

## Aquidneck School Improvement Plan (SIP) 2007-2010

<b>MATH Goal #3</b>					
<b>Result Statement: All students in all grades will be able to solve rigorous mathematical problems and justify their solutions</b>					
<b>Changes in student behavior</b>	<b>Changing Instruction</b>	<b>Monitoring Progress with timeliness and adjustments</b>	<b>Collaboration and support</b>	<b>Resources, school and district</b>	<b>Evaluation</b>
<p>Students will</p> <ul style="list-style-type: none"> <li>• use language, graphs, number models, diagrams, and contexts to solve problems.</li> <li>• explore mathematical content and concepts through accountable talk formats</li> <li>• engage in rigorous mathematical problems at least 60 minutes in a six day cycle</li> </ul>	<p>Teachers will</p> <ul style="list-style-type: none"> <li>• provide rigorous mathematic problems beyond Everyday Mathematics lessons</li> <li>• learn strategies to increase the rigor in Everyday mathematical lessons</li> <li>• learn how to differentiate instruction</li> </ul>	<p>Learning Walks</p> <p>Lesson Study</p> <p>Grade level teachers meet meetings across the district with IFL trained teachers once per trimester</p>	<p>IFL training</p> <p>IFL trained teacher modeling lessons and providing professional development</p>	<p>Substitute time to release IFL trained teacher to train in school and across grade levels in the district</p> <p>Grade level teachers meet meetings across the district with IFL trained teachers once per trimester</p> <p>Everyday Math CD with assessment by grade level</p> <p>Differentiated instruction CD for Exemplars</p>	<p>State Assessment results</p> <p>Report Card grades</p> <p>Learning Walk feedback letters</p> <p>Lesson Study Debrief</p>

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<b>SCIENCE Goal #4</b>					
<b>Result Statement: Students will be able to draw conclusions as a result of the scientific process</b>					
Changes in student behavior	Changing Instruction	Monitoring Progress with timelines and adjustments	Collaboration and support	Resources, school and district	Evaluation
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• develop questions and decide on a focus question for inquiry (<i>Questioning &amp; Background Knowledge</i>)</li> <li>• distinguish between investigable and researchable questions (<i>Questioning &amp; Inferring</i>)</li> <li>• make predictions (<i>Inferring, Background Knowledge &amp; Fix-it Strategies</i>)</li> <li>• make a claim (<i>Determining Importance &amp; Inferring</i>)</li> <li>• support their claim with evidence (<i>Synthesizing &amp; Determining Importance</i>)</li> <li>• gather and organize data and determine its importance (<i>Determining Importance</i>)</li> <li>• Students will record their observations in a variety of ways including diagrams, tables, charts, and graphs (<i>Visualization</i>)</li> </ul>	<p>Teachers will</p> <ul style="list-style-type: none"> <li>• regularly use science notebooks while using KITES kits and in science lessons</li> <li>• Integrate effective WRITING instruction into the content area</li> <li>• model expected student behaviors</li> <li>• implement science instruction at least 120 minutes in a 6 day cycle</li> <li>• emphasize science vocabulary</li> <li>• use literature to build content knowledge</li> <li>• use the science workshop model for inquiry based science and integrate science concepts into readers and writers workshop</li> </ul>	<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 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>Content based workshops</p> <p>EBEC Professional Development support</p> <p>Science based literature in classroom libraries</p> <p>SMILES training</p> <p>Partnership with Salve for science instruction</p> <p>Annual planetarium visit</p> <p>7 Keys To <u>Comprehension</u></p> <p>Professional development in the use of Science Portfolios (<i>note: need new FOSS manuals for KITES kits</i>)</p>	<p>Science Notebooks review</p> <p>Students will monitor and assess their progress using criteria-based self-assessment (colored flags in science notebooks) &amp; classroom usage</p> <p>Statewide 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>