

District Objective 1: Accountability

The Tiverton School Department is committed to improving accountability for increasing student achievement by analyzing various sources of data (state assessments, SALT, NEASC), to make informed recommendations on improving the quality of instruction in grades K-12.

Focus Area

I. Tiverton High School will review assessment, SALT, and NEASC data and incorporate recommendations to improve student achievement.

Individual School Action Steps:

<i>School Action Steps:</i>	<i>Outcome: Changes in Learning</i>	<i>Outcome: Changes in Instruction:</i>	<i>Timeline:</i>	<i>Monitoring Progress: When, How, Who?</i>	<i>Resources Needed:</i>
<p>1. Analyze and utilize Spring 2005 assessment data based on the following results of students that achieved the standard in the following areas:</p> <p>Reading (Understanding-47%) Reading (Analysis- 62%) Writing (Effectiveness-47%) Writing (Conventions-84%) Math (Skills-79%) Math (Concepts-57%) Math (Problem Solving-59%)</p>	<p>Improve student Performance in reading analysis, writing effectiveness, math concepts, and problem by a target of 5%.</p>	<p>Teachers will utilize comprehension strategies from professional development, resource books, and collaboration with literacy teacher to increase higher level comprehension skills.</p> <p>Math teachers will continue to utilize their effective strategies which led to a 20 % increase in each area.</p>	<p>Sept. 05 through June 06.</p>	<p>Progress monitored weekly and monthly throughout the school Year during department meetings, department chair meetings, and department common planning time.</p> <p>Principal English Dept. Chair Literacy Instructors Math Dept. Chair</p>	<ol style="list-style-type: none"> 1. Funding for continued participation in East Bay Educational Collaborative professional development in the area. 2. Article 18 money for quarterly English dept. meetings. 3. Common planning time.

<p>1. Continued as above (Writing)</p>	<p>Students will increase their ability to write effectively in a variety of formats, purposes, audiences, and contexts.</p> <p>All English students (grades 9-11) will utilize a writing portfolio and department writing manual in their classes. Students will improve consistent writing effectiveness assessed by the guidelines of the state writing rubric.</p>	<p>Writing- teachers will continue to utilize portfolios and the state writing rubric focusing on organization, context, reasoning, developing position, conveying stance, reader anticipation, and a stronger balance of ideas, sentences, and paragraphs.</p> <p>Teachers will demonstrate consistent reference to student use of portfolios, writing manuals, and rubrics. Teachers will administer and review at team meetings a minimum of two writing prompts prior to state assessments.</p>	<p>Sept.05 through June 06</p> <p>Nov. 05 through March 06</p>	<p>Teachers will review writing samples during team meetings each term and department meetings.</p> <p>Principal Department Chair English teachers</p> <p>Teachers- on going in classes, review and share student work at term team meetings.</p> <p>English Department Chair</p>	<p>Substitute funding for teacher release time each term.</p> <p>As above</p>
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<p>1. Continued as above (Math)</p>	<p>All math students (grades 9-11) will utilize an assessment notebook for sample assessment problems and solutions.</p> <p>Math students will increase their ability to use concepts and solve problems in Numbers and Operation, Geometry & Measurement, and Function & Algebra.</p>	<p>Teachers will:</p> <p>1. Monitor student use and organization of assessment binders</p> <p>2. Increase instructional time leading up to assessments in focus areas.</p> <p>Teachers will utilize best practice Strategies in all math courses to reinforce target objectives in the areas of skills, concepts, and problem solving.</p> <p>All content area instruction will reflect data knowledge of state assessments, PSAT's, IEP's, 504 Plans, and reading abilities of grade nine and ten students as assessed by the Gates Reading Test.</p>	<p>Sept. 04 through June 05.</p> <p>Feb. 05 through March 05.</p> <p>Sept. 04 through June 05.</p>	<p>Math Teachers Department Chair</p> <p>Department Chair meetings and Quarterly team review meetings</p> <p>Math Teachers, Special Education Math Skills Teachers, Math and Special Education Dept. Chairs.</p>	<p>Funding for purchasing of math binders and release time for quarterly team review meetings.</p> <p>Substitute funding from Article 31 funds For common time to review student work and assessments.</p>
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<p>2. The school and community will support assessment strategies and instruction for juniors during the 05-06 academic year.</p>	<ol style="list-style-type: none"> 1. Assembly to reinforce school ranking and local perception regarding assessment results. 2. Junior class strategy and recognition breakfast regarding attendance and effort. 3. Letter to parents regarding state testing. 	<p>School and community based recognition for student effort should result in cooperative work environment in classes when preparing for testing.</p> <p>(100% of all juniors took the Math and ELA Assessments last year)</p>	<p>By March 2006</p> <p>By March 2006</p>	<p>Department Chairs</p> <ol style="list-style-type: none"> 1. Math 2. English 3. Guidance <p>Principal, Assistant Principal, Department Chair and individual department meetings.</p>	<p>Funding for recognition breakfast.</p>
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District Objective 2: Educator Quality

We will ensure that all teachers possess the skills and knowledge necessary to effectively teach students in the subject and grade level for which they are hired, and that all are “highly qualified” under the No Child Left Behind criteria by June 2006.

Focus Area

2. Tiverton High School will ensure educator quality as “Highly Qualified teachers for all students by June 2006.

Individual School Action Steps

<i>School Action Steps</i>	<i>Outcome: Changes in Learning</i>	<i>Outcome: Changes in Instruction:</i>	<i>Timeline:</i>	<i>Monitoring Progress: When, How, Who?</i>	<i>Resources Needed:</i>
1. Review all major content area teachers for certification and highly qualified” status.	Ensure student learning in content and curriculum concepts and strategies is guided by high qualified teachers.	Teacher knowledge base in content area and standards-based instruction will be evident during classroom instruction.	May 2005 through May 2006	Principal	Month of May review indicated that current regular education teachers on staff meet “highly qualified” status.
2. Review content area courses instructed by	Same	Same	May 2004 through June 2006	Principal	Currently there eight sections of major

<p>special educators and plan for instructional collaboratives with content area teachers who are highly qualified.</p>					<p>content area courses taught by special educators. Funding will be needed to add sections of collaborative instruction.</p>
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District Objective 3: Instructional Programming

We will strive to achieve and maintain consistency for quality instructional programming throughout K-12.

Focus Area

1. Tiverton High will continue to support and expand its instructional programming in relation to the proficiencies and standards set forth by the 2008 Rhode Island Diploma System.

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<i>School Action Steps:</i>	<i>Outcome: Changes in Learning</i>	<i>Outcome: Changes in Instruction:</i>	<i>Timeline:</i>	<i>Monitoring Progress: When, How, Who?</i>	<i>Resources Needed:</i>

<p><i>For students 1-2 yrs. below Gr. Level proficiency in reading; extend academic literacy support class (3x per week)</i></p>	<p><i>Improved comprehension of content texts, increase scores on state and local assessments, exit program with age-appropriate reading strategies</i></p>	<p><i>Integrate reading strategies for all content area instructors, Utilize data and assessments to determine instruction, individualize instruction for targeted students</i></p>	<p><i>Sept. 2005 Through June 2006</i></p>	<p><i>Continued throughout the school year, Informal Reading Assessments, Teacher Records, Pre&Post Testing, English Literacy Teachers, English Department Chair, Principal.</i></p>	<p><i>Funding for assessments and substitutes for student assessments and personal literacy plan meetings.</i></p>
<p><i>For students reading more than 2 yrs. Below grade level proficiency; provide daily intensive literacy support with a reading specialist.</i></p>	<p><i>Same as above</i></p>	<p><i>Develop instructional Planning, utilize Gates Assessment, state assessments, and student pro-File to develop PLP's.</i></p>	<p><i>Sept.2005 Through June 2006</i></p>	<p><i>Continued throughout the school year, Reading Assessments, Literacy Specialist.</i></p>	<p><i>Same as above</i></p>

District Objective 4: Student Support Programs

We will develop and maintain support programs to promote the overall well-being and academic success of our students, and to reduce gaps in student achievement related to differences in socioeconomic and cultural backgrounds, and learning needs.

Focus Area

- 1. Tiverton High School will continue to implement a comprehensive guidance program.*

Individual School Action Steps:

<i>School Action Steps:</i>	<i>Outcome: Changes in Learning</i>	<i>Outcome: Changes in Instruction:</i>	<i>Timeline:</i>	<i>Monitoring Progress: When, How, Who?</i>	<i>Resources Needed:</i>
<i>Guidance program will ensure that each student benefits from a program that will monitor data to facilitate student improvement, provide strategies for closing any achievement gaps, promote a rigorous academic curriculum, allow equitable access to educational opportunities foster advocacy for students, and support development of skills to increase student success.</i>	<i>Students will acquire and demonstrate competencies in developing high school and post secondary educational programs that fulfill their individual learning goals and objectives.</i>	<i>School counselors will provide instruction or assist in the teaching the school guidance curriculum, learning activities, or units in the classrooms, career center, or other school facilities.</i>	<i>Through-Out the 05-06 school year.</i>	<i>Guidance counselors through GPA's, failures of students of courses, attendance rates, parent involvement, standardized test scores, or any relevant student data</i> <i>Guidance Common Planning Time</i>	<i>Study Skills software, student computer stations, guidance student work area.</i>

<i>Focus Area</i>					

2. Continue to Implement School To Career Program

Individual School Action Steps:					
School Action Steps:	Outcome: Changes in Learning	Outcome: Changes in Instruction:	Timeline:	Monitoring Progress: When, How, Who?	Resources Needed:
Implementation of Career Portfolios for all students	Students will be aware of their own interest, skills and work values info. And will use that information to make informed decisions	Guidance Counselor will integrate career-related assessments and work-based experiences into their practices through portfolio review and individual students meetings	On going	SBC & Guidance Counselors thru small group sessions in the Career Planning Center. % student completing portfolio monitored	SBC & Career Planning Center, Choice.com software & computers
All students will have ongoing opportunities for work-based experiences through job shadowing and career mentoring through individual release time and group field trips	Students will be aware of and take advantage of opportunities for job shadowing/mentoring		On going	SBC, Guidance and Career Pathways instructor through classroom and small group sessions. # of students participating in shadowing or mentoring will be tracked	SBC/Perkins, business partners
Faculty will have opportunities for career-related professional development and other activities such as grants, faculty field trips to businesses, and externships, both locally and statewide through the IFC Network, RIDE, DLT, etc.	Information on professional development, grants, internships, etc. will be distributed and faculty field trips to local businesses will be organized	Faculty will integrate more STC strategies into the classroom that relate to the needs of local and state businesses	On going	SBC will collect and disseminate material to all key personnel as well as assist with registrations, grants writing, etc. and business partners will sponsor after school field trips. SBC will keep info. on % of faculty participating	SBC/ Perkins, business partners, substitutes for professional development
All 7 th & 8 th grade students will participate in a Career Day with Middle School Counselor follow-up for all 8 th graders	All 7 th and 8 th grade students will explore at least three careers each year	7th and 8th grade faculty and guidance will begin to use career related information in the classroom	March 2005	SBC, 7 th and 8 th grade instructors, Middle School Guidance & Admin, business partners at TMS with evaluation surveys completed from students, staff and speakers as well as Counselor follow-up	SBC/ Perkins, planning time for TMS staff
Employers will have input into the assessments for students in the work release program	Employers will assess the performance of students at the work site and this information will be used for grading & IEP review	Transition Specialist will focus on job survival skills and other SCANS skills based on the results of these assessments	Jan & June 2005	SBC will visit businesses partners to complete Employer evaluations and review evaluations with Transition Specialist who will make appropriate curricula modifications	SBC & Transition Specialist, planning time
Additional business and industry partnerships will be supported to allow faculty to integrate all aspects of the industry into the curriculum through the local Small Business Association & civic organizations	Additional faculty will sponsor classroom speakers and career-related field trips	Faculty will utilize more community and business representatives in creating and presenting curricula	On going	SBC and interested instructors will continue to develop a speaker's bureau based on the needs of faculty, students and businesses. SBC will monitor # of faculty, students and businesses	SBC, business partners
Electronic portfolios and other alternative assessments will be explored with the special education	Students involved in Intensive Math III will develop an electronic portfolio	Students will have intensive experience in technology as well as a standardized format for organizing/displaying	June 2005	SBC, Math III instructor and @ 10 students will work in the Career	SBC, Math II instructor, Electronic portfolio technical assistance & planning time

department		skills		Planning Center to pilot this program	
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Focus Area

2. Incorporate Applied Learning into Content Courses

Individual School Action Steps:

School Action Steps:	Outcome: Changes in Learning	Outcome: Changes in Instruction:	Timeline:	Monitoring Progress: When, How, Who?	Resources Needed:
<p>Professional development for all English Dept. and other interested Instructors for Senior Project Implementation</p> <p>Implementation of Senior Projects in general or preparatory English curricula</p> <p>Project-based Learning training for additional instructors (10 instructors have already taken part in PBL lesson plan development in Spring 2004)</p> <p>The SBC/STC will work with faculty to implement additional career and technology related components across the curriculum</p>	<p>Students will be prepared to: take responsibility for their own learning, manage time & resources, display their talents, communicate effectively, work with a mentor, etc.</p> <p>PBL will encourage students to think critically and problem-solve</p> <p>SCANS will be supported across the curricula and career-related information will be readily available to all students</p>	<p><i>Collaboration among departments will more prevalent as students explore different areas</i></p> <p><i>Support for component of Senior Project – research paper and presentations skills- will be integrate across the curricula</i></p> <p><i>PBL will continue to support small group work and inter-disciplinary projects</i></p> <p><i>Career-related information will be included in classrooms including linking academics to the world of work</i></p>	<p>Spring 2005</p> <p>Sept. 2004</p> <p>Spring 2005</p> <p>On-going</p>	<p>All English instructors will be prepared to facilitate Senior Projects by September 2005 with an inter-disciplinary support team including the Senior Project coor. And SBC.</p> <p>Seniors in general or prep. will complete a Senior project at 35% of their English curriculum in 04-05</p> <p>Trainers involved in the Project-based learning program will facilitate additional training & provide technical assistance to at least 8 additional instructors</p> <p>Additional curricula will include career and technology components. The SBC will work with academic instructors to identify applications of the curriculum in careers and present this information with business partners</p>	<p>Regional Training with EBEC, planning time</p> <p>Grant funds (pending) for substitutes, materials, etc.</p> <p>Planning time, release time for trainers to provide technical assistance</p> <p>Perkins funded SBC, planning time, business partners</p>

District Objective 5: Parental and Community Involvement

We will increase opportunities for parental and community involvement in student learning and educational planning.

District Action Step:

5.2 Promote Family Involvement and Literacy Volunteer Programs

Individual School Action Steps:

<i>School Action Steps:</i>	<i>Outcome: Changes in Learning</i>	<i>Outcome: Changes in Instruction:</i>	<i>Timeline:</i>	<i>Monitoring Progress: When, How, Who?</i>	<i>Resources Needed:</i>

District Action Step:

5.3 Utilize various modes of communication, including school newsletters, website, and local cable access to provide information to families and community members.

Individual School Action Steps:

<i>School Action Steps:</i>	<i>School Action Steps:</i>	<i>School Action Steps:</i>	<i>School Action Steps:</i>	<i>School Action Steps:</i>	<i>School Action Steps:</i>

District Objective 6: Facilities

We will provide and maintain progressive facilities that support safe and healthy learning environments

Focus Area

- 1. Improve facilities to support the changing, teaching, learning, technological, and safety needs of the Tiverton School District.*

Individual School Action Steps:

<i>School Action Steps:</i>	<i>Outcome: Changes in Learning</i>	<i>Outcome: Changes in Instruction</i>	<i>Timeline</i>	<i>Monitoring Progress: When, How, Who?</i>	<i>Resources Needed:</i>
<i>1. Increase individual classroom computer supported instruction in all classrooms.</i>	<i>Students will utilize computer resources in research and Instructional program-Ming</i>	<i>Teachers will demonstrate technology based instruction and assessment methods to differentiate learning and improve student achievement interest and achievement.</i>	<i>Summer and Fall 2005</i>	<i>Technology Coordinator Technology Staff Principal</i>	<i>Current funding from technology budget.)</i>
<i>2. Complete construction of high school renovation/addition project in the</i>	<i>Increase student achievement And learning opportunities in improved</i>	<i>Improve instructional environment in listed areas as well as improve student/parent</i>	<i>Fall 2005</i>	<i>Building Committee, Principal, Department Chairs</i>	<i>Funding of 3.75 million dollars has been approved for school bond.</i>

<i>areas of science, physical education, music, and guidance.</i>	<i>classroom environment</i>	services.			