

*Exeter-West Greenwich Regional
Junior High School*

**School Improvement Plan
2007 – 2012**



School Improvement Team Members

2006/2007

Mark Thompson – Principal

Melissa Marino – Asst. Principal

Beth Brocato – chair

Leslie Sawicki – teacher

Heather Forman – teacher

Sue Meriano – teacher

Christine Scott – teacher

Lisa Ross – teacher

Maria Shank – parent

Sub-committee work:

Andrew Wallace – teacher

Melissa Cohen - teacher



Dream...Reach...Succeed

MISSION

The mission of Exeter-West Greenwich Junior High School is to empower students to contribute to school and community by providing substantial learning experiences in a safe, trusting, and motivating environment.



Values & Beliefs

We value...

- *A safe and supportive environment – no tolerance for bullying and harassment*
- *The empowerment of children*
- *Families as instructional partners and encourage their involvement in the 'teaching and learning' process*
- *Shared accountability and responsibilities from all parties involved with the education of a child*
- *Involvement in state reform initiatives*
- *Community partnerships*
- *All children!*

We believe...

- *All children can achieve high standards of learning*
- *Inquiry is the key process in learning – enhancing student engagement and motivation*
- *A child-centered learning environment supports individual learning styles, values diversity and provides equity*
- *In helping children recognize their responsibility for learning and their need to become life-long learners to meet the challenges of the 21st century*
- *In the Principles of Learning Guiding Beliefs*
- *Kids need time and patience for mastery*
- *Effort on the part of students increases aptitude and success*
- *In acceptance of all students regardless of sex, race, religion, national origin, color, creed, political affiliation, sexual orientation or disability*
- *In basic moral values*
- *Joy is learning...serious joy!*



GOALS

- 1.** *EWG Junior High Students will demonstrate proficiency using researched based skills and strategies of the reading process that include the essential areas of comprehension, vocabulary fluency and word identification.*
- 2.** *EWG Junior High Students will be motivated and challenged to demonstrate proficiency in writing using the skills and strategies of the writing process and the characteristics of good writing appropriate to each discipline.*
- 3.** *EWG Junior High Students will apply concepts and skills from the Number and Operation, Geometry and Measurement, Functions and Algebra, and Data, Statistics and Probability strands of the Mathematics GLEs to accurately solve problems on NECAP assessments. They will effectively communicate their solutions to these problems by showing their work and/or including a written explanation.*
- 4.** *EWG Junior High Students will actively advocate for themselves and participate in a learning process that empowers them to succeed in school in order to live and work responsibly and productively in a diverse community.*
- 5.** *EWG Junior High Students will be prepared for the adjustments involved with social, emotional and academic changes that occur during adolescent transition years.*



ACTION PLAN # 1 READING

Target: To increase the percentage of students proficient in reading on the NECAP assessment while decreasing the number of students who are

Result Statement: EWG Junior High Students will demonstrate proficiency using researched based skills and strategies of the reading process that include the essential areas of comprehension, vocabulary fluency and word identification. Students will demonstrate these proficiencies using a variety of both literary and informational text.

<p>Changes in student learning behavior:</p> <p>Students will:</p>	<p>Changing Instruction:</p> <p>Teachers will:</p>	<p>Monitoring Progress with Timelines and Adjustments:</p>	<p>Collaboration and Support:</p>	<p>Resources, School and District:</p>	<p>Evaluating Results/Reporting to Families and Community:</p>
<p>* Demonstrate initial understanding of elements of literary text.</p> <p>* Analyze and interpret literary text and cite evidence where appropriate.</p> <p>* Demonstrate an initial understanding of informational (expository and practical) text.</p> <p>* Analyze, interpret, synthesize, and</p>	<p>* Use GLEs and the Rhode Island PreK-12 Literacy Policy to establish academically rigorous essential learning opportunities and align to curricula.</p> <p>* Use a variety of comprehension strategies with texts representing a wide variety of materials from diverse genres.</p>	<p>* IFL Learning walks will look for evidence of using reading strategies in all classrooms.</p> <p>* NECAP results will be used to inform student needs in reading. YEARLY</p> <p>* Teachers will analyze student work to monitor reading comprehension and to guide/inform</p>	<p>* Monthly SIT meetings</p> <p>* SIT subcommittee meetings</p> <p>* Faculty meetings</p> <p>* Department meetings</p> <p>* Team meetings</p> <p>* Common planning time</p>	<p>* Provide opportunities for teachers to align GLE's and GSE's with curriculum with a focus on best practices in literacy.</p> <p>* Provide ongoing professional development for teachers that include best practices in literacy.</p>	<p><u>Evaluating Results:</u></p> <p>* NECAP test results</p> <p>* Other standardized test scores</p> <p>* Examining Student Work</p> <p>* SALT Reports</p> <p>* Teacher/Classroom observations</p> <p><u>Reporting:</u></p> <p>* Student-Led</p>

<p>evaluate information across expository and literary text and content areas.</p> <p>* Obtain information and make inferences about text structures including compare/contrast, cause/effect, description/classification, problem/ solution, question/answer, and sequence.</p> <p>* Obtain information and make inferences from a variety of text features including table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, charts,</p>	<p>* Provide direct and explicit instruction in vocabulary, fluency and comprehension based on student needs.</p> <p>* Integrate NECAP assessment features into instruction and evaluation.</p> <p>* Use assessment data to address both group and individual student needs.</p> <p>* Increase use of small, diverse, flexible groupings in all classes based on identified reading needs.</p> <p>* Provide opportunities for students to engage</p>	<p>instruction.</p> <p>* Teachers looking at student work, using appropriate protocols, as an evaluation of student progress.</p> <p>* Gates-MacGinitie or another researched based assessment (screening) will be used to identify students potentially in need of reading support.</p> <p>* Students requiring PLPs will be identified, serviced according to eligibility and their progress will be monitored.</p> <p>* After initial screening students who are identified</p>	<p>* Focused Learning Walks</p> <p>* Professional development days</p> <p>*Conferences, workshops, and focus groups</p>	<p>* Provide support in the process of analyzing and using a variety of forms of data to support best practices in literacy.</p> <p>* PD training for Student Led Conferences and Portfolios for all JHS teachers.</p> <p>* GLEs for Reading</p> <p>* RI Pre-K-12 Literacy policy</p> <p>* Rhode Island Statewide Curriculum</p>	<p>Conferences</p> <p>*Newsletters</p> <p>*Web Page</p> <p>*Report Cards</p> <p>*Junior High annual presentation to School Committee</p>
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<p>graphs, and illustrations.</p> <p>* Use a range of self-monitoring strategies including predicting/confirming, rereading, adjusting rate, and skimming/scanning.</p> <p>* Use strategies for unlocking word meanings.</p>	<p>in sustained independent reading.</p>	<p>as reading below grade level will undergo further diagnostic assessment to identify specific reading needs and degree of support required.</p>			
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ACTION PLAN # 2 WRITING

Target: To increase the percentage of students proficient in writing on the NECAP assessment while decreasing the number of students who are substantially below proficient.

Result Statement: EWG Junior High students will be motivated and challenged to demonstrate proficiency in writing using the skills and strategies of the writing process and the characteristics of good writing appropriate to each discipline.

<p>Changes in student learning behavior:</p> <p>Students will:</p>	<p>Changing Instruction:</p> <p>Teachers will:</p>	<p>Monitoring Progress with Timelines and Adjustments:</p>	<p>Collaboration and Support:</p>	<p>Resources, School and District:</p>	<p>Evaluating Results/Reporting to Families and Community:</p>
<p>All students will strengthen their writing skills by:</p> <ul style="list-style-type: none"> * practicing all parts of the writing process (Prewriting, Drafting, Revising, Editing, Publishing). * using graphic organizers to adequately plan responses to given prompts and other writing tasks. * practicing each 	<ul style="list-style-type: none"> * Provide writing instruction and opportunities across the content areas with a variety of topics/genres. * Provide instruction and opportunities to practice all parts of the writing process. * Incorporate Six Traits writing model in instruction to focus 	<ul style="list-style-type: none"> * IFL Learning walks will look for evidence of using writing strategies in all classrooms. * Inform instructional practices by comparing achievement on common tasks with NECAP assessment scores to inform instructional 	<ul style="list-style-type: none"> * Monthly SIT meetings * SIT subcommittee meetings * Faculty meetings * Department meetings - focused on common tasks * Team meetings 	<ul style="list-style-type: none"> * Provide site-based, school wide, quality professional development on the writing process and Six-Traits * Consult with other schools to see what is successful * Provide ongoing 	<p><u>Evaluating Results:</u></p> <ul style="list-style-type: none"> * NECAP test results * Other standardized test scores * Examining Student Work * Student Portfolios * SALT Reports

<p>component of Six Traits instruction (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions).</p> <p>* practice multiple characteristics of good writing.</p> <p>* All students will participate in learning activities aligned with the GLEs in order to further develop writing skills.</p> <p>* All students will work to develop a more solid awareness of audience as they practice writing in different forms for various purposes and audiences.</p> <p>* All students will practice writing in a variety of genres</p>	<p>revision efforts.</p> <p>* Provide students with various graphic organizers appropriate for each type of writing.</p> <p>* Encourage students to begin creating their own graphic organizers like those modeled in instruction.</p> <p>* Allow more choice in writing topics to connect to students' personal experiences and activate their prior knowledge.</p> <p>* Create a list of high interest topics and reading materials for both boys and girls in order to lessen the gender gap on NECAP assessments.</p>	<p>practices and progress</p> <p>* Sharing and reviewing student work in team meetings, department meetings, and/or faculty meetings</p> <p>* Implement grade level common tasks</p> <p>* Common writing rubrics</p> <p>* Student Portfolios</p>	<p>* Common planning time</p> <p>* Focused Learning Walks</p> <p>* Professional development days</p> <p>* Conferences, workshops, and focus groups</p>	<p>professional development to help teachers succeed in teaching writing across the content areas</p> <p>* Provide materials to support differentiated instruction in writing</p> <p>* PD training for Student Led Conferences and Portfolios for all JHS teachers.</p> <p>* Websites that support writing and learning (shared throughout the school via the</p>	<p>* Teacher/Classroom observations</p> <p><u>Reporting:</u></p> <p>* Student-Led Conferences</p> <p>* Newsletters</p> <p>* Web Page</p> <p>* Report Cards</p> <p>* Junior High annual presentation to School Committee</p>
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including: response to literature and informational text, narrative, poetry, and informational reflective essay.

* All students will practice utilizing planning boxes using those modeled on the NECAP writing assessment.

* Provide students with specific written and/or oral feedback through conference opportunities and allow time for students to revise and edit with peers and teachers.

* Display and share student writing pieces in a variety of ways (bulletin boards, sharing portfolios, publishing, contests, awards, parent nights, sharing with elementary/high school).

* Use NECAP released tasks for instruction and practice in the classroom.

school website)

* NECAP Writing Assessment Released Tasks

* GLEs for Writing

* RI Pre-K-12 Literacy policy

* Rhode Island Statewide Curriculum

*6-Trait Sample Lesson Plans

* Rhode Island Statewide Curriculum

* Use NECAP rubrics and/or standards based rubrics to teach and score certain writing tasks.

*Develop common writing benchmarks and rubrics.

* Develop grade level common tasks.

ACTION PLAN # 3 MATHEMATICS

Target: To increase the percentage of students proficient in mathematics on the NECAP assessment while decreasing the number of students who are

Result Statement: EWG Junior High students will apply concepts and skills from the Number and Operation, Geometry and Measurement, Functions and Algebra, and Data, Statistics and Probability Strands of the Mathematics GLEs to accurately solve problems on NECAP assessments. They will

<p>Changes in student learning behavior:</p> <p>Students will:</p>	<p>Changing Instruction:</p> <p>Teachers will:</p>	<p>Monitoring Progress with Timelines and Adjustments:</p>	<p>Collaboration and Support:</p>	<p>Resources, School and District:</p>	<p>Evaluating Results/Reporting to Families and Community:</p>
<p>* All students will strengthen their computational skills and number sense by repeatedly practicing computation exercises.</p> <p>* Students substantially below proficient will work closely with a highly</p>	<p>* Grade 6-8 math teachers will work to create a formal curriculum aligned to GLEs and consistent with the K-5 curriculum.</p> <p>* Teachers will provide each student with a copy of GLEs in student friendly language.</p>	<p>* As each student completes instruction on a specific concept, they will demonstrate proficiency through an appropriate assessment.</p> <p>* Teachers will schedule weekly timed tests until students reach</p>	<p>* Monthly SIT meetings</p> <p>* SIT subcommittee meetings</p> <p>* Faculty meetings</p> <p>* Department meetings</p> <p>* Team meetings</p>	<p>* PD time will be provided, between the end of one school year and the beginning of the next, to review and update curriculum to align with the GLEs.</p> <p>* Professional Development time to collaborate with Metcalf school math</p>	<p><u>Evaluating Results:</u></p> <p>* NECAP test results</p> <p>* Other standardized test scores</p> <p>* Examining Student Work</p> <p>* SALT Reports</p> <p>* Teacher/Classroom observations</p>

<p>qualified math teacher to increase their skills and conceptual understanding.</p> <p>* All students will participate in learning activities aligned with all four strands of the GLEs, in order to develop an understanding of concepts in all strands.</p> <p>* All students will practice solving problems both cooperatively and independently, applying concept and skills from all four strands of the GLEs.</p> <p>* All students will</p>	<p>* Math teachers at the Junior High School will agree upon common problems to be used to address the GLEs.</p> <p>* The math teachers will use a common rubric which includes work and explanation.</p> <p>* Math teachers at the Junior High School will agree upon common instructional tasks aligned with the GLEs.</p> <p>* All math teachers will incorporate warm-up exercises, which address computational</p>	<p>proficiency. Students will record their weekly scores in their binders.</p> <p>* At the end of each school year, student binders will show evidence of activities from all four strands of the GLEs.</p> <p>* One common assessment task for each strand of the GLE's will be completed by students each year.</p> <p>* Examining Student Work Learning Walks</p> <p>* Student Portfolios updated at least twice a</p>	<p>* Common planning time</p> <p>* Focused Learning Walks</p> <p>* Professional development days</p> <p>*Conferences, workshops, and focus groups</p> <p>* Teachers will examine student work quarterly at department meetings.</p> <p>* Teachers will agree upon timed tests that align with grade level GLEs at monthly department meetings.</p> <p>* Teachers will</p>	<p>teachers to coordinate instruction aligned with the GLEs</p> <p>* PD time will be used to develop common tasks and corresponding rubrics for each strand in each grade level.</p> <p>* PD time will be used to develop and refine a common rubric including work and explanation.</p> <p>* Assessments to determine areas of weakness</p> <p>* Self-paced instructional materials to address skills gaps</p>	<p>* Results of assessments in remedial classes</p> <p>* Student Portfolios</p> <p><u>Reporting:</u></p> <p>*Student-Led Conferences</p> <p>*Newsletters</p> <p>*Web Page</p> <p>*Report Cards</p> <p>*Junior High annual presentation to School Committee</p>
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<p>show their work and explain their solutions orally and/or in writing.</p> <p>* All students will review completed work, determining whether it demonstrates proficiency in the GLEs.</p>	<p>skills, into classroom instruction.</p> <p>*Math teachers will use NECAP scores to identify students who may need remediation.</p> <p>* One math teacher at each grade level will teach a cross team remedial class daily during repeat period. Instruction will be differentiated to accommodate student needs.</p> <p>* All teachers will investigate opportunities to integrate mathematics GLEs into other curricula.</p>	<p>year</p>	<p>record results of testing during class and planning time. Results will be reported quarterly.</p> <p>* Advisors will conference with Advisees to review selected work for portfolios at least twice a year.</p>	<p>* Assessment materials to demonstrate mastery of skills and concepts</p> <p>* Black line masters of timed tests for computational skills</p> <p>* PD training for Student Led Conferences and Portfolios for all JHS teachers.</p> <p>* GLEs for Math</p> <p>* Rhode Island Statewide Curriculum</p>	
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ACTION PLAN # 4 PERSONALIZATION

Target: Yearly increases of student, staff and family ratings in areas of student accountability and community awareness on SALT data.

Result Statement: EWG Junior High students will actively advocate for themselves and participate in a learning process that empowers them to succeed in school in order to live and work responsibly and productively in a diverse community.

Changes in student learning behavior: Students will:	Changing Instruction: Teachers will:	Monitoring Progress with Timelines and Adjustments:	Collaboration and Support:	Resources, School and District:	Evaluating Results/Reporting to Families and Community:
<p>*Identify different approaches to learning by exploring organization and study techniques.</p> <p>*Determine personal learning styles and modes.</p> <p>*Develop personal goals.</p> <p>*Assess talents and aspirations</p>	<p>*Continue to refine existing advisory program where students' strengths, needs and goals are known and supported by an adult in school.</p> <p>*Identify and celebrate student accomplishments and achievements.</p>	<p>*Student created and Advisor maintained portfolio to include</p> <ul style="list-style-type: none"> -Learning Styles assessment -Goal Setting and monitoring sheets - Community Service experience with reflections <p>Plan 07/08</p> <p>*Develop common</p>	<p>*Use faculty meeting time to share, discuss, develop and revise Advisory curriculum and instruction</p> <p>*Devote common planning time for Advisors to collaborate and plan activities</p> <p>*Define role of school counselor (in accordance</p>	<p>*Identify and utilize expertise in the building to assist in continued development and revision of Advisory Curriculum</p> <p>*Provide staff with PD opportunities in "Advocacy" and "Community" (adopted A/A convictions)</p>	<p>*Measure efficacy of A/A program through yearly teacher and student surveys</p> <p>*Family and community awareness of A/A program and activities through school web page and parent listserv</p> <p>*Re-examine</p>

<p>through multiple opportunities.</p> <p>*Work cooperatively with others on challenging tasks.</p> <p>*Feel confident in advocating and seeking support from others to solve problems.</p> <p>*Identify and support community needs.</p>	<p>*Provide opportunities for students to work cooperatively on challenging tasks.</p> <p>*Provide opportunities for students to access academic help and enrichment.</p> <p>*Encourage student awareness and involvement in community needs and issues.</p> <p>*Develop a system of communication for all Advisors on a given team</p>	<p>quarterly activities done by Advisories Implement 08/09</p> <p>*Teacher/Student Advisor/Advisee surveys yearly in Spring</p>	<p>with RI Comprehensive Guidance) and implement program</p>	<p>*District level support through middle school reform initiatives (BRIM)</p>	<p>SALT data in the areas of student accountability, advocacy and community awareness</p>
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ACTION PLAN # 5 TRANSITIONS

Target: Yearly increases of ratings regarding social, emotional and academic issues on SALT data.

Result Statement: EWG Junior High students will be prepared for the adjustments involved with social, emotional and academic changes that occur during adolescent transition years.

<p>Changes in student learning behavior:</p> <p>Students will:</p>	<p>Changing Instruction:</p> <p>Teachers will:</p>	<p>Monitoring Progress with Timelines and Adjustments:</p>	<p>Collaboration and Support:</p>	<p>Resources, School and District:</p>	<p>Evaluating Results/Reporting to Families and Community:</p>
<p>*Experience a visit to transition building(s).</p> <p>*Have multiple opportunities to address concerns regarding transitions.</p> <p>*Identify school resources for social, emotional and academic concerns.</p>	<p>*Have opportunities to participate in cross-building activities such as: Learning Walks, Transition Meetings, Curriculum Planning.</p> <p>*Highlight and address social, emotional and academic concerns dealing</p>	<p>*Learning-Walk reflections ANUALLY</p> <p>*Sharing social, emotional and academic concerns of Advisees WEEKLY</p> <p>*Address reflections, feedback from activities like Real Life Fair</p>	<p>*Department Meeting time to implement and reflect on Common Tasks</p> <p>*Faculty Meeting time to discuss and prepare Advisory activities that address students' social, emotional and academic needs</p>	<p>*PD involving Looking at Student Work</p> <p>*PD to create and refine Common Tasks</p> <p>* PD training for Student Led Conferences and Portfolios for all JHS teachers</p>	<p>*Evaluate SALT data in the areas of students' social, emotional and academic experiences</p> <p>*Looking at Student Work to evaluate Common Tasks</p> <p>*Student-Led Conference reflections and feedback</p>

<p>*Participate in career awareness and life skills activities in each grade.</p> <p>Maintain a portfolio of work.</p> <p>*Complete common tasks by discipline.</p> <p>*Present their work to parents or other adult in a Student Led Conference format.</p>	<p>with transitions through Advisory program.</p> <p>*Provide career awareness and life skills activities.</p> <p>*Plan for and implement Common Tasks by discipline.</p> <p>*Prepare students to present work during Student Led Conference(s).</p>	<p>* Within departments reflect on implementation of Common Tasks Spring 2008</p> <p>*Address reflections, feedback from parents, students and teachers after Student Led Conferences</p>	<p>*Team Meeting (common planning) time to reflect on social, emotional and academic needs of Advisees</p> <p>*Grade-Level meetings to discuss transition activities</p> <p>*Post-Learning Walk reflections</p> <p>*Parent Meetings, Parent Conferences, Student-Led Conferences</p> <p>*Involvement of School Counselor with Comprehensive Guidance Initiative</p>		<p>*7th grade/ 9th grade transition surveys (during Fall NECAPs)</p>
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			*Elementary and High School staff, guidance department and administration		
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Continuation of 2006/2007 PD
ARTICLE 31 (18) PROFESSIONAL DEVELOPMENT INVESTMENT FUND
NARRATIVE
School Based Plan for 2007-2008

You must submit your School Improvement Plan with this application

This form must be completed for EACH professional development activity/series included in the 2006/2007 Article 31 (18) Professional Development Investment Fund Application that the committee chooses to continue (there should be one form completed for each continued Activity/Series listed on Form C). The focus of this application is on impact and re-evaluated goals.

Cover Sheet (Continuation of 2006/2007 PD)

1. Name of School: Exeter/West Greenwich Junior High School

2. District : Exeter/West Greenwich Regional School District

3. Professional Development Team Members:

Mark A. Thompson-Principal

Melissa Marino-Asst. Principal

Beth Brocato-SIT-Chairperson/Science Teacher

Leslie Sawicki-Math Teacher

Heather Forman-ELA Teacher

Sue Meriano-Special Education Teacher

Christine Scott-Science Teacher

Lisa Ross-Special Education Teacher

Maria Shank-Parent

Sub-committee work;

Andrew Wallace-Social Studies Teacher

Melissa Cohen-Literacy/Reading Teacher

4. Name of the continued Activity/Series (copied from Form C line item)

Improvement in **reading** instruction for PLP students

6. Number of teachers served.

Use the grid below to indicate the number of teachers served

Educator Type	Number
Classroom/Special Education Teachers	29
Administrators	2
Itinerant Teachers (music, art, PE, etc)	7
Support Staff (i.e. Nurse Teacher, SLP, OT, etc)	5
Teacher Assistants	4
Total	47

7. Number of educators involved in the PD.

Are all classroom teachers involved in the PD activity/series? Yes

Are all administrators involved in the PD activity/series? Yes

Are all itinerant teachers involved in the PD activity/series? Yes

Are all support staff involved in the PD activity/series? Yes

Are all teacher assistants involved in the PD activity/series? Yes

Programming Details (Continuation of 2006/2007 PD)

8. From the 2006/2007 final approved Article 31 (18) PD Application copy and paste the data used to determine impact (question #17 on Form A). For each data point, indicate what impact (if any) the activity/series has had.

Improved NECAP reading assessment results-Results did increase by 2%

Improved IOWA assessment results-We move to another reading assessment to give us data that are more comprehensive. We now use the Gates-Miginity

Decrease in PLPs- We were able to exit 10% of students who were receiving PLP services.

Decrease in special education referrals-We were not able to decrease referrals of students for Special Education consideration

9. Why did the committee decide to continue this activity/series?

We feel that just one year of concentration in the area of reading is not nearly enough time to learn and implement effective reading strategies to assist all students with concentrated efforts to bring low readers up to grade level.

Also, we currently still have 15% of our population who qualify for direct-service PLP support from a reading specialist. (Current students screened by the Gates and assessed by the DAR). 29% of our students were below proficiency in Reading based on the 2006 NECAP assessment. While we have made substantial strides with some students, we need to continue to grow in an effort to meet all students' needs.

10. Considering the monitoring and impact of the PD during the 2006/2007 SY, what are the goals for 2007/2008?

Our goals for 2007/2008 are to continue to reduce the number of students who need direct reading services. Our measurable goal is to reduce the actual percentage by 5% by the end of the 2007/2008 school year.

11. List the specific School Improvement Plan goal(s) that this activity/series aligns with and explain how the activity/series supports that goal?

Target: To increase the percentage of students proficient in reading on the NECAP assessment while decreasing the number of students who are substantially below proficient.

Result: EWG Junior High School students will demonstrate proficiency using researched based skills and strategies of the reading process that include the essential areas of comprehension, vocabulary fluency and word identification. Students will demonstrate these proficiencies using a variety of both literary and informational text.

12. Create a timeline that includes each major event in the series. For each event include when it will take place and who will train/facilitate the PD.

Fall 2007-Spring 2008. Continue book study, Strategies that Work presented and instructed by school Reading Specialist.

Fall 2007-Spring 2008. Allow faculty member to attend workshops and professional development as they become available.

Winter 2008- Promote attendance at the RIMLE Winter Conference. Topics traditionally include best practices in teaching methods from educators throughout Rhode Island.

Spring 2008- Promote attendance at the NELMS Spring Conference. Topics traditionally include best practices in teaching methods from educators throughout New England.

13. How will the progress be monitored?

Attendance at faculty meeting and separate book study sessions. Attendance at all workshops taken throughout the year. IFL

Learning Walks will look for evidence of reading strategies in all classrooms. NECAP results will be used to inform student needs in reading on a yearly basis. Teachers will look at student work, using appropriate protocols, as an evaluation of student progress.

Gates-MacGinitie assessment (screening) will be used to identify students potentially in need of reading support. Progress monitoring of students who receive PLP supports.

14. Explain how this activity/series is embedded professional development.

Contractually, teachers must have job embedded professional development as part of their school year. These are opportunities during and after-school to fulfill these requirements. These skills are learned, discussed, and practiced on a number of occasions before the teachers feel comfortable in bringing this into the classroom. Job-embedded professional development which is skills-based and includes opportunities to practice learning is the most effective. Participants have the opportunity to learn comprehension strategies, try them out in the classroom, and then meet again with the reading specialist to refine their practice.

They also have the opportunity to meet with other teachers to reflect on their practice.

15. How will you again determine if the activity/series had an impact on teacher instruction and ultimately on student achievement? Include all data sources you will use.

NECAP Results

Gates-MacGinitie Results

DAR Results
Grades Analysis
Other standardized test scores
Examining Student Work
SALT Reports
Teacher/Classroom observations

Continuation of 2006/2007 PD
ARTICLE 31 (18) PROFESSIONAL DEVELOPMENT INVESTMENT FUND
NARRATIVE
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Lisa Ross-Special Education Teacher

Maria Shank-Parent

Sub-committee work;

Andrew Wallace-Social Studies Teacher

Melissa Cohen-Literacy/Reading Teacher

4. Name of the continued Activity/Series (copied from Form C line item)

Improvement in **writing** on state assessment

6. Number of teachers served.

Use the grid below to indicate the number of teachers served

Educator Type	Number
Classroom/Special Education Teachers	29
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Are all administrators involved in the PD activity/series? Yes

Are all itinerant teachers involved in the PD activity/series? Yes

Are all support staff involved in the PD activity/series? Yes

Are all teacher assistants involved in the PD activity/series? Yes

Programming Details (Continuation of 2006/2007 PD)

8. From the 2006/2007 final approved Article 31 (18) PD Application copy and paste the data used to determine impact (question #17 on Form A). For each data point, indicate what impact (if any) the activity/series has had.

NECAP assessment data results- Improved NECAP writing assessment results-Results were statistically insignificant

Classroom achievement data

Retention data-An equal number of students were retained this year

Iowa assessment data results-(Replaced Iowa with Gates) Gates-Maginittee show 15% of students are reading 1-3 years below grade level Decrease in PLPs- We were able to exit 10% of students who were receiving PLP services.

Salt survey information on staff-C-1, C1.1 and C1.2-Still consistent.

District survey on PD needs-Complete by the PD Committee in Spring of 07

10. Why did the committee decide to continue this activity/series?

We feel that just one year of concentration in the area of writing across the curriculum is not nearly enough time to learn and implement effective writing strategies to assist all students with concentrated efforts to bring all writers up to grade level.

Many of our faculty is new to our building and professional development is needed in 6-Traits Writing for these new teachers.

Also, we currently still have 15% of our population who qualify for direct-service PLP support from a reading specialist. (Current students screened by the Gates and assessed by the DAR). 29% of our students were below proficiency in Reading based on the 2006 NECAP assessment. While we have made substantial strides with some students, we need to continue to grow in an effort to meet all students' needs.

10. Considering the monitoring and impact of the PD during the 2006/2007 SY, what are the goals for 2007/2008?

Our goals for 2007/2008 are to continue to reduce the number of students who need direct literacy services. We also believe that we need to increase the number of students who meet the proficiency standard on the NECAP writing test. Our measurable goal is to reduce the actual percentage by 5% by the end of the 2007/2008 school year for direct literacy services as well as increase by 5% the number of students who demonstrate proficiency in writing on the NECAP assessment.

11. List the specific School Improvement Plan goal(s) that this activity/series aligns with and explain how the activity/series supports that goal?

Target: To increase the percentage of students proficient in reading on the NECAP assessment while decreasing the number of students who are substantially below proficient.

Result: EWG Junior High School students will demonstrate proficiency using researched based skills and strategies in writing using the skills and strategies of the writing process and the characteristics of good writing appropriate to each discipline..

12. Create a timeline that includes each major event in the series. For each event include when it will take place and who will train/facilitate the PD.

Fall 2007-Spring 2008. Continue book study, Strategies that Work presented and instructed by school Reading Specialist that will allow for literacy strategies in reading and writing.

Fall 2007-Spring 2008. Allow faculty member to attend workshops and professional development as they become available especially in the area of 6-Traits Writing.

Winter 2008- Promote attendance at the RIMLE Winter Conference. Topics traditionally include best practices in teaching methods from educators throughout Rhode Island.

Spring 2008- Promote attendance at the NELMS Spring Conference. Topics traditionally include best practices in teaching methods from educators throughout New England.

13. How will the progress be monitored?

Attendance at faculty meeting and separate book study sessions. Attendance at all workshops taken throughout the year. IFL Learning Walks will look for evidence of writing strategies in all classrooms. NECAP results will be used to inform student needs in reading on a yearly basis. Teachers will look at student work, using appropriate protocols, as an evaluation of student progress. Gates-MacGinitie assessment (screening) will be used to identify students potentially in need of literacy support. Progress monitoring of students who receive PLP supports.

14. Explain how this activity/series is embedded professional development.

Contractually, teachers must have job embedded professional development as part of their school year. These are opportunities during and after-school to fulfill these requirements. These skills are learned, discussed, and practiced on a number of occasions before the teachers feel comfortable in bringing this into the classroom. Job-embedded professional development which is skills-based and includes opportunities to practice learning is the most effective. Participants have the opportunity to learn comprehension strategies, try them out in the classroom, and then meet again with the reading specialist to refine their practice.

They also have the opportunity to meet with other teachers to reflect on their practice.

15. How will you again determine if the activity/series had an impact on teacher instruction and ultimately on student achievement? Include all data sources you will use.

NECAP Results

Gates-MacGinitie Results

DAR Results

Grades Analysis

Other standardized test scores

Examining Student Work

SALT Reports

Teacher/Classroom observations

Continuation of 2006/2007 PD
ARTICLE 31 (18) PROFESSIONAL DEVELOPMENT INVESTMENT FUND
NARRATIVE
School Based Plan for 2007-2008

You must submit your School Improvement Plan with this application

This form must be completed for EACH professional development activity/series included in the 2006/2007 Article 31 (18) Professional Development Investment Fund Application that the committee chooses to continue (there should be one form completed for each continued Activity/Series listed on Form C). The focus of this application is on impact and re-evaluated goals.

Cover Sheet (Continuation of 2006/2007 PD)

1. Name of School: Exeter/West Greenwich Junior High School

2. District : Exeter/West Greenwich Regional School District

3. Professional Development Team Members:

Mark A. Thompson-Principal

Melissa Marino-Asst. Principal

Beth Brocato-SIT-Chairperson/Science Teacher

Leslie Sawicki-Math Teacher

Heather Forman-ELA Teacher

Sue Meriano-Special Education Teacher

Christine Scott-Science Teacher

Lisa Ross-Special Education Teacher

Maria Shank-Parent

Sub-committee work;

Andrew Wallace-Social Studies Teacher

Melissa Cohen-Literacy/Reading Teacher

4. Name of the continued Activity/Series (copied from Form C line item)

Improvement in **mathematics** on state assessment

6. Number of teachers served.

Use the grid below to indicate the number of teachers served

Educator Type	Number
Classroom/Special Education Teachers	29
Administrators	2
Itinerant Teachers (music, art, PE, etc)	7
Support Staff (i.e. Nurse Teacher, SLP, OT, etc)	5
Teacher Assistants	4
Total	47

7. Number of educators involved in the PD.

Are all classroom teachers involved in the PD activity/series? Yes

Are all administrators involved in the PD activity/series? Yes

Are all itinerant teachers involved in the PD activity/series? Yes

Are all support staff involved in the PD activity/series? Yes

Are all teacher assistants involved in the PD activity/series? Yes

Programming Details (Continuation of 2006/2007 PD)

8. From the 2006/2007 final approved Article 31 (18) PD Application copy and paste the data used to determine impact (question #17 on Form A). For each data point, indicate what impact (if any) the activity/series has had.

Decrease of students who fail to meet positive NECAP assessment data results- Results were improved from the previous year's results

Classroom achievement data-End of the year data is currently being analyzed.

Increase scores on Algebra Readiness Test-After analysis of current Algebra Readiness Test and skills being taught from grades 5-7 we determined that we need to recreate a new test to properly assess skill necessary for success in Linear Algebra

Decrease in retention of students for failure in mathematics-data will not be available until the end of the summer of 2007 (end of summer school)

Decrease of students required to attend summer school in mathematics. - 7th Grade students who are in need of summer school decreased by 50%

Development of school-wide rubrics for common assessments-Work is ongoing and productive. Common rubrics have been created and more are being created.

SALT survey information on staff-C-1, C1.1 and C1.2- SALT Data Staff Chart C.1.5 still shows a need to develop and use consistent assessment standards across all subjects.

SALT Data Staff Chart D.1. (4of4) still identifies a need for cross-content area standards-based practices as well as standards-based practices for applied literacy: Analysis and interpretation.

District survey on PD needs-Completed in Spring of 2007.

11. Why did the committee decide to continue this activity/series?

We feel that just one year of concentration in the area of mathematics and reading across the curriculum is not nearly enough time to learn and implement effective strategies to assist all students with concentrated efforts to bring all students up to grade level in mathematics

Many of our faculty are new to our building and professional development is needed in mathematics GLE's including the creation of common tasks and assessments in mathematics.

Also, we currently still have 15% of our population who qualify for direct-service PLP support from a reading specialist. (Current students screened by the Gates and assessed by the DAR). 29% of our students were below proficiency in Reading based on the 2006

NECAP assessment. While we have made substantial strides with some students, we need to continue to grow in an effort to meet all students' needs.

10. Considering the monitoring and impact of the PD during the 2006/2007 SY, what are the goals for 2007/2008?

Our goals for 2007/2008 are to continue to reduce the number of students who need direct literacy services and improve their mathematics NECAP assessment scores. We also believe that we need to increase the number of students who meet the proficiency standard on the NECAP reading and writing test. Our measurable goal is to reduce the actual percentage by 5% by the end of the 2007/2008 school year for direct literacy services as well as increase by 5% the number of students who demonstrate proficiency in mathematics on the NECAP assessment.

11. List the specific School Improvement Plan goal(s) that this activity/series aligns with and explain how the activity/series supports that goal?

Target: To increase the percentage of students proficient in mathematics on the NECAP assessment while decreasing the number of students who are substantially below proficient.

Result: EWG Junior High School students will apply concepts and skills from the Number and Operation, Geometry and Measurement, Functions and Algebra, and Data, Statistics and Probability Standards of the Mathematics GLE's to accurately solve problems on NECAP assessments. They will effectively communicate their solution to these problems by showing their work and/or including a written explanation.

12. Create a timeline that includes each major event in the series. For each event include when it will take place and who will train/facilitate the PD.

Fall 2007-Spring 2008. Professional development opportunities to review and update curriculum to align with GLE's

Fall 2007-Provide professional development time to collaborate with Metcalf school math teachers to coordinate instruction aligned with the GLE's

Fall 2007-Provide professional development time to develop common tasks and corresponding rubrics for each grade in each grade level.

Fall 2007-Early assessment of all students to determine areas of weakness in mathematics

Winter 2007-2008-Professional Development in Student Led Conferences as well as Student Portfolios, that were piloted, for all teachers.

Fall 2007-Spring 2008. Allow faculty member to attend workshops and professional development as they become available especially in the area of mathematics.

Winter 2008- Promote attendance at the RIMLE Winter Conference. Topics traditionally include best practices in teaching methods from educators throughout Rhode Island.

Spring 2008- Promote attendance at the NELMS Spring Conference. Topics traditionally include best practices in teaching methods from educators throughout New England.

13. How will the progress be monitored?

Attendance at faculty meeting and separate book study sessions. Attendance at all workshops taken throughout the year. IFL Learning Walks will look for evidence of students using mathematical strategies in all classrooms. NECAP results will be used to inform student needs in reading on a yearly basis. Teachers will look at student work, using appropriate protocols, as an evaluation of student progress.

14. Explain how this activity/series is embedded professional development.

Contractually, teachers must have job embedded professional development as part of their school year. These are opportunities during and after-school to fulfill these requirements. These skills are learned, discussed, and practiced on a number of occasions before the teachers feel comfortable in bringing this into the classroom. Job-embedded professional development which is skills-based and includes opportunities to practice learning is the most effective. Participants have the opportunity to learn comprehension strategies, try them out in the classroom, and then meet again with the reading specialist to refine their practice.

They also have the opportunity to meet with other teachers to reflect on their practice.

15. How will you again determine if the activity/series had an impact on teacher instruction and ultimately on student achievement? Include all data sources you will use.

NECAP Results-analysis of scores
Gates-MacGinitie Results
DAR Results
Grades Analysis
Other standardized test scores
Examining Student Work
SALT Reports
Teacher/Classroom observations
Report Cards analysis

Remedial class assessment results
Student Portfolios

Form C

ARTICLE 31 (18) PROFESSIONAL DEVELOPMENT INVESTMENT FUND PLAN

School Based Plan for 2007-2008

District: EWG Regional School District School: EWG Jr. High School Amount of School Allocation: \$10,407.00

Gradespan in School: 7-8 Number of K-3 Classrooms: 0

Number of Classrooms other than K-3: 24

Title of Professional Development Activity/Series Should match Title used for # 4 of Form A	Category Code (Choose only one)	Total Cost (Combine all fees associated with the activity)
English Language Arts/Writing	18	\$3,407.00
Improvement in reading for PLP students	21	\$3,500.00
Mathematics	13	\$3,500.00

Form C

ARTICLE 31 (18) PROFESSIONAL DEVELOPMENT INVESTMENT FUND PLAN

School Based Plan for 2007-2008

Category	Code	Category	Code	Category	Code	Category	Code
Leading the Focus on Learning and Achievement		Integrating Curriculum, Instruction, and Assessment		Reading	21	Parent and community involvement	32
Leadership	1	GLE/GSE alignment	10	Writing	22	Community Service Projects	33
School Improvement Team	2	Statewide Curriculum	11	Writing Across the Content Areas	23	Safe and Supportive Environments	
School Restructuring (Block Scheduling, Teaming, etc)	3	Science	12	Writing conventions	24	Behavioral Supports	34
Self Study	4	Math	13	Local Assessments	25	Personalization	35
Analyzing Student Work	5	Social Studies	14	Graduation by Proficiency	26	Diverse Learning Needs	36
Recruiting Supporting and Retaining Highly Qualified Staff		Arts	15	English Language Learners	27	Ensuring Equity and Adequacy of Resources	
Mentoring	6	Health/PE	16	Differentiated Instruction	28	Program Evaluation	37
Individual Professional Development Plans	7	Personal Literacy Plans	17	Career and Tech Ed	29	Strategic planning and budgeting	38
Using Data for Planning and Accountability		Reading Across the Content Areas	18	Technology	30		
Data driven decision making	8	Reading Assessment	19	Early Childhood	31		

Data analysis of reading/literacy results	9	Exploring research based reading programs	20	Parent and Community Involvement		
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Signatures of Professional Development Planning Committee

Principal: _____ Teacher: _____

Teacher: _____ Parent: _____

Parent: _____ Other: _____

Other : _____ Other: _____