

**Ashaway Elementary School
12A Hillside Avenue
Ashaway, RI 02804**

“Roaring with Pride and Ready to Learn”

Mission Statement

The mission of Ashaway Elementary School is to build a strong academic foundation, encourage an eagerness to learn foster personal strength, enhance positive behavior, and nurture community involvement for all children by providing a challenging and interactive education in a safe environment.

School Wide Positive Behavior Program

At Ashaway School we hold high expectations for academics and behavior for all Ashaway community members. The school wide positive behavior program will acknowledge students for exhibiting our four expectations. Students are always being taught how to be respectful, how to be safe, how to be honest, and how to be responsible in all of the school settings.

(Chariho Regional School District, Visions 2013, Goal 3)

Goals

Students will be able to meet grade level expectations in English Language Arts.

(Chariho Regional School District, Visions 2013, Goals 1, 2 and 4)

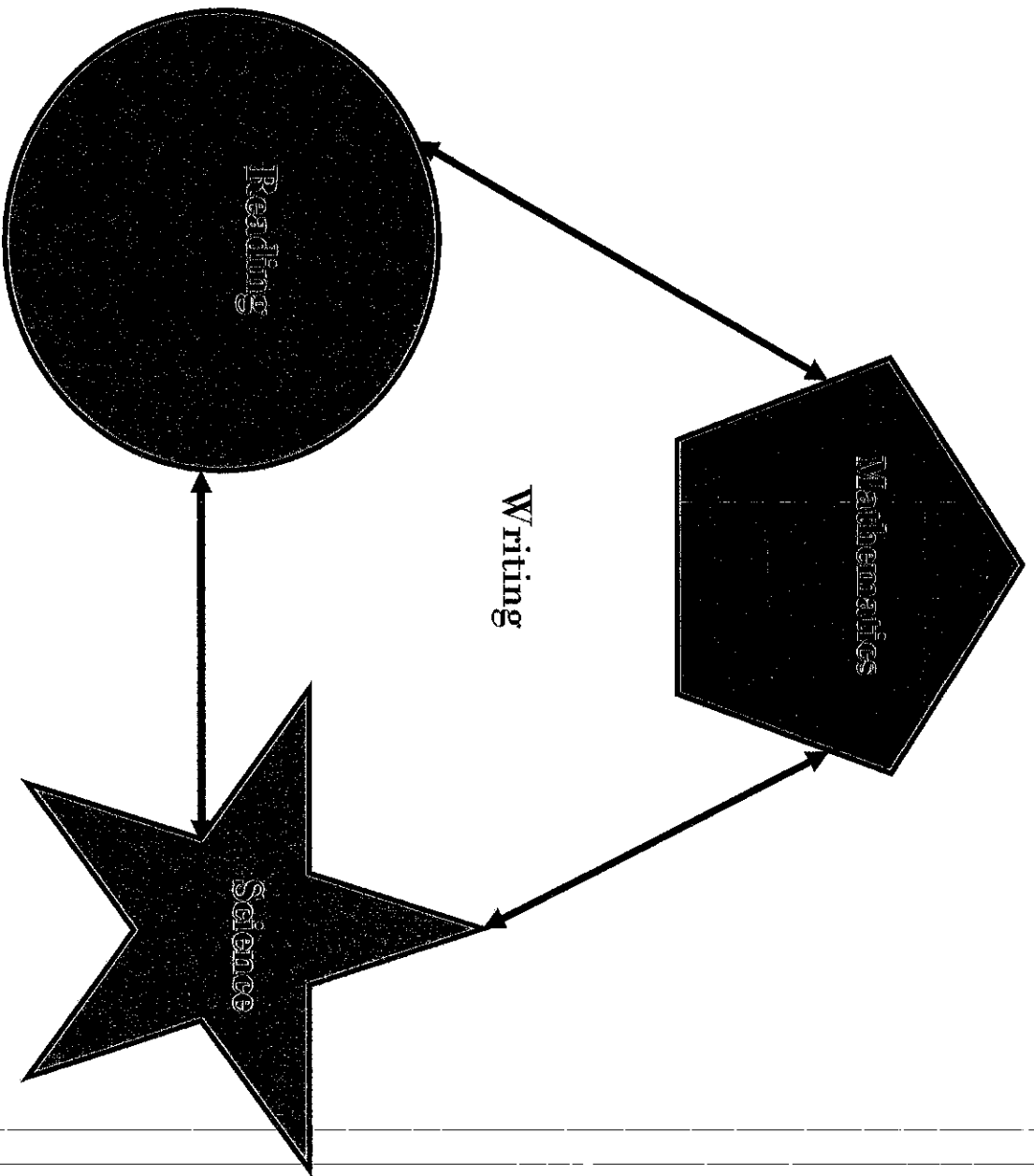
Students will be able to meet grade level expectations in Mathematics.

(Chariho Regional School District, Visions 2013, Goals 1, 2 and 4)

Students will be able to meet grade level expectations in Science.

(Chariho Regional School District, Visions 2013, Goals 1, 2 and 4)

The Ashaway School Improvement Plan Trinity



<p>Ashaway School - Reading Action Plan</p>		<p>Result Statement: What will students know and be able to do by the end of next year? Students will be able to read, comprehend, analyze, interpret, and respond to what they read to develop the skills of effective, critical readers.</p>			
<p>Target A: Raising test scores by a specified amount. An increase of 3-5% points on the New England Common Assessment An increase of 3-5% of students who meet PLP exiting criteria.</p>					
<p>Changing in student learning behavior: What will students do to reach the identified result?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use reading strategies to read fluently. ▪ Acquire new vocabulary through text. ▪ Use context clues to monitor comprehension and understand vocabulary ▪ Use reading strategies to <u>highlight important details/ information and questions</u> ▪ Use background knowledge to make connections to text. 	<p>Changing Instruction: What will teachers do to ensure students reach the intended results?</p> <p>Teachers will:</p> <ul style="list-style-type: none"> ▪ Differentiate instruction through the tiered model approach ▪ Teach and model decoding/ encoding strategies, phonemic awareness skills, and fluency lessons ▪ Vocabulary lessons (sight words, word of the week, text vocabulary, synonyms, antonyms, parts of speech, etc...) ▪ Incorporate words from the Dale-Chall word list in everyday instruction. 	<p>Monitoring Progress with Timelines and Adjustments: How will teachers measure progress and make adjustments towards the change in learning behavior and teaching that we want? How often will this occur?</p> <p>Teachers will:</p> <ul style="list-style-type: none"> ▪ Use district timelines to schedule and monitor activities ▪ Use Ashaway's timelines for CORE, running records, anecdotal, and observations ▪ Use data to regroup students and drive instruction 	<p>Collaboration and Support: When will teachers find time to collaborate and discuss the information they get from monitoring to improve learning and teaching?</p> <p>Teachers will collaborate during:</p> <ul style="list-style-type: none"> ▪ Common planning time ▪ Response to intervention meetings ▪ Informal meetings ▪ Faculty meetings ▪ Release Time Thursdays ▪ Data wall meetings 	<p>School and District Resources: What school-wide and district supports and resources will be necessary to achieve the results of the action plan?</p> <p>The school will supply the following support and resources:</p> <ul style="list-style-type: none"> ▪ Common planning time ▪ Release time for Focus Groups ▪ Demonstration lesson opportunities ▪ Focus Group Time ▪ RtI ▪ CORE Vocabulary Handbook 	<p>Evaluating Results and Reporting to Families and Community: How will the school know if the students reach the intended results? How will the results be shared to the community?</p> <p>Evaluating results:</p> <ul style="list-style-type: none"> ▪ Looking at student work ▪ Analyzing and interpreting NECAP results and local data ▪ RtI review meetings <p>Reporting to the community:</p> <ul style="list-style-type: none"> ▪ Report cards ▪ Progress reports ▪ Report Out Night ▪ PLPs

<ul style="list-style-type: none"> ▪ Make predictions based on background knowledge and text clues using evidence ▪ Identify main idea of text ▪ Use the RAISE graphic organizer to generate a variety of written responses. ▪ Write a variety of written responses. 	<ul style="list-style-type: none"> ▪ Use the CORE Vocabulary Handbook for Read Aloud Strategies targeting 3-5 words/ week. ▪ Provide opportunities for students to read independently and respond to text. ▪ Teach and model strategies to identify context clues and then using the clues to comprehend ▪ Teach and model comprehension strategies (literature circles, comprehension tool kit, main idea, visualization, classifying, cause and effect, etc...) ▪ Teach and model how to use the RAISE G.O. 	<ul style="list-style-type: none"> ▪ Monitor and report progress to both students and parents via conferences, progress reports, and report cards. ▪ Administer and assess Aimsweb benchmarks and progress monitor probes 			
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Ashaway School - Math Action Plan		Result Statement: What will students know and be able to do by the end of next year? Students will be able to solve multi-step problems using mathematical language, clearly explain their thinking in writing, and successfully connect mathematical ideas.	
Target A: Raising test scores by a specified amount. An increase of 3-5% points on the New England Common Assessment An increase of 3-5% of students meeting standard on trimester common assessments.			
<p>Changing in student learning behavior: What will students do to reach the identified result?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Have more opportunities to read and interpret line plots. ▪ Have a better understanding of all math vocabulary. ▪ Have more opportunities to practice algebraic expressions with an unknown ▪ Have more opportunities to gain a better understanding of equality ▪ Use RAISE to support problem solving 	<p>Changing Instruction: What will teachers do to ensure students reach the intended results?</p> <p>Teachers will:</p> <ul style="list-style-type: none"> ▪ Provide daily/weekly opportunities for students to read and interpret line plots by collecting or providing data to work with (science instruction, morning meetings, center time, charting books, etc...) ▪ Provide more practice with algebraic expressions. ▪ Use the CCSS Math Practices that are appropriate for each lesson. 	<p>Monitoring Progress with Timelines and Adjustments: How will teachers measure progress and make adjustments towards the change in learning behavior and teaching that we want? How often will this occur?</p> <p>Teachers will:</p> <ul style="list-style-type: none"> ▪ Administer unit assessments and district common assessments ▪ Assess student work with grade level peers to clarify expectations for achievement and assessment ▪ Administer Aimsweb benchmark assessments 	<p>Collaboration and Support: When will teachers find time to collaborate and discuss the information they get from monitoring to improve learning and teaching?</p> <p>Teachers will collaborate during:</p> <ul style="list-style-type: none"> • Common Planning time • Response to Intervention time • Informal meetings • Staff Meetings • Release Time Thursdays
		<p>School and District Resources: What school-wide and district supports and resources will be necessary to achieve the results of the action plan?</p> <p>The school will supply and support the following resources:</p> <ul style="list-style-type: none"> ▪ Common planning time ▪ Release Time for Focus Groups ▪ Demonstration lesson opportunities 	<p>Evaluating Results and Reporting to Families and Community: How will the school know if the students reach the intended results? How will the results be shared to the community?</p> <p>Evaluating Results:</p> <ul style="list-style-type: none"> ▪ Looking at student work over time ▪ Analyzing and interpreting NECAP and local assessment data <p>Reporting to the community:</p> <ul style="list-style-type: none"> ▪ Report cards ▪ Progress reports ▪ School Report Out Night

<ul style="list-style-type: none"> ▪ Think and act like mathematicians using the CCSS Math Practices. ▪ Spend 5 minutes everyday on fact fluency practice. 	<ul style="list-style-type: none"> ▪ Provide daily and or weekly opportunities to solve multi-step problems ▪ Differentiate instruction ▪ Model how to problem solve using RAISE ▪ Provide 5 minutes everyday for fact fluency practice 	<p>Administrators will:</p> <ul style="list-style-type: none"> ▪ Lead focus group meetings ▪ Participate in common planning time meetings around student work and math assessments 			
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Revised May 2, 2012

Ashaway School – Science Action Plan

Target A: Raising test scores by a specified amount.
 An increase of 3-5% points on the New England Common Assessment

Result Statement: What will students know and be able to do by the end of next year?
 Students will be able to investigate a question, collect and analyze data, explain and make conclusions using evidence, and make inferences about the investigation.

<p>Changing in student learning behavior: What will students do to reach the identified result?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Accurately understand the “big ideas” of a science unit. • Write in science notebooks. • Make connections to previous learned concepts or to their lives. • Make complete and accurate observations • Collect and record data accurately • Examine and analyze data • Show understanding of fair tests. • Use evidence and data to support their reasoning • Be organized and use transition words. 	<p>Changing Instruction: What will teachers do to ensure students reach the intended results?</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Set up explorations with appropriate materials and allow time for exploration • Provide focus questions during exploration • Provide task questions to extend beyond the exploration • Model observational and note taking skills using the <u>Writing in Science</u> model. • Tap prior knowledge using the “connection” piece from <u>Writing in Science</u>. 	<p>Monitoring Progress with Timelines and Adjustments: How will teachers measure progress and make adjustments towards the change in learning behavior and teaching that we want? How often will this occur?</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Monitor and report progress to both students and parents via conferences, progress reports, and report cards. • Assess science notebooks and assessments during each trimester • Give common assessments • Will meet with the principal once a trimester to review student work for the journal 	<p>Collaboration and Support: When will teachers find time to collaborate and discuss the information they get from monitoring to improve learning and teaching?</p> <p>Teachers will collaborate during:</p> <ul style="list-style-type: none"> • Common planning times • Staff meetings • Release days 	<p>School and District Resources: What school-wide and district supports and resources will be necessary to achieve the results of the action plan?</p> <p>The school will supply the following support and resources:</p> <ul style="list-style-type: none"> • Common planning time • Release time • Demonstration lessons • Focus Group Time 	<p>Evaluating Results and Reporting to Families and Community: How will the school know if the students reach the intended results? How will the results be shared to the community?</p> <p>Evaluating results:</p> <ul style="list-style-type: none"> • Looking at student work • Analyzing and interpreting NECAP results and local data <p>Reporting to the community:</p> <ul style="list-style-type: none"> • Reporting to the community: • Report cards • Progress reports • Report Out Night
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<ul style="list-style-type: none"> • Use scientific vocabulary precisely • Generate “investigation” questions 	<ul style="list-style-type: none"> • Extend explorations using the cause and effect model from <u>Writing in Science</u>. • Teach and model curiosity questioning from <u>Writing in Science</u>. • Provide vocabulary word wall to be manipulated physically and categorized. • Model the use of words using <u>Writing in Science Strategies</u> • Publish science writing pieces • Provide opportunities for students to apply new knowledge to a new experience. • Engage students in discourse to “make meaning.” <p>REFER to <u>Writing in Science</u> page 153</p>	<p>Administrators will:</p> <ul style="list-style-type: none"> • Meet with teachers each trimester to review student work for the science journal • Publish a science journal each trimester. 			
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Revised March 9, 2011

Reference: Writing in Science and Writing in Science in Action by Betsy Rupp Fulwiler, 2007, 2011.