

Theory of Action Underlying This Plan

If we strategically and systematically design a school improvement plan that defines adult actions and measurements of successful implementation, then support will be given to students and staff toward our goals and student achievement will improve.

If we effectively monitor the progress of data within school and instructional data teams, then we should identify successful instructional strategies in improving student achievement.

If we define and create a level of support structures within staff to assist teachers in pedagogy and student learning, then student achievement will increase in targeted areas.

If we engage in a reflective academic environment of planning, delivering, and adjusting for a high level of rigor with effective questioning related to text/task prompted by Bloom's levels 4 (Analyze), 5 (Evaluate), 6 (Create), then student achievement levels will increase to higher levels.

If we focus on the growth of all students, including high achieving and gifted students, then we will see categorical growth within all performance levels and no regression of achievement.



Roger Sherman School

School Improvement Plan

2013 - 2105



Focused Strategy

School-wide Focused Strategy

Teachers will plan, deliver and evaluate the effectiveness of high level questions asked during instruction that leads to student understanding of the text/task.

Kindergarten

Monitor student progress through the collection of data.

Meet regularly with flexible small groups to meet the specific needs of all learners.

Meet with all students weekly for one-on-one conferences.

Grade 1

Teachers will teach numerous addition and subtraction strategies needed to improve mental math skills such as counting on/back, doubles, near doubles, making ten, related facts, fact families.

Grade 2

Use close reading strategies for Math Problems.

Grade 3

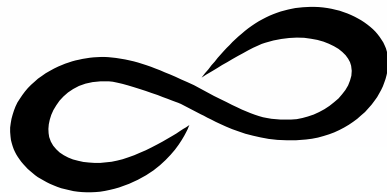
Teacher will set goals for students based on their needs (based on Blue Ribbon Test results and will monitor student progress.

Teacher will provide opportunities to reflect on their goals and will confer to give feedback and discuss progress toward their goals.

Teacher will model problem solving thinking using interactive think alouds in integrated mathematics problems (Strand 25) and facilitate student discourse and feedback.

Grade 4

Teacher will decrease amount of teacher-directed dialogue while encouraging and allowing for student centered discourse (“talk and turn”) that demonstrated the ability to use conversation to build big ideas.



Grade 4 Continued

Teacher will model meaningful discourse.

Small group instruction with students, in order to set goals for learning and monitor progress will take place and feedback will be given to students on their progress towards their goals.

Classroom teachers will confer with students at least once a month to review goals and monitor progress towards goals. Small group notes will identify the goal for the students and the evidence that demonstrates progress towards that goal.

Utilize Blue Ribbon tutorials for reading/math to target areas of weakness. Use these in small group instruction.

Grade 5

Utilize Blue Ribbon tutorials for reading/math to target specific areas of weakness. Use these in small group instruction.

Classroom teachers will confer with students at least once a month to review goals and monitor progress towards goals.