

**SOUTH KINGSTOWN HIGH SCHOOL**  
**School Improvement Action Plans**

**2008 – 2009**



**Team Members:**

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## South Kingstown High School School Improvement Team ACTION PLAN 1

**Target:** *Overall the index proficiency in Reading will increase by 3%. All targeted subgroups will meet the standard.*

**Result Statement:** All SKHS students will be exposed to a variety of reading materials and strategies that focus on summarizing, paraphrasing and inferring; these skills will result in their improved ability to comprehend and become critical readers.

<p><b>Changes in student learning behavior:</b> What will students do to reach the identified results? What new things will they do to learn? What things will they do more of?</p>	<p><b>Changing Instruction:</b> What will teachers do to ensure students learn and develop the learning behavior identified in the first column?  (Be sure that the instructional practices you identify will address every student learning behavior.)</p>	<p><b>Monitoring Progress with Timelines and Adjustments:</b> 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 informed and involved?</p>	<p><b>Collaboration and Support:</b> 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>	<p><b>School and District Support and Resources:</b> What support and resources will the school and district provide in order to achieve the results of this action plan?  (List the support and resources below and then use the attached template to finalize this column.)</p>	<p><b>Evaluating Results/Reporting to Families and Community:</b> How will the school know if their students reach the intended results? In light of what we have learned, how will we revise the plan for next year?  <b>Reporting to families and the Community:</b> How will we share results of this plan with the entire school community?</p>
<p>Students will:</p> <ul style="list-style-type: none"> <li>-Make meaningful connections between text and prior knowledge and experiences before, during and after reading.</li> <li>- Actively respond to texts in multiple ways such as summarizing and paraphrasing, making connections, interpreting, or inferring.</li> <li>-Use comprehension strategies to monitor their understanding and improve their reading.(i.e. outlining, concept mapping)</li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>-Use prereading strategies such as questions and advance organizers to activate prior knowledge and connect new information with previously learned materials.</li> <li>-Teach vocabulary within context of subject reading materials.</li> <li>-Present a variety of reading materials and texts for multiple purposes.</li> <li>-Model a variety of comprehension strategies for understanding text.               <ul style="list-style-type: none"> <li>• Present a purpose for reading</li> <li>• clarify essential questions to be answered</li> </ul> </li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Assess student reading using various formats such as quizzes, tests, written papers, presentations, projects, observations of in-class discussion, and homework, using rubrics when appropriate</li> <li>- Report mid-quarter and quarter grading periods.</li> <li>-Analyze local and state assessments during TLC and CPT</li> <li>-Examine informal progress assessments and available formal test scores in CPT by department to identify trends in student performance and to target areas needing</li> </ul>	<p>When we will collaborate:</p> <ul style="list-style-type: none"> <li>- During CPT and TLC share most effective reading strategies, develop PLPs and collaborate on ways to improve learning and teaching.</li> <li>- During Faculty Meetings.</li> <li>-As Building Administration shares information with central administration</li> </ul>	<p>The school will supply the following support and resources:</p> <ul style="list-style-type: none"> <li>-PD for training in reading strategies</li> <li>-Continue to schedule CPT and TLC</li> <li>-Accessible data</li> <li>-Ongoing training for Department Chairs and TLC facilitators</li> <li>-Opportunities to observe peers with mutual consent</li> <li>-Texts to use for reading &amp; discussion in professional learning communities</li> <li>-Content-specific support provided for teachers in CPT</li> <li>-School-based Professional Development</li> <li>-Opportunities for teachers to attend conferences throughout the year or during the</li> </ul>	<p>Evaluating results:</p> <ul style="list-style-type: none"> <li>-Analyze results from standardized tests, state and local assessments, SALT survey data, and report from SALT visit</li> <li>-Develop conclusions and goals in order to revise plan annually</li> <li>-Develop and review PLPs</li> <li>-Review and revise plan annually</li> <li>-Comparison study of the NECAP scores of each grade level as it moves to the next grade level</li> <li>-Analysis of subgroup performance on the ELA NECAP</li> <li>-Analysis of the performance in subtopic areas on the ELA NECAP</li> </ul>

<p>Students will:</p> <ul style="list-style-type: none"> <li>-Make meaningful connections between text and prior knowledge and experiences before, during and after reading.</li> <li>- Actively respond to texts in multiple ways such as summarizing and paraphrasing, making connections, interpreting, or inferring.</li> <li>-Use comprehension strategies to monitor their understanding and improve their reading.(i.e. outlining, concept mapping)</li> </ul>	<ul style="list-style-type: none"> <li>• Use scaffolding based on textual evidence.</li> <li>• practice summarizing, paraphrasing, making connections, interpreting, and inferring in whole class and small group discussions</li> </ul> <p>-Provide opportunities for developing written reflections to practice summarizing, paraphrasing, making connections, interpretation, or inferring</p>	<p>improvement.</p> <p><u>-PLP Assessments ?</u> (this is only for some teachers, and it doesn't say what teachers will do)</p>	<p>When we will collaborate:</p> <ul style="list-style-type: none"> <li>- During CPT and TLC share most effective reading strategies, develop PLPs and collaborate on ways to improve learning and teaching.</li> <li>- During Faculty Meetings.</li> <li>-As Building Administration shares information with central administration</li> </ul>	<p>summer to attain necessary skills for implementing the result statements</p> <ul style="list-style-type: none"> <li>-Disciplinary Literacy training sessions</li> </ul>	<p>Evaluating results:</p> <ul style="list-style-type: none"> <li>-Analyze results from standardized tests, state and local assessments, SALT survey data, and report from SALT visit</li> <li>-Develop conclusions and goals in order to revise plan annually</li> <li>-Develop and review PLPs</li> <li>-Review and revise plan annually</li> <li>-Comparison study of the NECAP scores of each grade level as it moves to the next grade level</li> <li>-Analysis of subgroup performance on the ELA NECAP</li> <li>-Analysis of the performance in subtopic areas on the ELA NECAP</li> </ul>
		<p>Teacher leaders will:</p> <ul style="list-style-type: none"> <li>-Discuss progress at TLC facilitator meetings and share progress with TLC groups.</li> <li>-TLC facilitators and Department Chairs will communicate results with SIT</li> </ul>		<p>The central office will supply the following support and resources:</p> <ul style="list-style-type: none"> <li>-Opportunities for continued participation in Disciplinary Literacy</li> <li>-PD in reading strategies to improve comprehension, analysis, and</li> </ul>	<p>Reporting to the community:</p> <ul style="list-style-type: none"> <li>-SIT to report progress quarterly to community</li> <li>-Newsletters, ConnectEd messages, and/or e-mails via parent listserv from SIT/school reporting on development and progress of plan</li> </ul>

		<p>provide support.</p> <ul style="list-style-type: none"><li>-Communicate with TLC and CPT groups to identify needs for instructional supports.</li><li>-Communicate progress with parent groups through newsletters, meetings, and email lists.</li></ul>		<ul style="list-style-type: none"><li>-Provide opportunities to attend conferences with themes relevant to the action plans</li><li>-Provide consultants to support and enhance skills necessary to implement action plans</li></ul>	
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## South Kingstown High School School Improvement Team ACTION PLAN 2

**Target:** Overall the index proficiency in Writing will increase by 3%. All targeted subgroups will meet the standard.

**Result Statement:** All SKHS students will write effectively by organizing writing, establishing a topic and a context, using evidence and reasoning across the curriculum.

<p><b>Changes in student learning behavior:</b> What will students do to reach the identified results? What new things will they do to learn? What things will they do more of?</p>	<p><b>Changing Instruction:</b> What will teachers do to ensure students learn and develop the learning behaviors identified in the first column?  (Be sure that the instructional practices you identify will address every student learning behavior.)</p>	<p><b>Monitoring Progress with Timelines and Adjustments:</b> 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 informed and involved?</p>	<p><b>Collaboration and Support:</b> 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>	<p><b>School and District Support and Resources:</b> What support and resources will the school and district provide in order to achieve the results of this action plan?  (List the support and resources below and then use the attached template to finalize this column.)</p>	<p><b>Evaluating Results/Reporting to Families and Community:</b> How will the school know if their students reach the intended results? In light of what we have learned, how will we revise the plan for next year?  <b>Reporting to families and the Community:</b> How will we share results of this plan with the entire school community?</p>
<p>Students will:</p> <ul style="list-style-type: none"> <li>-Have opportunities to write in multiple discipline areas</li> <li>-Apply grammar and conventions effectively</li> <li>-Employ a writing process</li> <li>-Use graphic organizers and exemplars</li> <li>-Utilize teacher feedback and peer-editing</li> <li>-Organize ideas, interpret, or analyze information in writing about a topic</li> <li>-Draw conclusions or make generalizations or arguments to support them in writing</li> <li>-Use strategies to</li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>-Provide opportunities for students to participate in a variety of active writing activities across the curriculum</li> <li>-Support students producing written portfolio products.</li> <li>-Implement reflection and goal setting</li> <li>-Allow time for peer-editing</li> <li>-Share text models and other exemplars to guide quality of student writing</li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>-Monitor students' progress in writing using rubrics that focus on specific areas of writing development</li> <li>-Use informal and formal assessments</li> <li>-Use common rubrics</li> <li>-Analyze data for local and state assessments</li> <li>-Analyze student work</li> </ul>	<p>When we will collaborate:</p> <ul style="list-style-type: none"> <li>-TLC</li> <li>-CPT</li> <li>-Faculty Meetings</li> <li>-School-based Professional Development</li> <li>-Disciplinary Literacy training sessions</li> <li>-Develop and review PLPs</li> <li>-Building Administration to share information with central administration</li> </ul>	<p>The school will supply the following support and resources:</p> <ul style="list-style-type: none"> <li>-PD for training in writing strategies</li> <li>-Continue to schedule for CPT and TLC</li> <li>-Accessible data</li> <li>-Ongoing training for Department Chairs, TLC facilitators</li> <li>-Opportunities for teachers to attend conferences throughout the year or during the summer to attain necessary skills for implementing the result statements</li> <li>-Opportunities to observe peers</li> </ul>	<p>Evaluating results:</p> <ul style="list-style-type: none"> <li>-Examine standardized test scores</li> <li>-Review local assessments</li> <li>-Review and revise plan annually</li> <li>-Comparison study of the NECAP scores of each grade level cohort as it moves to the next grade level</li> <li>-Analysis of subgroup performance on the ELA NECAP</li> <li>-Analysis of the performance in subtopic areas on the ELA NECAP</li> </ul>

<p><b>draft, revise, edit, and publish</b></p> <ul style="list-style-type: none"> <li>-Write effectively in a variety of genres including narrative, reflective essay, expository, persuasive, and/or response to literature</li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>-Provide opportunities for students to participate in a variety of active writing activities across the curriculum</li> <li>-Support students producing written portfolio products.</li> <li>-Implement reflection and goal setting</li> <li>-Allow time for peer-editing</li> <li>-Share text models and other exemplars to guide quality of student writing</li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>-Monitor students' progress in writing using rubrics that focus on specific areas of writing development</li> <li>-Use informal and formal assessments</li> <li>-Use common rubrics</li> <li>-Analyze data for local and state assessments</li> <li>-Analyze student work</li> </ul>	<p>When we will collaborate:</p> <ul style="list-style-type: none"> <li>-TLC</li> <li>-CPT</li> <li>-Faculty Meetings</li> <li>-School-based Professional Development</li> <li>-Disciplinary Literacy training sessions</li> <li>-Develop and review PLPs</li> <li>-Building Administration to share information with central administration</li> </ul>	<p>Evaluating results:</p> <ul style="list-style-type: none"> <li>-Examine standardized test scores</li> <li>-Review local assessments</li> <li>-Review and revise plan annually</li> <li>-Comparison study of the NECAP scores of each grade level cohort as it moves to the next grade level</li> <li>-Analysis of subgroup performance on the ELA NECAP</li> <li>-Analysis of the performance in subtopic areas on the ELA NECAP</li> </ul>		
		<p>Teacher leaders will:</p> <ul style="list-style-type: none"> <li>-TLC facilitators will work with teachers interdepartmentally to discuss goals, monitor progress toward goals, celebrate results, and make revisions</li> <li>-Department Chairs will meet with members of department to set goals, monitor progress toward goals, celebrate results, and make revisions</li> <li>-Create opportunities for teachers to share student work during TLC</li> </ul>			<p>The central office will supply the following support and resources:</p> <ul style="list-style-type: none"> <li>-Opportunity to participate in Disciplinary Literacy</li> <li>-PD in writing strategies across curriculum</li> <li>-Collaboration between middle schools and high school</li> <li>-Provide opportunities to attend conferences with themes relevant to the action plans</li> <li>-Provide consultants to support and enhance skills necessary to implement action plans</li> </ul>	<p>Reporting to the community:</p> <ul style="list-style-type: none"> <li>-Report progress to SIT quarterly</li> <li>-Newsletters, ConnectEd messages, and/or e-mails via parent listserv from SIT/school reporting on development and progress of plan</li> <li>-Present information at School Report Night and on website</li> </ul>
		<p>Administrators will:</p> <ul style="list-style-type: none"> <li>-Continue to meet with TLC facilitators and Department Chairs to discuss goals, provide support, and monitor progress</li> </ul>				



## South Kingstown High School School Improvement Team ACTION PLAN 3

**Target:** Overall the index proficiency in Mathematics will increase by 3%. All targeted subgroups will meet the standard.

**Result Statement:** All SKHS students will be able to read and interpret pictorial graphics.

<p><b>Changes in student learning behavior:</b> What will students do to reach the identified results? What new things will they do to learn? What things will they do more of?</p>	<p><b>Changing Instruction:</b> What will teachers do to ensure students learn and develop the learning behaviors identified in the first column?  (Be sure that the instructional practices you identify will address every student learning behavior.)</p>	<p><b>Monitoring Progress with Timelines and Adjustments:</b> 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 informed and involved?</p>	<p><b>Collaboration and Support:</b> 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>	<p><b>School and District Support and Resources:</b> What support and resources will the school and district provide in order to achieve the results of this action plan?  (List the support and resources below and then use the attached template to finalize this column.)</p>	<p><b>Evaluating Results/Reporting to Families and Community:</b> How will the school know if their students reach the intended results? In light of what we have learned, how will we revise the plan for next year?  <b>Reporting to families and the Community:</b> How will we share results of this plan with the entire school community?</p>
<p>Students will:</p> <ul style="list-style-type: none"> <li>-Engage in analysis and interpretation of pictorial graphics across disciplines</li> <li>-Organize and represent data in different forms, make inferences, and predictions within a meaningful context</li> <li>-Justify and share their conclusions verbally and in writing</li> <li>-Predict and analyze relationships, patterns, and trends</li> <li>-Apply sequencing, cause and effect and compare and contrast to analyze information depicted</li> <li>-Use data to make and justify projections</li> <li>-Construct/analyze scatter plots from data and interpret correlation and regression</li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>-Review sample problems taken from previous state assessments and in real life</li> <li>-Model effective strategies for analyzing, predicting, and drawing conclusions from pictorial graphics verbally and in writing</li> <li>-Explicitly provide relevancy to items related to analysis of pictorial graphics</li> <li>-Provide opportunities to apply knowledge and skills to real-life situations</li> <li>-Display examples of visual representations of data, including student work</li> <li>-Routinely incorporate written response activities to enable students to demonstrate their understanding of concepts</li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>-Examine test scores based on departmental assessments</li> <li>-Review data from state assessments</li> <li>-Meet during TLC and CPT to share student work</li> </ul>	<p>When we will collaborate:</p> <ul style="list-style-type: none"> <li>-Develop common themes and share best practices in TLC</li> <li>-Content-specific support provided for teachers in CPT</li> <li>-Share progress during Faculty Meetings</li> <li>-School-based Professional Development</li> <li>-Building Administration to share information with central administration</li> </ul>	<p>The school will supply the following support and resources:</p> <ul style="list-style-type: none"> <li>-PD for training in analyzing and interpreting pictorial graphics, as needed</li> <li>-Continue to schedule CPT and TLC</li> <li>-Accessible data</li> <li>-Ongoing training for Department Chairs, TLC facilitators</li> <li>-Opportunities for teachers to attend conferences throughout the year or during the summer to attain necessary skills for implementing the result statements</li> <li>-Opportunities to observe peers with mutual consent</li> </ul>	<p>Evaluating results:</p> <ul style="list-style-type: none"> <li>-Analyze results from standardized tests, state and local assessments.</li> <li>-Develop conclusions and goals in order to revise plan annually</li> <li>-Review and revise plan annually</li> <li>-Comparison study of the NECAP scores of each grade level cohort as it moves to the next grade level</li> <li>-Analysis of subgroup performance on the Math NECAP</li> <li>-Analysis of the performance in subtopic areas on the Math NECAP</li> </ul>

	<p><b>and ideas</b>  <b>-Provide opportunities for students to share exemplary work and to explain why it is exemplary</b></p>	<p>Teacher leaders will:</p> <ul style="list-style-type: none"> <li>-Create opportunities for teachers to share student work during TLC</li> <li>-Discuss progress at Department Chair meetings</li> </ul>		<p>The central office will supply the following support and resources:</p> <ul style="list-style-type: none"> <li>-Opportunities for continued participation in Disciplinary Literacy</li> <li>-Collaboration between CCMS and high school since we share a similar result statement</li> <li>-Funding and support for technology</li> <li>-Provide opportunities to attend conferences with themes relevant to the action plans</li> <li>-Provide consultants to support and enhance skills necessary to implement action plans</li> </ul>	<p>Reporting to the community:</p> <ul style="list-style-type: none"> <li>-Report progress to SIT quarterly</li> <li>-Newsletters, ConnectEd messages, and/or e-mails via parent listserv from SIT/school reporting on development and progress of plan</li> <li>-Present information at School Report Night and on website</li> </ul>
		<p>Administrators will:</p> <ul style="list-style-type: none"> <li>-Continue to provide TLC and CPT opportunities to discuss goals, progress, and provide support</li> <li>-Coordinate monitoring activities, such as Learning Walks</li> </ul>			

## South Kingstown High School School Improvement Team ACTION PLAN 4

**Target:** Decrease the number of reported aggressive and disruptive behaviors in all school settings by 15%.

**Result Statement:** All students and staff will clearly articulate and implement the behavioral expectations in all school settings.

<p><b>Changes in student learning behavior:</b> 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><b>Changes in Instruction:</b> What will teachers do to ensure students learn and develop learning behaviors identified in the first column?  (Be sure that the instructional practices you identify will address every student learning behavior)</p>	<p><b>Monitoring progress with timelines and adjustments:</b> 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><b>Collaboration and Support:</b> 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>	<p><b>School and District Support Resources:</b> What supports and resources will the school and district provide in order for us to achieve the results of this action plan?  (List the support and resources below and then use the attached template to finalize this column)</p>	<p><b>Evaluating Results/ Reporting to Families and Community:</b> How will the school know if the students reach the intended results? In light of what we have learned, what are our next steps?  <b>Reporting to Families and Community:</b> How will you inform the school community?</p>
<p><b>Students will:</b> -Know and be able to articulate clearly-defined positive behavioral expectations:     o Respect yourself, all others, and your surroundings -Learn strategies to become socially effective problem-solvers -Learn and be able to utilize various conflict resolution and non-violence strategies</p>	<p><b>Teachers will:</b> -Act as role models to encourage pro-social behavior through the use of praise and positive reinforcement -Use positive behavioral incentives to acknowledge desired behavior and motivate students -Teach student behavior expectations for all school settings (matrix) -Follow procedures for all infractions</p>	<p><b>Teachers will:</b> -Document infractions -Report positive behavior and/or infractions to parents  <b>Teacher Leaders will:</b> -Track behavioral patterns using SWIS (School-wide Information System) data base -Examine PBIS data each month to monitor progress -Report statistics monthly to staff  <b>Administration will:</b> -Provide information during the PBIS School Evaluation Tool (SET) visits -Be a member of the PBIS team and attend training -Review data at SIT meetings -Schedule presentations for students promoting school-wide behavioral expectations</p>	<p><b>When we will collaborate:</b>  -Regular presentations to students promoting school-wide behavioral expectations in multiple forums (i.e. assemblies, Advisory lessons) -Monthly staff PBIS meetings -Monthly SIT meetings -Bi-annual SET visits from Sherlock Center</p>	<p><b>The school will supply the following support and resources:</b>  -Staff training in PBIS -Article 31 resources to cover training for PBIS team  <b>The central office will supply the following support and resources:</b>  -Job-Embedded professional development credit for PBIS team to meet monthly and review data</p>	<p><b>Evaluating Results:</b>  -Analyze SWIS data to baseline data -Analyze SET data fall/spring -SALT data -Review and revise plan annually  <b>Reporting to Families and Community:</b>  -Handbook -PBIS matrix displayed throughout school setting -PTO meetings -Student recognition awards -Ongoing feedback from school to home -Newsletters -School Committee report</p>