

School Improvement Plan – Goal One

ACTION PLAN TEMPLATE

Target: By the end of the 2007-2008 school year, the percent of total possible points for *Data, Statistics & Probability* strand on the NECAP math report form will increase by 2%.

Result Statement: Students will be able to show relationships with tables, graphs and other visual representations and interpret and explain their meaning verbally and through writing across the curriculum according to state GLE's.

<p>Changes in student learning behavior: What will students do to reach the identified result? What new things will they do to learn? What things will they do more of?</p> <p>Students will: 1. Use, analyze and interpret different types of data, graphs and other visual representations across the curriculum. 2. Organize and represent data in different forms, making inferences and predictions within a meaningful context. 3. Justify and share their conclusions verbally and in writing. (Refer to IFL Principles: Accountable Talk and Socializing Intelligence)</p>	<p>Changes in Instruction: What will teachers do to ensure students learn and develop learning behaviors identified in the first column?</p> <p>Teachers will: 1. Model how to organize and display data using grade level expectations, across the curriculum. (Refer to State GLE's for math) 2. Model how to analyze, predict and draw conclusions from visual representations of data verbally and in writing. 3. Provide opportunity for students to apply their knowledge and skills to real life situations. 4. Display examples of visual representations of data, including student work. 5. Differentiate instruction to meet the needs of all children. 6. Plan and collaborate with the special education teachers.</p>	<p>Monitoring progress with timelines and adjustments: How will we measure progress towards the changes in learning behavior and teaching that we want? How often will this occur? How will we keep the principal, parents and SIT involved and informed?</p> <p>Teachers will: 1. Use student work to assess growth.. 2. Use multiple formal and informal assessments to determine student understanding in order to adjust instruction. 3. Review State Assessments. 4. Share student work with team members and within departments. 5. Design common assessments for math. 6. Have the opportunity to participate in learning walks and lab classroom visits.</p> <p>Teacher Leaders will: 1. Lead and facilitate the sharing of lessons and strategies to support the use of tables, graphs and other visual representations.. 2. Lead team and/or discipline in reviewing NECAP data. 3. Lead team/discipline in reviewing NECAP review items and support materials. 4. Coordinate the collection and analysis of data from</p>	<p>Collaboration and Support: When will we use the information we get from monitoring to improve learning and teaching? When will we discuss the progress we are making?</p> <ol style="list-style-type: none"> 1. Faculty, department, team and leadership meetings 2. Professional development 3. Informal peer observations and conversations 4. Share progress with the school committee 5. Building administration will share with central administration 	<p>School and District Support Resources: What supports and resources will the school and district provide in order for us to achieve the results of this action plan?</p> <p>The school will supply the following support and resources: 1. School will ensure that teachers have adequate materials and supplies to support instruction. 2. School will advocate for personnel necessary to support goal, including a math coach at the middle level. 3. School will ensure that students receive incentives to meet/exceed the standards (state assessments and quarterly academic assemblies). 4. School will purchase reference or academic posters for classrooms. 5. School will ensure a schedule that is driven by instruction.</p> <p>The central office will supply the following support and resources: 1. Funding for texts and supplementary materials. 2. Funding for professional development 3. Support of a math coach 4. Funding and support for technology</p>	<p>Evaluating Results/ Reporting to Families and Community: How will the school know if the students reach the intended results? In light of what we have learned, what are our next steps?</p> <p>Reporting to the school: 1. Share department notes at team meetings and/or faculty meetings. 2. Distribute newsletters and progress/report cards. 3. Create and promote school wide projects/activities and exhibitions. 4. Use faculty listserv. 5. Display student work on bulletin boards, in the library, etc. 5. Learning Walks and/or classroom visits</p> <p>Evaluating Results: 1. Comparison study of the NECAP scores of each grade level cohort as it moves to the next grade level. 2. Analysis of subgroup performance on the math NECAP. 3. Analysis of the performance in subtopic areas of the math NECAP. 4. Create conclusions using this evidence to lead</p>
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		<p>monitoring activities. 5. Communicate monitoring results to the principal and/or SIT. Administration will: 1.Participate in and ensure monitoring activities occur. 2.Assist in securing necessary data and model analysis of data. 3.Coordinate the learning walks and the lab classroom visits.</p>			<p>to planning appropriately for next year’s curriculum and instruction. 5.Revise action plans to reflect the next steps for student learning.</p> <p>Reporting to Families and Community: 1.Communicate progress to the PTO. 2.Utilize community members to support instruction. 3.Open House and Back-to-School Nights 4.Bulletin Boards 5.Marquis (outside) 6.Various electronic methods: parent listserv, school website, emails, schoolnotes.com and Connect-ED (automated phone message service) 7.Student Planner 8.Written Notices 9.Student work will be shared through student-led conferences.</p>
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Target: By the end of the 2007-2008 school year, the number of students achieving proficiency on the math NECAP test will increase by 2%.

Result Statement: Students will be able to select from a variety of problem solving strategies across the curriculum and be able to solve problems and justify the solutions verbally and through writing.

<p>Changes in student learning behavior: What will students do to reach the identified result? What new things will they do to learn? What things will they do more of? Students will : Use a step-by-step process for problem-solving across the curriculum: 1. Identify (What is being asked of you?) 2. Observe and Analyze (What do you need to know?) 3. Select strategy (appropriate to discipline) 4. Solve 5. Justify (Why does your solution make sense? How did you arrive at that solution?) and share their conclusions verbally and/or in writing using accountable talk</p>	<p>Changes in Instruction: What will teachers do to ensure students learn and develop learning behaviors identified in the first column? Teachers will: 1. Use the common language of the 5-step problem solving process. 2. Make connections amongst disciplines using this process. 3. Encourage students to justify work through oral and written responses. 4. Incorporate problem-solving activities in <u>all</u> disciplines. 5. Model a variety of problem-solving strategies using clear expectations and accountable talk. 6. Provide opportunity for students to apply their knowledge and skills to real life situations. 7. Differentiate their instruction to meet the needs of all children. 8. Plan and collaborate with the special education teachers. 9. Provide the opportunity to use learning center to reinforce problem-solving skills. 10. Use 6th grade math coach to model strategies in math classes. 11. Use math coach to work with all students and to provide extra help to low-performing students</p>	<p>Monitoring progress with timelines and adjustments: How will we measure progress towards the changes in learning behavior and teaching that we want? How often will this occur? How will we keep the principal, parents and SIT involved and informed? Teachers will: 1. Keep a collection of student work as appropriate to their discipline. 2. Use multiple formal and informal assessments as evidence of student understanding in order to adjust instruction. 3. Review State Assessments and utilize the data to guide instruction. 4. Share student work with team members and within departments. 5. Display student work as a model for clear expectations. 6. Design common assessments for math. 7. Have the opportunity to participate in learning walks and lab classroom visits. Teacher Leaders will: 1. Lead and facilitate the sharing of lessons and strategies to support problem-solving. 2. Lead team and/or discipline in reviewing NECAP data. 3. Lead team/discipline in reviewing NECAP review items and support materials. 4. Coordinate the collection and analysis of data from monitoring</p>	<p>Collaboration and Support: When will we use the information we get from monitoring to improve learning and teaching? When will we discuss the progress we are making? 1. Faculty, department, team and leadership meetings 2. Professional development sessions 3. Informal conversations 4. Share progress with the school committee 5. Building administration will share with central administration 6. Learning Walks 7. Lab classrooms</p>	<p>School and District Support Resources: What supports and resources will the school and district provide in order for us to achieve the results of this action plan? The school will supply the following support and resources: 1. School will ensure that teachers have adequate materials and supplies to support instruction. 2. School will advocate for personnel necessary to support goal, including guidance and mental health resources and a math coach. 3. School will ensure that students receive incentives to meet/exceed the standards (state assessments and quarterly academic assemblies). 4. School will purchase reference or academic posters for classrooms. 5. School will ensure a schedule that is driven by instruction. The central office will supply the following support and resources: 1. Funding for texts and supplementary materials 2. Funding for professional</p>	<p>Evaluating Results/ Reporting to Families and Community: How will the school know if the students reach the intended results? In light of what we have learned, what are our next steps? Reporting to the school: 1. Share department notes at team meetings and/or faculty meetings. 2. Teachers from each discipline will share minutes of department meetings with their respective teams. 3. Distribute monthly newsletters, progress reports for at-risk students, and quarterly report cards. 4. Create and promote school wide projects/activities and exhibitions. 5. Use faculty listserv. 6. Display student work on bulletin boards, in the library, etc. 7. Learning Walks and/or classroom visits Evaluating Results: 1. Comparison study of the NECAP scores of each grade level cohort as it moves to the next grade level. 2. Analysis of subgroup performance on the math</p>
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		<p>activities. 5. Communicate monitoring results to the principal and/or SIT.</p> <p>Administration will: 1.Participate in and ensure monitoring activities occur. 2.Assist in securing necessary data and model analysis of data. 3.Coordinate the learning walks and the lab classroom visits.</p>		<p>development 3.Funding for math coach at the middle level 4.Support of guidance and mental health resources 5.Funding and support for technology</p>	<p>NECAP. 3. Analysis of the performance in subtopic areas of the math NECAP. 4.Create conclusions using this evidence to lead to planning appropriately for next year’s curriculum and instruction. 5.Revise action plans to reflect the next steps for student learning.</p> <p>Reporting to Families and Community:</p> <p>1.Communicate progress to the PTO. 2.Utilize community members to support instruction. 3.Open House and Back-to-School Nights 4.Bulletin Boards 5.Marquis (outside) 6.Various electronic methods: parent listserv, school website, emails, schoolnotes.com and Connect-ED (automated phone message service) 7.Student Planner 8.Written Notices 9.Student work will be shared through student-led conferences.</p>
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Target: By the end of the 2007-2008 school year, the percent of total possible points for *Level of Comprehension* on the NECAP reading test will increase by 2%.

Result Statement: Students will be able to analyze and interpret text and make connections through the use of various reading strategies across the curriculum.

<p>Changes in student learning behavior: What will students do to reach the identified result? What new things will they do to learn? What things will they do more of?</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Use prior knowledge to make connections. 2. Use graphic organizers. 3. Use reflections, journals, and/or learning and reading logs. 4. Identify and state the main idea. 5. Make and share predictions using accountable talk. 6. Be active listeners. 7. Adjust reading pace in order to visualize and comprehend text. 8. Make real-life connections to content using text to text, text to self, text to world. 9. Engage in discussions and debates using accountable talk. 10. Justify and share their conclusions verbally and in writing using accountable talk. 11. Answer higher-order questions on tests. 12. Self-assess their understanding and progress. (metacognition) 	<p>Changes in Instruction: What will teachers do to ensure students learn and develop learning behaviors identified in the first column?</p> <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Use and display a common set of graphic organizers. 2. Use a common language in all disciplines (within depts. and teams). 3. Model the use of real-life connections to content using text to text, text to self, text to world. 4. Model reading strategies such as “think alouds” and activating background knowledge. 5. Allow for wait time and reflection. 6. Establish a purpose and essential questions that will lead to accountable talk. 7. Differentiate their instruction to meet the needs of all children. 8. Plan and collaborate with the special education teachers. 	<p>Monitoring progress with timelines and adjustments: How will we measure progress towards the changes in learning behavior and teaching that we want? How often will this occur? How will we keep the principal, parents and SIT involved and informed?</p> <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Use informal and formal assessments to determine student understanding in order to adjust instruction. Examples may include: checklists, skits, debates, annotated notes and written responses to literature. 2. Incorporate a reflective piece on tests or as part of the lesson. 3. Review State Assessments. 4. Have the opportunity to participate in learning walks and lab classroom visits. <p>Teacher Leaders will:</p> <ol style="list-style-type: none"> 1. Lead and facilitate the sharing of lessons and strategies to support reading comprehension. 2. Lead team and/or discipline in reviewing NECAP data. 3. Lead team/discipline in reviewing NECAP review items and support materials. 4. Coordinate the collection and analysis of data from monitoring activities. 5. Communicate monitoring 	<p>Collaboration and Support: When will we use the information we get from monitoring to improve learning and teaching? When will we discuss the progress we are making?</p> <ol style="list-style-type: none"> 1. Faculty, department, team and leadership meetings 2. Professional development sessions. 3. Peer observations 4. Informal conversations 5. Share progress with the school committee 6. Teams/teachers will collaborate with reading specialists and special education teachers during CPT. 7. Collaboration between district middle schools 8. Building administration will share with central administration. 9. Teachers will share student work with team members and w/in depts. 	<p>School and District Support Resources: What supports and resources will the school and district provide in order for us to achieve the results of this action plan?</p> <p>The school will supply the following support and resources:</p> <ol style="list-style-type: none"> 1. Ensure that teachers have adequate materials and supplies to support instruction. 2. Advocate for personnel necessary to support goal, including guidance, health and support services. 3. Ensure adequate time in the school day to support programs and activities. <p>The central office will supply the following support and resources:</p> <ol style="list-style-type: none"> 1. Funding for supplementary materials 2. Funding for professional development 3. Support of guidance, health and support services 4. Funding and support for technology 	<p>Evaluating Results/ Reporting to Families and Community: How will the school know if the students reach the intended results? In light of what we have learned, what are our next steps?</p> <p>Reporting to the School: How will you inform the school community?</p> <ol style="list-style-type: none"> 1. Team notes 2. Share department notes at team meetings and/or faculty meetings. 3. Share progress at faculty, team, leadership and school improvement meetings. 4. Classroom visitations 5. Create and promote school wide projects/activities and exhibitions. 6. Use faculty listserv 7. Display student work on bulletin boards, in the library, etc. 8. Share PLP data. <p>Evaluating Results:</p> <ol style="list-style-type: none"> 1. Comparison study of the NECAP scores of each grade level cohort as it moves to the next grade level 2. Analysis of subgroup performance on the reading NECAP 3. Analysis of the
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		<p>results to the principal and/or SIT.</p> <p>Administration will:</p> <ol style="list-style-type: none"> 1.Participate in and ensure monitoring activities occur 2.Assist in securing necessary data and model analysis of data 3.Coordinate the learning walks and the lab classroom visits. 	<p>10. Teachers will use the lab classroom model to observe and discuss practices</p>		<p>performance in subtopic areas of the reading NECAP</p> <ol style="list-style-type: none"> 4.Analysis of PLP data 4. Analysis of SALT data 5. Create conclusions using this evidence to plan for next year's initiatives. 6. Revise action plans to reflect the next steps for student development. <p>Reporting to Families and Community:</p> <ol style="list-style-type: none"> 1.Communicate progress to the PTO. 2.Utilize community members to support instruction. 3.Open House and Back-to-School Nights 4.Bulletin Boards 5.Marquis (outside) 6.Various electronic methods: parent listserv, school website, emails, schoolnotes.com and Connect-ED (automated phone message service) 7.Student Planner 8.Written Notices 9.Student work will be shared through student-led conferences. 10.Written communication of PLP status
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School Improvement Plan – Goal Four

ACTION PLAN TEMPLATE

Target: By the end of the 2007-2008 school year, the number of positive student responses on the SALT survey in the areas of perceived school climate, school safety and self-esteem will increase.

Result Statement: Students will be able to develop academically, socially, emotionally and physically through school-wide reforms and policies that support a personalized learning environment.

<p>Changes in student learning behavior: What will students do to reach the identified result? What new things will they do to learn? What things will they do more of?</p> <p>Students will:</p> <ol style="list-style-type: none"> Students will choose from a variety of healthy food, snacks and beverages during the school day according to the district wellness plan. Students will interact with an assigned adult in an environment that supports student achievement in the academic, social/emotional and physical domains. Students will participate in programs that address bullying, safe use of the internet, positive relationships with others and/or career choices. 	<p>Changes in Instruction: What will teachers do to ensure students learn and develop learning behaviors identified in the first column?</p> <p>Teachers will:</p> <ol style="list-style-type: none"> Support the district nutrition standards (i.e. provide non-food incentives and opportunities for physical activities) Support student academic success, teach organizational/study skills, develop and enhance positive student communication and conduct community building team activities during Learning Center. School staff will provide instruction for students to acquire the attitudes, knowledge and skills for a safe, healthy and productive life (programs such as: anti-bullying, internet safety, healthy relationships and career awareness). 	<p>Monitoring progress with timelines and adjustments: How will we measure progress towards the changes in learning behavior and teaching that we want? How often will this occur? How will we keep the principal, parents and SIT involved and informed?</p> <p>Teachers will:</p> <ol style="list-style-type: none"> Have access to the food service data system and vending machine accounts to evaluate student purchases. Staff will record Learning Center activities in team notes. Staff will use formal and informal assessments and/or surveys to evaluate programs <p>Teacher Leaders will:</p> <ol style="list-style-type: none"> Lead and facilitate activities to support learning center Lead and/or facilitate safety and/or career programs Coordinate the collection and analysis of data from monitoring activities Communicate monitoring results to the principal and/or SIT <p>Administration will:</p> <ol style="list-style-type: none"> Provide forums for discussion and sharing of team activities Participate in and ensure monitoring activities occur Assist in securing necessary data and model analysis of 	<p>Collaboration and Support: When will we use the information we get from monitoring to improve learning and teaching? When will we discuss the progress we are making?</p> <ol style="list-style-type: none"> Faculty, Department, Team and Leadership Meetings Professional Development Informal peer observations and conversations Share progress with the school committee Building administration will share with central administration 	<p>School and District Support Resources: What supports and resources will the school and district provide in order for us to achieve the results of this action plan?</p> <p>The school will supply the following support and resources:</p> <ol style="list-style-type: none"> Ensure that teachers have adequate materials and supplies to support instruction. Advocate for personnel necessary to support goal, including guidance, health and support services. Ensure adequate time in the school day to support programs and activities. <p>The central office will supply the following support and resources</p> <ol style="list-style-type: none"> Funding for supplementary materials Funding for professional development Support of guidance, health and support services Funding and support for technology 	<p>Evaluating Results/ Reporting to Families and Community: How will the school know if the students reach the intended results? In light of what we have learned, what are our next steps?</p> <p>How will you inform the school community?</p> <ol style="list-style-type: none"> Team Notes Share progress at faculty meetings, team meetings, leadership and school improvement meetings. Faculty listserv FirstClass emailing system Bulletin Boards <p>Evaluating Results:</p> <ol style="list-style-type: none"> Review SALT data, especially student responses regarding school climate, safety and self-esteem. Review all forms of assessments (formal and informal). Create conclusions using this evidence to lead to planning appropriately for next year's initiatives. Revise plans to reflect the next steps for student
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1/3/2008

		data.			development. 5.Publicize on-going and culminating events. Reporting to Families and Community: 1.History reports of student food purchases are available 2.Open House and Back-to-School Nights 3.Student-Led Conferences 4.Bulletin Boards 5.Marquis (outside) 6.Various electronic methods: parent listserv, school website, emails, schoolnotes.com and Connect-ED (automated phone message service) 7.Student Planner 8.Written Notices

1/3/2008