

# SCHOOL IMPROVEMENT ACTION PLAN 2009-2010

## Proficiency Based Graduation Requirements

**Target:** An increase in a quantifiable indicator by a specified amount.

Increase the the number of seniors finished with capstone Projects as of September by 5%.

Increase the completion of Graduation portfolios as of May by 5%.

Increase CIM candidates by 5%

Increase CTE student completion of an integrated imbedded comprehensive exhibition by 5%

**Result Statement:** What will students know and be able to do by the end of next year?

\* All Students will demonstrate proficiency in six core areas: Math, ELA, science, social studies, arts, and technology.

\* All students will maintain an electronic proficiency based portfolio.

\* All students will successfully complete a Capstone Project.

\* By the end of the ~~second~~ **third** quarter all senior students will successfully complete their Capstone Project and Graduation Portfolio.

\* Students who have met standard on the NECAP and have successfully completed their Capstone Project will be encouraged to attain a CIM endorsement.

\* **CTE students will demonstrate the exhibition proficiency based graduation requirement by completing a Capstone exhibition that integrates academic and career skills through a research based applied learning project that meets program**

<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? How do these connect to the RI GLEs/GSEs? Consider how students will:</p> <ol style="list-style-type: none"> <li>1. Use standards &amp; expectations to become better learners,</li> <li>2. Use assessment results to guide their learning, and</li> <li>3. Access the learning opportunities they need.</li> </ol>	<p><b>Changes in instruction:</b> What will teachers do to ensure students learn and develop the learning behaviors identified in the first column?</p> <p>(Be sure that the instructional practices you identify will address every student learning behavior and connect to the Rhode Island Beginning Teacher Standards)</p>	<p><b>Monitoring Progress with Timelines and Adjustments:</b> How will teachers measure progress and make adjustments to the changes in learning and teaching behaviors that we want? How often will this occur? How will teachers inform and involve the principal, parents and SIT?</p>	<p><b>Collaboration and Support:</b> When will teachers find time to collaborate and discuss the information they get from monitoring to improve learning and teaching?</p>	<p><b>Resources, School and District:</b> What school-wide and district supports and resources will be necessary to achieve the results of the action plan? Organize support into the categories below and fill out the attached back up sheets for each area.</p> <p>(Use the attached resource planning templates to specify the professional development support for teachers.)</p>	<p><b>Evaluating Results:</b> How will the school know if the students reach the intended results? In light of what we have learned, how will we revise the plan for next year?</p> <p><b>Reporting to Families and Community</b> How will we share the results of this plan with the entire school community?</p>
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<p><b>Students will:</b></p> <p><b>Maintain an electronic proficiency portfolio in all classes, in all grades. Portfolios include a minimum of 3 proficient entries per year long course (at least 50% validated) and 1 validated entry for semester long course by the end of each grade All entries aligned to GSE's, content standards, Applied Learning Standards and Learner Expectations.</b></p> <p><b>Successfully complete all components of an electronic Graduation Portfolio by compiling evidence of proficiency in all core areas (The class of 09 will maintain a hard copy portfolio).</b></p> <p><b>All students are required to take a technology course in the 9<sup>th</sup> grade to facilitate the use of the electronic portfolio system.</b></p> <p><b>All students are required to take a Capstone course which facilitates the completion of the Capstone Project. The project is aligned to standards, is rigorous, relevant and student interest driven.</b></p>	<p><b>Teachers will:</b></p> <p><b>RIBTS Standards: 1,2,5,9</b> Develop and refine course specific tasks, administer tasks</p> <p>Provide multiple opportunities for students to complete course specific tasks designed to integrate research, technology, problem solving, and oral presentation skills and knowledge necessary for students to demonstrate proficiency in the core areas.</p> <p>Provide feedback and opportunities for students to revise below standard tasks or take clones of tasks to ensure all students demonstrate proficiency.</p> <p>Utilize school-wide rubrics to assess course specific tasks.</p> <p>Teachers will align and calibrate rubrics to GSE's.</p> <p><del>Integrate technology by using the electronic portfolio system for tasks.</del></p> <p>Technology teachers will teach all 9<sup>th</sup> grade students how to develop and manage an</p>	<p><b>Teachers will:</b></p> <p>All teachers administer, grade, compile and monitor multiple proficiency portfolio entries.</p> <p><del>At the end of each semester, teachers will generate a Task Assignment Report and submit it the respective department head and principal.</del></p> <p>Through advisory, students will conference with advisory teachers and are guided toward successful completion of portfolio requirements at least 3 times per semester.</p> <p>Comments on report cards will be added 2 times per semester to ensure families are well aware of their student's progress on tasks.</p> <p><b>Teacher leaders will:</b></p> <p>Evaluate and monitor the portfolio system on a monthly basis.</p> <p>Develop and implement Capstone panel presentations 2 times per year.</p> <p>Evaluate the validation process of entries, and the progress of <del>evaluating</del> the Graduation Portfolio system quarterly.</p> <p>PBGR steering committee will meet weekly to monitor, adjust, and continue to develop the <del>portfolio</del> proficiency-based graduation system.</p> <p><b>Administrators will:</b></p> <p>The administrative team will</p>	<p>Concerns of teachers, students, and parents will be noted by teachers to be shared at Common Planning Time meetings.</p> <p>Discussion points will be brought to the S.I.T team.</p> <p>Time will be set aside at all S.I.T. meetings, faculty meetings, and CPT meetings to discuss the progress both students and teachers are making toward PBGR goals.</p> <p>Common Planning Time for all teachers will be utilized to look at student work, write tasks, validate tasks, discuss progress both students and teachers are making toward PBGR goals, and implement the electronic portfolio system.</p>	<p><b>Lead the Focus on Learning and Achievement</b></p> <p>Professional Development for all teachers on portfolios, writing tasks, scoring tasks, looking at student work, and <del>electronic</del> portfolio system.</p> <p><b>Build a Professional Learning Community Committed to Excellence</b></p> <p>Common Planning Time</p> <p>Faculty meetings</p> <p><b>Deliver Aligned Curriculum, Instruction and Assessment</b></p> <p><del>Continue to develop</del> Refine and revise aligned tasks for Portfolio worthy entries.</p> <p>Develop proficiency descriptions aligned to content standards, GSEs, and LEs.</p> <p><b>Use Information to Improve Performance</b></p> <p>Compile data on task completion and proficiency, portfolio progress, and the Capstone Project.</p> <p>Survey students, faculty, and graduates on PBGR's</p> <p><b>Engage Families and the Community</b></p> <p>Develop a family &amp; Community engagement plan for PBGR</p>	<p><b>Evaluating Results:</b></p> <p>Tasks monitored for all students on a semester basis by course.</p> <p>Evaluate reports on Task administration and completion.</p> <p>Using data from the monitoring system all stakeholders will be notified on a semester basis. The end of year results will be used to modify the following years plan.</p> <p><b>Reporting to Families and Community:</b></p> <p>Core teacher parental contact</p> <p>Freshman orientation night</p> <p>Progress reports</p> <p>Report cards</p> <p>School Report Night</p> <p>Mailings</p> <p>PBGR Website containing Capstone documents, handbook, electronic portfolio information, phone and email contacts</p> <p>PBGR Parent Nights</p> <p>Listserv monthly PBGR communication</p>
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<p><b>All students are required to successfully complete a Capstone Project in order to graduate by the end of semester one of their senior year.</b></p> <p><b>All students who meet standard on the Capstone Project and the NECAP are encouraged to complete a CIM.</b></p> <p><i>All CTE students will complete a Capstone exhibition that integrates academic and career skills through a researched based applied learning project that meets program goals.</i></p> <p><i>All components of 2010 PBGR commissioner review fully implemented.</i></p>	<p><del>electronic portfolio as well as how to utilize audio visual software to prepare for oral presentations.</del></p> <p>Every department will offer an exhibition type project to all students in order to prepare students to complete a Capstone project or to use as a foundation for their Capstone Project.</p> <p><i>CTE teachers will collaborate with PBGR Steering committee to develop and implement a rigorous project that meets the needs of the program and state guidelines for exhibitions</i></p>	<p>meet monthly to discuss progress of implementing PBGR requirements.</p> <p>The S.I.T. will meet monthly to monitor and report out to the faculty the progress of the plan's goals.</p> <p><i>A framework will be developed and piloted by the end of the 2009-2010 school year</i></p>	<p><i>PBGR Steering committee meetings and CTE common planning time will be utilized for the development process. PBGR coordinators will communicate between CTE teachers and Steering committee.</i></p>	<p>requirements.</p> <p>Solicit community members (business leaders, school committee, etc.) for Capstone Presentations.</p> <p>Parent training on portfolio and Capstone.</p> <p><i>Meeting with parents of senior students that have not completed their Capstone project in September.</i></p> <p><b>Provide Safe and Supportive Learning Environments</b></p> <p>All Advisory adults will support student progress towards PBGR requirements.</p> <p><b>Allocate Fiscal and Human Resources</b></p> <p><del>Electronic</del> portfolios for all incoming freshmen in all classes</p> <p>Time allocation on PD days, CPT and after school workshops.</p> <p>Appropriate technologies to <del>photograph, scan, enter, and evaluate portfolio entries.</del> graduation requirements</p> <p>Support <del>if</del> when graduation portfolio or Capstone requirements are not met.</p> <p>3 PBGR coordinator positions.</p> <p>Time and funds to evaluate Graduation Portfolios and Capstone Projects.</p>	<p><i>CTE project framework developed and piloted by spring of 2010. Revisions made during the summer of 2010. Full adoption and implementation during the 2010-2011 school years.</i></p>
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