

Forest Avenue School



School Improvement Team Report 2009 - 2010 (Revised 6/2/09)

Forest Ave. will focus on the Writing goal for the 2008- 2009 School Year

**FOREST AVENUE SCHOOL
SIT PLAN '08-'09**

Target: Increase NECAP test scores by 3%

Result Statement: Writing: Students will demonstrate the ability to effectively write a response to literary and informational text using evidence cited from the text. (GLE Writing K-1, 1-1, 2-1, 3-1, 4-1, K-3, 1-3, 2-3, 3-3, and 4-3)

Changes in student learning behavior:	Changing Instruction:	Monitoring progress with timelines and adjustments:	Collaboration and Support:	Resources, School and District:	Evaluation of Success, Reporting to Families and Community:
<p><i>Students</i></p> <ul style="list-style-type: none"> ❑ Will use graphic organizers ❑ Will make assertions about the text and support with evidence from the text ❑ Will write well constructed paragraphs (according to grade level expectations) ❑ Will use introductory and concluding statements in written responses ❑ Will use topic specific words ❑ Will use criteria sheets and/or rubrics to ensure clear expectations ❑ Will keep a writers notebook/portfolio ❑ May keep a Tiny Topics Notepad ❑ Will periodically self evaluate their own work ❑ Will respond to a short passage finding Big Ideas and details using a variety of formats such as multiple choice and short answer 	<p><i>Model lessons in sentence construction showing a variety of syntactic patterns and sentence lengths.</i></p> <p><i>Model lessons on paragraph writing including introductory and concluding statements</i></p> <p><i>Model lessons on the organization parts of the different genres.</i></p> <p><i>Model lessons on finding the big idea, finding important details and determining audience.</i></p> <p><i>Conduct writers workshop everyday.</i></p> <p><i>Develop criteria sheets and/or rubrics with students to ensure clear expectations.</i></p> <p><i>Develop and implement curriculum maps</i></p>	<ul style="list-style-type: none"> -Writers Workshop (daily) -Writers Workshop Notebook (daily) - Focused Learning Walks (as needed) - LASW <ul style="list-style-type: none"> • teachers groups Looking at Student Work/assess prompts to drive instruction -Grade Level Meetings (monthly) -Cross Grade Level Meetings (monthly) -Portfolio System (daily) -NECAP -GLEs -Rhode Island Department of Education’s PreK-12 Literacy Policy 	<ul style="list-style-type: none"> -Teachers modeling lessons -Grade level/Cross Grade Level Meetings -East Bay Collaborative -Title I <ul style="list-style-type: none"> • Teacher -Guest Author -Release time to observe/participate in classrooms -COZ Program -Speech & Language -Resource/Special Education -Common Planning Time -Job embedded professional development 	<ul style="list-style-type: none"> - Article 18 - Title I - Professional Dev. -“Using Rubrics to Improve Student Writing” for kindergarten through grade 4 by NCEE - “Integrating Differentiated Instruction + Understanding by Design” by Tomlinson & McTighe -Local Businesses <ul style="list-style-type: none"> • Wal-mart • Benny’s • MEC • AAA • PTG -COZ Program Curriculum Mapping 	<ul style="list-style-type: none"> -New GLE Report Cards -State testing - NECAP -School Report Night -Mid-term interims -Parent/Teacher Conferences -State SALT Report data -Principal/PTG Meetings -Job embedded professional development reflections SIT Meetings Monthly

Target: Increase NECAP test scores by 3%

Result Statement: Reading: Students will demonstrate **phonemic awareness, application of phonological knowledge and skills, and** the ability to comprehend a variety of literary genres of varying length and complexity as well as analyze and interpret texts using evidence cited from the texts. (GLE Reading **K-9, 1-9, 2-9, 2-5 & 3-5**)

<p>Changes in student learning behavior:</p> <p><i>Students will apply and practice early reading strategies with many different types of texts.</i></p> <p><i>Students who are early readers will blend & segment syllables & onset-rimes, & will isolate phonemes in single syllable words.</i></p> <p><i>Students will use the following comp. strategies in their reading to develop a thorough understanding of text:</i></p> <ul style="list-style-type: none"> • making connections(schema) • asking questions • visualizing/imagery • making inferences • determining importance(main idea) • synthesizing information <p>All Students :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Will grade- appropriately summarize information from various genres <input type="checkbox"/> Will take part in discussions about their reading; focusing on main idea and important details <input type="checkbox"/> Will determine the purpose for reading each genre <input type="checkbox"/> Will determine the author's message (to inform, persuade or entertain) <input type="checkbox"/> Will assess their progress using criteria sheets and/or rubrics <input type="checkbox"/> Will make logical predictions <input type="checkbox"/> Will describe main characters' physical characteristics or personality traits <input type="checkbox"/> Will make basic inferences <input type="checkbox"/> Will identify who is telling the story 	<p>Changing Instruction:</p> <p><i>School staff will develop and implement a common language among teachers of terms and definitions to ensure clear expectations from students.</i></p> <p><i>Word Work will be conducted everyday in all classrooms.</i></p> <p><i>Teachers will provide job embedded professional development for "Words Their Way".</i></p> <p><i>Readers workshop will be conducted everyday in all classrooms.</i></p> <p><i>Guided Reading will be conducted in all classrooms.</i></p> <p><i>All teachers will model and teach all the metacognitive strategies :</i></p> <ul style="list-style-type: none"> • making connections(schema) • asking questions • visualizing/imagery • making inferences • determining importance(main idea) • synthesizing information <p><i>Teachers will conduct lessons in how to summarize information from text.</i></p> <p><i>Teachers will conduct lessons using reader purpose to determine the important information and themes from text.</i></p> <p><i>Teachers will provide students with criteria sheets and/or rubrics to ensure clear expectations for student work.</i></p> <p><i>Develop and implement curriculum maps</i></p>	<p>Monitoring progress with timelines and adjustments:</p> <p>Curriculum mapping-aligning GLE's with Litercy</p> <ul style="list-style-type: none"> -Word Work (daily) -Readers Workshop (daily) -Guided Reading -Readers Workshop Assessment Tool (Notebook, etc.) (as needed) -Grade Level Meetings (monthly) -Cross Grade Level Meetings (monthly) -Words Their Way Spelling Inventories (as needed) - Running Records (as needed) -DRAs (Provided each grade level has a DRA Kit for the 2008-2009 school year.) - PALs - NWEA - NECAP - GLEs -RIDE's Prek-12 Literacy Policy - Focused Learning Walks (as scheduled) - Looking at student work (continuous) 	<p>Collaboration and Support:</p> <p>Curriculum Mapping/aligning GLE's with Reading Assessments</p> <ul style="list-style-type: none"> -Blocking time in master schedule for Word Work -Release time to look at student work and assessments -Title I <ul style="list-style-type: none"> • Teacher • Release time for teachers -Grade Level Meetings -Cross Grade Level Meetings -Parent Volunteers Coordinating Literacy Center -Guest Author -COZ Program -Speech & Language -Resource/Special Education -EBEC 	<p>Resources, School and District:</p> <ul style="list-style-type: none"> -Article 18 -Title I -Professional Dev. -Increased classroom libraries with a variety of genre -Increased Guided Reading leveled texts in a variety of genres -Increased Author Study book sets -Increased Book Club book sets -Literacy Center -"Words Their Way" -"Making Meaning Strategies that Build Comp. and Community" -Local Businesses <ul style="list-style-type: none"> • Wal-mart • Benny's • MEC • AAA -"7 Keys to Comp." -PTG -COZ Program Curriculum maps 	<p>Evaluation of Success, Reporting to Families and Community:</p> <p>New GLE Report Cards</p> <ul style="list-style-type: none"> -State testing - NECAP -Local Testing <ul style="list-style-type: none"> • Words Their Way Spelling Inventories • PALs • Running Records - NWEA -School Report Night -Mid-term interims -PLPs -Parent/Teacher Conferences -Survey <ul style="list-style-type: none"> • SALT -Principal/PTG Meetings -Job embedded professional development Faculty meeting and grade level reflections
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Target: Increase NECAP test scores by 3%

Result Statement: Reading: Students will demonstrate initial understanding of informational text as well as the ability to analyze and interpret using evidence cited from the informational text. (GLE 2-7, 2-8, 3-7, 3-8)

<p>Changes in student learning behavior:</p> <p><i>Students will use the following comprehension/meta-cognitive strategies in their reading to develop a thorough understanding of text:</i></p> <ul style="list-style-type: none"> • making connections(schema) • asking questions • visualizing/imagery • making inferences • determining importance(main idea) • synthesizing information <p>All Students</p> <ul style="list-style-type: none"> ❑ Will read a variety of informational text ❑ Will use schema to make text to text connections (text to self, text to world) ❑ Will use their prior knowledge and textual clues to draw conclusions and form unique interpretations of text ❑ Will obtain information from text features ❑ Will explicitly state important ideas and supporting details citing evidence from the text ❑ Will generate questions before, during and after reading ❑ Will make generalizations, basic inferences, conclusions and judgments by providing evidence from the text 	<p>Changing Instruction:</p> <p><i>Teachers will provide job embedded professional development within the readers workshop.</i></p> <p><i>Teachers will provide job embedded professional development for differentiated instruction</i></p> <p><i>Guided Reading will take place in every classroom.</i></p> <p><i>All teachers will model and teach all the meta-cognitive strategies :</i></p> <ul style="list-style-type: none"> • making connections(schema) • asking questions • visualizing/imagery • making inferences • determining importance(main idea) • synthesizing information <p><i>All teachers will model and teach lessons on</i></p> <ul style="list-style-type: none"> ❑ Making Inferences ❑ Using Schema ❑ Drawing conclusions ❑ Making predictions ❑ Making generalizations about text ❑ Making judgments about text ❑ Using Informational text features ❑ Locating and recording information ❑ Citing evidence ❑ Develop and implement curriculum maps 	<p>Monitoring progress with timelines and adjustments:</p> <ul style="list-style-type: none"> -Readers Workshop (daily) -Guided Reading -Readers Workshop Assessment Tool (Notebooks, etc.) -Grade Level Meetings (monthly) -Cross Grade Level Meetings (monthly) - Running Records (as needed) - PALs - NWEA - NECAP - GLEs -RIDE's Pre K-12 Literacy Policy - Focused Learning Walks (as scheduled) - Looking at student work (continuous) 	<p>Collaboration and Support:</p> <p><i>Curriculum mapping professional development</i></p> <ul style="list-style-type: none"> -Grade level/Cross Grade Level Meetings -East Bay Collaborative -Title I <ul style="list-style-type: none"> • Teacher • Release time for teachers -Guest author -Parent Volunteers coordinating Literacy Closet -COZ Program -Speech & Language -Resource/Special Education -Release time/ four hours to look at student work and assessments 	<p>Resources, School and District:</p> <ul style="list-style-type: none"> - Article 18 - Title I - Professional Dev. - Increased classroom libraries with a variety of genres - Increased volume of text in Literacy Closet -Increased Guided Reading leveled texts in a variety of genre --Increased Author Study book sets -Increased Book Club book sets -“Making Meaning Strategies that Build Comprehension and Community” -“Integrating Differentiated Instruction + Understanding by Design” by Tomlinson & McTighe -Local Businesses: Wal-Mart, Benny’s, MEC, and AAA -PTG -COZ Program Curriculum maps 	<p>Evaluation of Success, Reporting to Families and Community:</p> <p>New GLE Based Report Cards</p> <ul style="list-style-type: none"> -State testing - NECAP -Local Testing <ul style="list-style-type: none"> • PALs • Running Records -NWEA -School Report Night -Mid-term interims -PLPs -Parent/Teacher Conf. <ul style="list-style-type: none"> • SALT survey reports -Principal/PTG Meetings -Job embedded professional development reflections
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

--	--	--	--	--	--

**FOREST AVENUE SCHOOL
SIT PLAN '08-'09**

Target: Increase NECAP test scores by 3%

Result Statement: Mathematics: Students will demonstrate an understanding of numbers and place value.
(GLE N-O 2-2, 3-2)

Changes in student learning behavior:	Changing Instruction:	Monitoring progress with timelines and adjustments:	Collaboration and Support:	Resources, School and District:	Evaluation of Success, Reporting to Families and Community:
<p>All students</p> <ul style="list-style-type: none"> □ <i>Will use criteria sheets and/or rubrics to ensure clear expectations</i> □ <i>Will learn basic math facts and algorithms aligned with the GLE's (Grade Level Expectations)</i> □ <i>Will show an understanding of place value</i> □ <i>Will order and compare whole numbers</i> □ <i>Will show an understanding of inequalities</i> □ <i>Will connect number words and numerals to the quantities they represent</i> 	<p><i>Professional Development within a Laboratory Classroom will be provided.</i></p> <p><i>Teachers will conduct lessons incorporating the basic math facts.</i></p> <p><i>Teachers will conduct and model lessons on place value and numeral representations and/or quantities.</i></p> <p><i>Teachers will conduct lessons on inequalities.</i></p> <p><i>Teachers will conduct lessons on ordering and comparing whole numbers.</i></p> <p><i>Teachers will conduct and model lessons on using manipulatives, models, number lines, or explanations to further student's thinking/understanding.</i></p>	<ul style="list-style-type: none"> -Periodic Performance Assessments -<u>L</u>ooking at <u>S</u>tudent <u>W</u>ork -Sunshine Math Program -Math Night -Grade Level Meetings (monthly) -Cross Grade Level Meetings (monthly) -Cross District Level Meetings -GLEs -NWEA -NECAP -Everyday Mathematics Unit Assessments -IXL online 	<ul style="list-style-type: none"> -Grade Level Meetings -Cross Grade Level Meetings -Cross District Level Meetings -East Bay Educational Collaborative -COZ -Speech & Language -Resource/Special Education -Math Committee -Release time to observe/participate in Lab classrooms -Everyday Mathematics -Exemplars -Problem solving component 	<ul style="list-style-type: none"> - Article 18 - Title I - Professional Development - Exemplars -Everyday Mathematics -Local Businesses <ul style="list-style-type: none"> • Wal-mart • Benny's • Middletown Educational Collaborative (MEC) • AAA -EM Games online (home and school accessible) -PTG -COZ Program 	<ul style="list-style-type: none"> -New GLE Aligned Report Cards -State testing - NECAP -School Report Night -Mid-term interims -Parent/Teacher Conferences -SALT Surveys state -Principal/PTG Meetings NWEA

**FOREST AVENUE SCHOOL
SIT PLAN '08-'09**

Target: Increase NECAP test scores by 3%

Result Statement: Mathematics: Students will demonstrate conceptual understanding of equality. (GLE –F&A 2-4, 3-4)

Changes in student learning behavior:	Changing Instruction:	Monitoring progress with timelines and adjustments:	Collaboration and Support:	Resources, School and District:	Evaluation of Success, Reporting to Families and Community:
<p>All students</p> <ul style="list-style-type: none"> ❑ Will use criteria lists and rubrics to ensure clear expectations. ❑ Will find values that make open sentences true ❑ Will show equivalence between two expressions ❑ Will use models or different representations of expressions to prove equivalence 	<p><i>Teachers will model and conduct lessons on equivalence.</i></p> <p><i>Teachers will model and conduct lessons on finding value that make open sentences true.</i></p> <p><i>Teachers will model and conduct lessons on showing equivalence between two expressions.</i></p> <p><i>Teachers will model and conduct lessons on using models or different representations to prove equivalence.</i></p> <p><i>Professional Development within a Laboratory Classroom will be provided.</i></p>	<ul style="list-style-type: none"> -Periodic Performance Assessments -Looking at <u>Student Work</u> -Sunshine Math -Grade Level Meetings -Cross Grade Level Meetings -Cross District Level Meetings -GLE NWEA -NECAP -Everyday Mathematics Unit Assessments -IXL program online 	<p>GLE Curriculum Mapping Professional Dev</p> <ul style="list-style-type: none"> -Grade level -Cross Grade Level Meetings -Cross District Level Meetings -East Bay Educational Collaborative -COZ -Speech & Language -Resource -Math Committee -Release time to observe/participate in Lab classrooms -Everyday Mathematics -Exemplars -Problem Solving Component 	<p><i>District PD in Curriculum Mapping</i></p> <ul style="list-style-type: none"> - Article 18 - Title I - Professional Development - Exemplars -Everyday Mathematics -Local Businesses <ul style="list-style-type: none"> • Wal-mart • Benny’s • Middletown Educational Collaborative (MEC) • AAA -EM Games online (home and school accessible) -PTG -COZ Program 	<ul style="list-style-type: none"> -New GLE Aligned Report Cards -State testing - NECAP -School Report Night -Mid-term interims -Parent/Teacher Conferences State SALT surveys -Principal/PTG Meetings

**FOREST AVENUE SCHOOL
SIT PLAN '08-'09**

Target: Increase NECAP test scores by 3%

Result Statement: Mathematics: Students will demonstrate an understanding of as well as interpret and analyze given representations (line plots, tally charts, tables, or bar graphs). (GLE- DSP 3-1, 3-2)

Changes in student learning behavior:	Changing Instruction:	Monitoring progress with timelines and adjustments:	Collaboration and Support:	Resources, School and District:	Evaluation of Success, Reporting to Families and Community:
<p>All students</p> <ul style="list-style-type: none"> ❑ Will use and construct a variety of charts, graphs and tables ❑ Will extract and analyze information from a variety of charts, tables and graphs ❑ Will make predictions and draw conclusions from charts, graphs and tables ❑ Will look for patterns and trends of various charts, graphs and tables ❑ Will use criteria sheets and/or rubrics to ensure clear expectations ❑ Will determine probability through the use of a variety of data and statistic. 	<p><i>Teachers will model and conduct lesson on the use of different graphs, diagrams, charts and tables.</i></p> <p><i>Teachers will model and conduct lesson on how to extract and analyze information from a variety of charts, graphs and tables.</i></p> <p><i>Teachers will model lessons on making predictions and drawing conclusions from charts, tables and graphs.</i></p> <p><i>Professional Development within a Laboratory Classroom will be provided.</i></p>	<p>Monitoring progress with timelines and adjustments:</p> <ul style="list-style-type: none"> -Periodic Performance Assessments -Looking at Student Work -Sunshine Math Program -Math Night -BUG Club -Grade Level Meetings -Cross Grade Level Meetings -Cross District Level Meetings -GLEs -NECAP -Everyday Mathematics Unit Assessments -EM Games online 	<p>Collaboration and Support:</p> <ul style="list-style-type: none"> -Title I <ul style="list-style-type: none"> • Teacher • Release time for teachers -Grade Level Meetings -Cross Grade Level Meetings -Cross District Level Meetings to develop benchmarks -East Bay Collaborative -COZ -Speech & Language -Resource -Math Committee -Release time to observe/participate in Lab classrooms -Everyday Mathematics -Exemplars -Problem Solving Component 	<p>Resources, School and District:</p> <ul style="list-style-type: none"> - Article 18 - Title I - Professional Development - Exemplars -Everyday Mathematics -Local Businesses <ul style="list-style-type: none"> • Wal-mart • Benny's • Middletown Educational Collaborative (MEC) • AAA -EM Games online (home and school accessible) -PTG -COZ Program 	<p>Evaluation of Success, Reporting to Families and Community:</p> <ul style="list-style-type: none"> -Standards Based Report Cards -State testing - NECAP -School Report Night -Mid-term interims -Parent/Teacher Conferences -Survey <ul style="list-style-type: none"> • SALT -Principal/PTG Meetings