gates McGinitie, Flynt Cooter and Running Records as required by district plan</p> <p>Grade level meetings after the end of the trimester</p>	<p>Parent Night-parent training in 7 keys</p> <p>Grade level meetings focus on review of Speaking and Listening manual</p> <p>District wide writing celebration</p> <p>Use of science notebooks</p> <p>Refine writing curriculum at each grade level to reflect GLEs</p> <p>Cross grade comparison/reference to rubrics aligned with GLEs</p>	<p>EBEC literacy training</p>	<p>Parent Night feedback</p> <p>Learning Walk feedback letters</p> <p>Looking at Student Work session by grade level and cross grade level each trimester</p> <p>Report Card grades each trimester</p> <p>State Assessment results</p> <p>Grade level meetings evaluating grade level goals</p>

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WRITING Goal # 1					
Result Statement: <i>Students will be able to write insightful responses in all content areas utilizing the different genres in order to increase NECAP scores by 3% each school year.</i>					
Changes in student behavior	Changing Instruction	Monitoring Progress with timelines and adjustments	Collaboration and support	Resources, school and district	Evaluation
<p>Students will able to</p> <p>Respond to a variety of topics; fiction and non fiction</p> <p>Synthesize (Analyze and interpret) as a result of text evidence</p> <p>Cite evidence for a variety of purposes in all genres</p> <p>Respond to specific genres in a variety of ways</p> <p>Recognize the different characteristics throughout the genres.</p> <p>Demonstrate phonemic awareness and apply phonological skills in reading and writing.</p>	<p>Teachers will</p> <p>Examine the reading GLE’s closely at each grade level. They will use these GLE’s as a guide to developing oral and written responses. The reading writing connection will be cultivated.</p> <p>Allow for writing instruction throughout the content areas that includes short response, long response and appropriate prompts.</p> <p>Provide many DIVERSE opportunities for responding within each genre. (thinking out of the box from what we have been doing year after year)</p> <p>Examine the benefits and select appropriate instruction using WTW</p>	<p>Monthly monitoring through minutes of grade level meetings, staff meetings and SIT meetings.</p> <p>Staff survey</p> <p>LASW</p> <p>Article 18 professional development plan</p> <p>Monitor PD progress</p>	<p>Grade level and cross grade level collaboration</p> <p>Flexible Grouping within grade levels</p> <p>Monthly monitoring of student work (LASW sessions)</p> <p>Lesson Study</p> <p>Library curriculum connection to</p> <p>EBEC PD with UBD (understanding by design)</p> <p>District meetings</p> <p>School Visits</p> <p>Book Talks</p>	<p>NECAP released items, test scores</p> <p>District Writing Curriculum</p> <p>NECAP support Materials</p> <p>Words their way resources</p> <p>PD materials/ teacher resources</p> <p>UBD</p> <p>District Assessments</p>	<p>NECAP scores</p> <p>Writing Portfolios</p> <p>Words their Way Assessments</p> <p>Reading PALS and GATES scores</p> <p>PLP</p> <p>Report Cards</p> <p>IEP Progress Reports</p> <p>SALT survey</p>

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