

Reading Action Plan

Needs Assessment Statement: Based on NECAP data for grade seven students in 2010 – 2011, 11% scored proficient with distinction and 59% scored proficient in reading making a total of 70%. In grade eight, 21% scored proficient with distinction and 53% scored proficient making a total of 74%; therefore, there is a need to strengthen performance in analysis and interpretation of information. We recognize the need to emphasize the development of comprehension skills in making predictions, inferences, and drawing conclusions.

Target: Increase the percent of students proficient with distinction and proficient in reading by 3% as reflected in Bain’s NECAP results.

Result Statement: To improve NECAP scores in reading through classroom instruction across the curriculum so that 73% of 7 th graders and 77% of 8th graders of Bain students receive proficient scores.

Changes in Student Learning behavior Students will...	Changing Instruction Teachers will...	Monitoring Progress with timelines and adjustments	Collaboration and Support	Resources, School and District	Evaluating Results/Reporting to families and communities
<p>Utilize active reading strategies before reading, such as: text preview, anticipation guides, guiding question, etc.</p> <p>Utilize active reading strategies during reading such as: Note-taking (two column notes, informal outlines, charts, graphic organizers, QAR, RAN etc.)</p> <p>Demonstrate their knowledge of reading skills through comprehension activities in all content areas. Such as: text preview, predicting, setting a purpose, for reading, visualizing, questioning the text, role playing, RAFT, games, making inferences, summarizing, and drawing conclusions</p>	<p>Use common reading strategies and make an effort to utilize the same reading strategies across the curriculum</p> <p>Model reading strategies before using them and provide guided practice using content area materials</p> <p>Set and post purposes for reading</p> <p>Be familiar with the reading GLEs</p> <p>Integrate and apply comprehension strategies across all academic areas</p> <p>Differentiate Instruction</p>	<p>Students will increase the frequency they use reading strategies</p> <p>Teachers will monitor progress through student participation, homework, book talks, higher level questioning, analyzing student work, and student portfolios</p> <p>Learning Walks will look for evidence of using reading strategies in all classrooms and student portfolios</p> <p>Teachers will analyze students’ work to monitor reading comprehension and guide instruction</p> <p>Teachers will monitor Accelerated Reader scores</p>	<p>Principal & Assistant Principal</p> <p>Director of Literacy and Title 1</p> <p>Department Chair of Special Education</p> <p>One School Librarian</p> <p>Teachers</p> <p>Three Title 1 Reading Specialists/Consultants</p> <p>Two ELL Specialists</p> <p>Eight Academic Support Specialists</p> <p>Three Teacher Assistants</p> <p>Parents and PTB</p>	<p>Title 1 funding</p> <p>Federal ARRA funding</p> <p>READ 180, Read About, and System 44</p> <p>Presentation Carts</p> <p>Scheduled Time for Faculty, Department, and Team collaboration</p> <p>Credit Recovery Program</p> <p>School Improvement Team</p> <p>Team Leaders</p> <p>One-to-one pilot program</p>	<p>Analyze report cards and progress reports for decrease in failure rates</p> <p>Examine student portfolios</p> <p>SIT and building reading consultants will monitor reading action plan and effectiveness</p> <p>Analyze NECAP & STARS assessments. Decrease SBP by 3% in both grades</p> <p>Increase 3% proficiency in reading designation as follows: Grade 7 70% - 73% Grade 8 74% - 77%</p> <p>Home visits by principal and teachers during the summer program</p>

Changes in Student Learning behavior Students will...	Changing Instruction Teachers will...	Monitoring Progress with timelines and adjustments	Collaboration and Support	Resources, School and District	Evaluating Results/Reporting to families and communities
<p>Cite evidence from texts and support opinions</p> <p>Take a minimum of 4 Accelerated Reader quizzes per quarter.</p> <p>Read a wide variety of genres for information and/or pleasure to include: Fiction: Short Story, Drama, Novel, Poetry, Historical & Realistic Fiction such as Biography, Autobiography, Essay, Informational Text</p> <p>Answer higher-level comprehension questions both orally and in written language</p> <p>Continue to carry a reading book at all times and students will read at least 25 Books or book equivalents each year</p>	<p>Use of text preview activities and anticipation guides to familiarize students with text features, access prior knowledge, engage students in the content and prepare them to ask questions and generate discussions</p> <p>Model and use a variety of strategies to interpret text</p> <p>Read aloud to students to model fluency</p> <p>Teacher think alouds to model critical thinking</p> <p>Use a variety of grouping strategies to enhance participation</p> <p>Incorporate reading GLEs into all lessons</p> <p>Provide daily reading and writing instruction in a variety of genres</p> <p>Develop criteria with students of 'proficient' responses</p>	<p>Teachers will use data from standardized tests to assess and measure student progress and enhance instruction</p> <p>NECAP, STARS Reading, The GRADE, SPI, SRI, Access</p> <p>Teacher created tests, projects and anecdotal information</p> <p>Formal and informal classroom observations</p> <p>Professional development (in house and professional conferences) will increase teachers' knowledge in literacy instruction</p> <p>Teachers will share best practices</p>	<p>Title 1 Family Center and COZ (Child Opportunity Zone)</p> <p>Teams and Team Leaders</p> <p>School and District Wide Professional Development</p> <p>Continue to provide ramp-up and enrichment programs through Bain +2</p> <p>English Credit Recovery</p> <p>Response to Intervention (RTI)</p> <p>Team meetings and common planning time for teams and departments</p> <p>Use NECAP data to drive instruction</p> <p>Attendance at SIT meetings</p> <p>Seek and utilize parent community support and volunteers</p> <p>Schedule time for reading consultants to meet with teams</p>	<p>Online Resources: Way to Go RI!, World Book Online,</p> <p>Rhode Island Electronic Portfolio System (RIEPS)</p> <p>Gale Student Resource Center</p> <p>LORI Interlibrary Loan</p> <p>RICAT</p> <p>Dana Center Science Probes</p> <p>Accelerated Reading books and software</p> <p>STARS Assessment</p> <p>PTS3 Assessment</p>	<p>Maintain individual Personal Literacy Plans for intensive reading students and group Personal Literacy Plans for targeted reading students.</p> <p>Assessment Data letters to parents: Quarterly SRI semi-annual The GRADE, annual NECAP</p> <p>Parent Information meetings: Title I Annual Meeting PTB IEP meetings RTI meetings Open House Credit Recovery</p> <p>Cranston Herald reporter Jen Cowart</p>

Writing Action Plan

<p>Needs Assessment Statement: Based on NECAP data in 2010-2011, 10% of Bain students scored proficient with distinction and 56% scored proficient in writing making of total of 66%; therefore, there is a need to strengthen performance in writing short and extended responses. We recognize the need to emphasize writing skills by teaching and modeling constructed responses in various types of texts.</p>					
<p>Target: Increase the percent of students proficient in writing by 3% as reflected in Bain’s NECAP results.</p>			<p>Result Statement: To improve NECAP scores in writing through classroom instruction across the curriculum so that at least 69% of Bain students receive proficient scores.</p>		
Changes in Student Learning behavior Students will...	Changing Instruction Teachers will...	Monitoring Progress with timelines and adjustments	Collaboration and Support	Resources, School and District	Evaluating Results/Reporting to families and communities
<p>Use all the steps to the Writing Process in all content areas: Prewriting, drafting, revising, editing, evaluating, and publishing</p> <p>Utilize Prewriting strategies : Such as RAISE, Four Square, Mapping, Guided Writing, etc. that will enhance the performance in all genres of writing</p> <p>Utilize the Scaffolding Instruction Model improve their knowledge base and writing skills in all content areas</p> <p>Use checklists, rubrics, criteria charts, etc. to determine the expectations for the writing assignment</p>	<p>Offer Professional development in process writing activities and writing strategies</p> <p>Provide Scaffolding Writing Instruction in all classes:</p> <p>1.) Teachers model a sample of both the prewriting and the response</p> <p>2.) Give students time to practice the strategy prompt through guided instruction</p> <p>3.) Provide students with a similar prompt to allow students to independently demonstrate their knowledge base and writing skills</p>	<p>Use NECAP Writing rubrics to help grade essays so students have consistent and clear expectations</p> <p>Teams developing a strategy, like keeping writing portfolios, so students can monitor their progress throughout the year</p> <p>Common Tasks performed in second and forth quarters</p>	<p>Principal & Assistant</p> <p>Director of Literacy and Title 1</p> <p>Department Chair of Special Education</p> <p>One School Librarian</p> <p>Teachers</p> <p>Three Title 1 Reading Specialists/Consultants</p> <p>Two ELL Specialists</p> <p>Eight Academic Support Specialists</p> <p>Three Teacher Assistants</p> <p>Parents and PTB</p>	<p>Title 1 funding</p> <p>Additional Federal ARRA funding</p> <p>READ 180, Read About, and System 44</p> <p>Presentation Carts</p> <p>Scheduled Time for Faculty, Department, and Team collaboration</p> <p>Credit Recovery Program</p> <p>School Improvement Team</p> <p>Team Leaders</p> <p>One-to-one pilot program</p>	<p>Team Report to Principal</p> <p>Progress Reports</p> <p>Report Cards</p> <p>IEP Goals</p> <p>PLPs with quarterly letters to parents</p> <p><u>NECAP</u></p> <p>Analyze NECAP: Decrease of 3% of SBP in writing</p> <p>Increase 3% proficient in writing from 66% to at least 69%</p>

Changes in Student Learning behavior Students will...	Changing Instruction Teachers will...	Monitoring Progress with timelines and adjustments	Collaboration and Support	Resources, School and District	Evaluating Results/Reporting to families and communities
<p>Practice NECAP writing test questions/prompts using the released items before and after testing periods</p> <p>Write more frequently in all core subjects and unified arts classes. Core subjects 2x per week and Unified Arts 1x week</p>	<p>Teach and use writing strategies such as RAISE, Four Square, etc in all classes</p> <p>Hold writing conferences with each student to develop feedback and guidance so students can revise their work and gain a better understanding of the writing process</p> <p>Increase cooperative learning among students to help with revising and editing skills</p> <p>Set the expectations for writing: using and teaching checklists, rubrics, criteria charts, etc.</p>		<p>Title 1 Family Center and COZ Child Opportunity Zone)</p> <p>Teams and Team Leaders</p> <p>School and/or District Wide Professional Development</p> <p>Response to Intervention</p> <p>Continue to provide ramp-up and enrichment programs through Bain +2</p> <p>NECAP data used to drive instruction</p> <p>Review student work during Team Meetings</p>	<p>Online Resources such as: Way to Go RI!, World Book Online, etc.</p> <p>Rhode Island Electronic Portfolio System (RIEPS)</p> <p>RAISE Strategy</p>	

Mathematics Plan

Needs Assessment Statement: Based on NECAP data for grade seven students in 2010 - 2011, 12% scored proficient with distinction and 44% scored proficient in mathematics making a total of 56%. In grade eight, 14% scored proficient with distinction and 37% scored proficient in mathematics making a total of 51%; therefore, there is a need to strengthen performance in all 4 strands in mathematics. We recognize the need to emphasize the development of all mathematics skills in each grade.

Target: To increase the percent of students proficient in mathematics on the NECAP test by 3%.

Result Statement: To improve students' math NECAP scores in the areas of Numbers & Operations, Geometry & Measurement, Functions & Algebra, Data, Statistics, & Probability through classroom instruction across the curriculum in order to increase grade 7 students proficient in math to 59% and increase grade 8 students proficient in math to 54% and to decrease the percentage of students substantially below proficiency.

Changes in Student Learning behavior Students will...	Changing Instruction Teachers will...	Monitoring Progress with timelines and adjustments	Collaboration and Support	Resources, School and District	Evaluating Results/Reporting to families and communities
<p>Actively engage in mental math and multiple choice problems that relate to the four strands of the GLE's</p> <p>Complete common problems of the week</p> <p>Be arranged in groups working cooperatively on rigorous tasks and collaborate on an accurate explanation of the task and it's solution</p> <p>Engage in whole class discussions on their understanding of the day's lesson</p>	<p>Use technology on presentation carts to enhance instruction</p> <p>Provide problems at the beginning of class that allow students to mentally calculate their answers</p> <p>Provide rigorous problems of the week to mode common tasks</p> <p>Supplement OdysseyWare into math instruction as needed</p>	<p>Two common tasks per year</p> <p>Examine student work daily</p> <p>Use a common rubric to score problems of the week and engage in scoring the tasks collaboratively</p> <p>Use OdysseyWare to generate reports regarding test results, practice tests, and student usage time</p>	<p>Principal & Assistant Principal</p> <p>One Title 1 Math Coach</p> <p>Director of Literacy and Title 1</p> <p>Department Chair of Special Education</p> <p>One School Librarian</p> <p>Teachers</p> <p>Three Title 1 Reading Specialists/Consultants</p> <p>Two ELL Specialists</p> <p>Eight Academic Support Specialists</p>	<p>Title 1 funding</p> <p>Additional Federal ARRA funding</p> <p>READ 180, Read About, and System 44</p> <p>Presentation Carts</p> <p>Scheduled Time for Faculty, Department, and Team collaboration</p> <p>Credit Recovery Program</p> <p>School Improvement Team</p> <p>Team Leaders</p>	<p>NECAP Testing</p> <p>PTS3 Testing</p> <p>Teachers will look at student report cards</p> <p>Analyze NECAP Scores</p>

Changes in Student Learning behavior Students will...	Changing Instruction Teachers will...	Monitoring Progress with timelines and adjustments	Collaboration and Support	Resources, School and District	Evaluating Results/Reporting to families and communities
<p>Show improvement in their NECAP scores</p> <p>Show improvement in their PTS3 test scores</p> <p>Will engage in common tasks</p>	<p>Provide multiple choice problems and facilitate discussion around correct responses and distractors</p> <p>Conference with small groups by asking questions to deepen students understanding and to clarify misconceptions by providing guidance and feedback</p> <p>Ask questions and utilize questioning techniques to advance students reasoning</p> <p>Implement common tasks during instructional time</p> <p>Pilot the one-to-one instruction model in grade 7</p>		<p>Three Teacher Assistants</p> <p>Parents and PTB</p> <p>Title 1 Family Center and COZ (Child Opportunity Zone)</p> <p>Teams and Team Leaders</p> <p>School and/or District Wide Professional Development</p> <p>Continue to provide ramp-up and enrichment programs through Bain +2</p> <p>Response to Intervention (RTI)</p> <p>Review student work during Team Meetings</p> <p>Use NECAP data to drive instruction</p> <p>Collaborate during Department meetings to design assignments, problems of the week, and common grading rubrics that meet the GLE's</p>	<p>One-to-one pilot program</p> <p>Online Resources such as: Way to Go RI!, World Book Online, etc.</p> <p>Rhode Island Electronic Portfolio System (RIEPS)</p> <p>Manipulatives</p> <p>Graphing Calculators</p> <p>OdysseyWare</p> <p>PTS3 Testing results to drive instruction</p>	

Science Action Plan

<p>Needs Assessment Statement: Based on NECAP data for grade eight students in 2009 – 2010, 16% scored proficient in science. There is a need to strengthen student performance in the areas of physical science, earth science, and life science.</p>					
<p>Target: Increase the percent of students proficient in science by 3% as reflected in Bain's NECAP results.</p>			<p>Result Statement: To improve NECAP scores in science through classroom instruction across the curriculum, which includes the use of science probes, so that 19% of grade 8 students will score in the proficient range or above.</p>		
Changes in Student Learning behavior Students will...	Changing Instruction Teachers will...	Monitoring Progress with timelines and adjustments	Collaboration and Support	Resources, School and District	Evaluating Results/Reporting to families and communities
<p>Make connections with the written resources</p> <p>Ask questions, determine purpose and main idea, summarize, make inferences, draw conclusions, set a purpose for reading, practice higher level thinking skills, use graphic organizers</p> <p>Students will cite evidence from educational documents to support opinions</p> <p>Students will apply comprehension strategies to text in all content areas</p> <p>Students will answer higher-level comprehension questions both orally and written</p>	<p>Integrate and apply comprehension strategies across all areas of science</p> <p>Incorporate use of preview activities and anticipation guides to familiarize students with document features, access prior knowledge, engage students in the content and prepare them to ask questions and generate discussions</p> <p>Model and use a variety of strategies to interpret text</p> <p>Read aloud to model student fluency</p>	<p>Teachers will monitor progress through student participation, homework, higher level questioning, analyzing student work, and student portfolios</p> <p>Teachers will analyze students' work to monitor reading comprehension and guide instruction</p> <p>Teacher created tests, projects and anecdotal information</p> <p>Formal and informal classroom observations</p> <p>Professional Development through the Dana Center</p>	<p>Principal & Assistant Principal</p> <p>Director of Literacy and Title 1</p> <p>Department Chair of Special Education</p> <p>One School Librarian</p> <p>Teachers</p> <p>Three Title 1 Reading Specialists/Consultants</p> <p>Two ELL Specialists</p> <p>Eight Academic Support Specialists</p> <p>Three Teacher Assistants</p> <p>Parents and PTB</p>	<p>Title 1 funding</p> <p>Additional Federal ARRA funding</p> <p>READ 180, Read About, and System 44</p> <p>Presentation Carts</p> <p>Scheduled Time for Faculty, Department, and Team collaboration</p> <p>Credit Recovery Program</p> <p>School Improvement Team</p> <p>Team Leaders</p>	<p>Analyze report cards and progress reports for decrease in failure rates</p> <p>SIT will monitor science action plan and effectiveness</p> <p>Analyze NECAP Data: Decrease percentage of Substantially below proficient by 3% in each grade</p> <p>Increase proficiency in science by 3%</p> <p>Parent Information Nights</p> <p>Honor's Night</p> <p>Open House</p>

Changes in Student Learning behavior Students will...	Changing Instruction Teachers will...	Monitoring Progress with timelines and adjustments	Collaboration and Support	Resources, School and District	Evaluating Results/Reporting to families and communities
<p>Students will participate in inquiry based Science projects in the areas of physical science, earth science, and life science</p> <p>Students will learn key science concepts through exploration</p>	<p>Include teacher think-alouds to aid comprehension and critical thinking</p> <p>Differentiate instruction</p> <p>Model when and how to use graphic organizers</p> <p>Add to their knowledge of traditional graphic organizers</p> <p>Use a variety of grouping strategies to enhance participation and student engagement such as collaborative pairs, small groups, and large groups</p> <p>Incorporate the reading GSE's into all lessons</p> <p>Use examples in class of appropriate evidence that supports opinions</p> <p>Provide models of short answer responses and develop criteria with students of 'proficient' responses</p>	<p>Teachers will use the data from NECAP to drive instruction</p> <p>Data will be collected from the RI Technology Enhanced Science Program (RITES) will provide evidence of student performance in all 4 strands</p> <p>Teachers will receive feedback on student progress and effort</p> <p>Progress reports and report cards</p>	<p>Title 1 Family Center and COZ (Child Opportunity Zone)</p> <p>Teams and Team Leaders</p> <p>School and/or District Wide Professional Development</p> <p>Continue to provide ramp-up and enrichment programs through Bain +2</p> <p>Response to Intervention (RTI)</p> <p>Review student work during Team Meetings</p> <p>Use NECAP data to drive instruction</p> <p>Dana Center</p> <p>Rhode Island Technology Enhanced Science Program (RITES)</p>	<p>One-to-one pilot program</p> <p>Online Resources such as: Way to Go RI!, World Book Online, etc.</p> <p>Rhode Island Electronic Portfolio System (RIEPS)</p> <p>Science Probes</p> <p>Dana Center</p> <p>RITES</p>	<p>For science probes, record of activities can be saved for portfolios</p> <p>Some teachers are provided with feedback on student progress and effort from the RITES program</p> <p>Student achievement on teacher made classroom assessments will show an increase in all 3 science strands</p>

Changes in Student Learning behavior Students will...	Changing Instruction Teachers will...	Monitoring Progress with timelines and adjustments	Collaboration and Support	Resources, School and District	Evaluating Results/Reporting to families and communities
	<p>Provide additional support as identified through NECAP and local assessments</p> <p>Some teachers will receive specific training from RITES Center n the use of science probes. This data will be used to improve teaching and learning. It will assist teachers in planning specific lessons that target areas of greatest student need and help them acheieve science proficiency</p> <p>Teachers will begin to integrate use of these probest into their regular instructional practices. Greater integration of this technology will increase as both teachers and students becove more adept in its use</p>				

Changes in Student Learning behavior Students will...	Changing Instruction Teachers will...	Monitoring Progress with timelines and adjustments	Collaboration and Support	Resources, School and District	Evaluating Results/Reporting to families and communities
	<p>Provide key concepts with science probes that provide real-time data acquisition and analysis</p> <p>Begin to provide computer models of genetics, the greenhouse effect, atoms and molecules</p> <p>Begin to provide databases of earthquakes, ocean temperatures, and bio-molecules</p> <p>Begin to provide guidance in the form of software learning activities</p>				

School Climate Action Plan

Needs Assessment Statement: Based on 2010-2011 discipline records as of May 16, 2011 , 63% of the 815 incidences relate to issues of attendance (40%), misconduct (15%), and or disrespect (8%). In addition, using the 3rd quarter ineligible list from 2010-2011, 55% of the 69 ineligible students possessed ratings of "3's" in citizenship in up to three classrooms. Therefore, there is a need to strengthen performance in the areas of attendance and timeliness, as well as, appropriate behavior choices across school settings.

Target: There will be a decrease in the overall number of students on the ineligible list by 10%. There will be a 10% decrease in discipline referrals for the 2011-2012 school year.

Result Statement: All students will participate in instruction and programs that reflect the Middle School Redesign, which foster a safe and positive environment that is conducive to learning.

Changes in Student Learning behavior Students will...	Changing Instruction Teachers will...	Monitoring Progress with timelines and adjustments	Collaboration and Support	Resources, School and District	Evaluating Results/Reporting to families and communities
Improve attendance Increase homework completion Decrease bullying behaviors Be aware an have access appropriate support systems offered at Bain Improve behavior as reflected by students' citizenship scores Show an awareness of behavioral expectations	Use team/class/advisory incentives Oversee/remind planner usage /hw clubs Use school notes - for online hw assignments Acknowledge break cards new students/transition Support school wide assemblies/activites Encourage enrollment in extracurricular activities (Bain+2,PR,SC) Use PBIS implementation	Monitor attendance Progress reports/teacher monitoring/posted hw policy Bullying log/records discipline/interventions All support staff continue to provide support and info Posted rules/expectations Enrollment of students involved/attendance records PBIS data collecting	Principal & Assistant Principal One Title 1 Math Coach Director of Literacy and Title 1 Department Chair of Special Education One School Librarian Teachers Three Title 1 Reading Specialists/Consultants Two ELL Specialists Eight Academic Support Specialists	Title 1 funding Additional Federal ARRA funding READ 180, Read About, and System 44 Presentation Carts Scheduled Time for Faculty, Department, and Team collaboration Credit Recovery Program School Improvement Team	Discipline records Report cards - comments Ineligible list Truancy Court PBIS data PBIS award system

Changes in Student Learning behavior Students will...	Changing Instruction Teachers will...	Monitoring Progress with timelines and adjustments	Collaboration and Support	Resources, School and District	Evaluating Results/Reporting to families and communities
<p>Be involved in personalization through advisories/special advisories</p> <p>Be aware of safety measures for students and by staff</p>	<p>Support advisory</p> <p>Be informed of lobby guard/anonymous reporting</p> <p>Wear ID badges</p>		<p>Three Teacher Assistants</p> <p>Parents and PTB</p> <p>Title 1 Family Center and COZ (Child Opportunity Zone)</p> <p>Teams and Team Leaders</p> <p>School and/or District Wide Professional Development</p> <p>Continue to provide ramp-up and enrichment programs through Bain +2</p> <p>Response to Intervention (RTI)</p> <p>Review student work during Team Meetings</p> <p>Use NECAP data to drive instruction</p> <p>Collaborate during Department meetings to design assignments, problems of the week, and common grading rubrics that meet the GLE's</p>	<p>Team Leaders</p> <p>One-to-one pilot program</p> <p>Online Resources such as: Way to Go RI!, World Book Online, etc.</p> <p>Rhode Island Electronic Portfolio System (RIEPS)</p> <p>Springboard</p> <p>Manipulatives</p> <p>Graphing Calculators</p> <p>OdysseyWare</p> <p>PTS3 Testing results to drive instruction</p>	

