

Narragansett High School School Improvement Plan

May 2008 – May 2009

The **mission** of Narragansett High School is to develop and support a community of responsible citizens by

- Empowering all members of the learning community through a rigorous, inquiry-based, integrated, and standards-driven curriculum.
- Creating a collaborative culture that inspires confidence through active participation, reflection, and accountability from all members.
- Establishing and maintaining a personalized culture for teaching and learning that is respectful, safe, and encourages life-long learning.

Academic Learning Expectations

Narragansett High School students shall

- 1.1 Communicate effectively using oral, written, and technological formats.
- 1.2 Meet proficiency in content and applied learning standards as outlined in the *Rhode Island High School Diploma System*.
- 1.3 Read critically and interpret a wide range of materials with varying degrees of complexity.
- 1.4 Demonstrate the use of reasoning and problem solving skills and strategies through analysis and synthesis of data and information.

Social and Civic Learning Expectations

Narragansett High School students shall

- 2.1 Demonstrate the behaviors and skills for independence and collaboration.
- 2.2 Participate as a citizen in the local, national, and global community.
- 2.3 Demonstrate an understanding of and respect for diversity.
- 2.4 Set individual goals for continued life-long learning.

The NHS School Improvement Plan continues to address the school's obligation to meet the requirements stipulated by the *Board of Regent's High School Regulations of 2003* and the *Rhode Island Diploma System*. The review and revision of the plan also represents NHS's continued commitment to the school's mission and expectations. The direction for improvement focuses on the areas of student achievement and responsibility; curriculum, instruction, and assessment; and the school environment. Listed below are the identified goals that informed the review and revision of the objectives and action plans.

Goals

- Improve **student achievement and responsibility**
- Provide relevant, challenging, and diverse **curricula, instruction, and assessments** that support PBGRs and respond to each student's Individual Learning Plan (ILP)
- Provide a **school environment** that promotes a healthy, bias free culture and supports learning

Objectives

The objectives express the personal and learning characteristics NHS strives to develop in each student.

1. The percentage of eleventh graders achieving the standard or achieving the standard with honors on the NECAP will increase annually in Reading, Mathematics, and Writing by 3%

Indicator(s)

% of students achieving the standard or achieving the standard with honors
Decrease in the "achievement gap"

Benchmarks

Determined by index proficiency scores

2. Each student in grades 9-11 will demonstrate proficiency on required common/course/class tasks.

Indicator(s)

of students having the required common/course/class tasks in their working portfolio

Benchmarks

Determined by teachers and administration as stated in the Graduation Portfolio Manual

For the class of 2010: By the end of Grade 9 – ten, Grade 10 – twenty, and Grade 11 - thirty

3. Each student will acquire and demonstrate proficiency in NHS's academic and social/civic learning expectations, applied learning standards, and school-wide rubrics across the curriculum and in a variety of settings.

Indicator(s)

Documented acceptance of department responsibility for specific learning expectations and implementation of related tasks

Documented inclusion of applied learning standards in course syllabi and implementation of related tasks

Documented community service

Documented through the entries in each student's working portfolio

Documented through data analysis

Documented through entries in each student's Individual learning Plan (ILP)

Benchmarks

Determined by NHS's diploma system and standards established by school-wide rubrics

Demonstrated by academic, personal, and career competencies fulfilled in each student's Individual Learning Plan (ILP)

Tactics

The tactics explain how NHS plans to achieve the stated objectives.

- Provide meaningful and focused professional development to stimulate instructional practice that contributes to student achievement and responsibility.
- Continue to provide multiple opportunities for students to prepare for proficiency-based graduation requirements with curricula, instruction, and assessments that are relevant, challenging, and diverse as well as aligned with the school's learning expectations, national content standards, Grade Span Expectations (GSEs), Applied Learning Standards, and the state assessment.
- Strengthen existing programs and/or strategies and implement a professional learning community model that focuses on sustaining and improving a personal, responsive, and supportive school environment in order to improve student achievement and responsibility.
- Utilize data to assess the effectiveness of the diploma system as well as to drive changes in school programs and/or strategies as well as in curriculum, instruction, and assessment.

Actions

The actions delineate specific steps, responsibilities, and time frame needed to accomplish the plan.

Steps	Responsibility	Date
Develop and conduct a survey of parents and students about their experience with PBGR elements of the diploma system: communication, organization, accessibility to coordinators, etc.	Administration, Senior Project Coordinator, Graduation Portfolio Coordinator	May 2008 Develop June 2008 Conduct
Develop and conduct a survey to determine the effectiveness of the support and professional development provided for teachers by the SBC, Graduation Portfolio Coordinator, and Senior Project Coordinator related to applied learning and the PBGR	SIT	May 2008 Develop June 2008 Conduct
Review, revise, and implement an advisory survey to teachers and students	Advisory Coordinator, Administration	May 2008 Develop June 2008 Conduct
Analyze the course taking patterns of students to determine if all students have access and opportunity to meet the graduation requirement	Administration, Graduation Portfolio Coordinator, Guidance Department Coordinator	Summer 2008
Analyze the reasons students did not meet the requirements of the new diploma system for the graduating class of 2008	Administration, Leadership Team	Summer 2008
Continue to examine the role of the advisory program and implement necessary changes	Advisory Coordinator, Senior Project Coordinator, Graduation Portfolio Coordinator, leadership Team, Administration	June - September 2008
<ul style="list-style-type: none"> Implement a professional learning community model for common planning time Develop and implement a professional learning community model for leadership team meetings and department meetings Continue to develop and implement protocols for looking at student work 	Administration, Leadership Team, Faculty CFG facilitators	Summer 2008 Train Leadership Team 2008-2009 SY Implement
Develop and implement a high school parent list-serv	Technology Coordinator	Fall 2008
Continue to review, revise, develop, and implement common/course/class/applied learning tasks	Administration, Department Chairs and Program Leaders with department members, School Based Coordinator	2008-2009 SY
Structure professional development days aligned with the SIP, the Mission and Expectations, and PBGRs that focus on defining proficiency within and across departments, writing instruction, assessment, the electronic portfolio system, and the use of data to drive change and improvement	Professional Development Committee, Administration, Leadership Team, School-based Coordinator, Senior Project Coordinator, Literacy Coach	2008-2009 SY
Continue to review, revise, and implement support programs for students as they strive to meet PBGR	Administration, Leadership Team, Senior Project, Graduation Portfolio Coordinator	2008-2009 SY
Identify and implement strategies to raise awareness regarding a healthy, bias free culture	Assistant Principal, School Psychologist, Behavior Specialist	2008-2009 SY

Calendar of Data Analysis, and Review and Revision Practices

Month	Practice	Responsibility
August	Review and revise student and athletic handbook	Administration
October	Analyze state assessment results	Leadership Team, SIT
November	Review and revise the Program of Studies	Administration, Department Chairs, Program Leaders
	Review quarterly grades	Guidance Counselors, Advisors, Department Chairs, Program Leaders
	Analyze data: attendance, tardies, class cuts, disciplinary referrals, suspensions, drop-out rates etc.	Assistant Principal
	Provide a school report for teachers and parents	Principal
December	Review and revise the Mission and Expectations	SIT
January	Review quarterly grades	Guidance Counselors, Advisors, Department Chairs, Program Leaders
	Analyze data: attendance, tardies, class cuts, disciplinary referrals, suspensions, drop-out rates etc.	Assistant Principal
	Provide a forum for current seniors to speak with NHS graduates Gather information from NHS graduates	Guidance Department
	Review and revise practices from the previous school year to ensure a school environment that supports learning	Administration , Faculty
	Analyze submissions to the portfolio to determine patterns connected to student success	Administration, Graduation Portfolio Coordinator
	Review the status of each student's progress in achieving the required number of Carnegie Units.	Guidance
	Review the community service hours completed by each student	Guidance Department, Advisors
	Monitor and report on the progress of the SIP	SIT
February	Review and revise curriculum	Department Chairs, Program Leaders with department members
March	Review and revise curriculum	Department Chairs, Program Leaders with department member
April	Review quarterly grades	Guidance Counselors, Advisors, Department Chairs, Program Leaders
	Analyze data: attendance, tardies, class cuts, disciplinary referrals, suspensions, drop-out rates etc.	Assistant Principal
May	Monitor and report on the progress of the SIP	SIT Monitor and report on the progress of the SIP
	Conduct advisory program survey	Advisory Coordinator
	Conduct and analyze survey results re: SBC, Graduation and Senior Project Coordinators	SIT
	Conduct and analyze survey results for common planning time sessions	Assistant Principal
June	Review quarterly grades	Guidance Counselors, Advisors, Department Chairs, Program Leaders
	Analyze data: attendance, tardies, class cuts, disciplinary referrals, suspensions, drop-out rates etc.	Assistant Principal
	Review and revise practices from the previous school year to ensure a school environment that supports learning	Administration , Faculty
	Analyze submissions to the portfolio to determine patterns connected to student success	Administration, Graduation Portfolio Coordinator
	Review the status of each student's progress in achieving the required number of Carnegie Units.	Guidance
	Review the community service hours completed by each student	Guidance Department, Advisors