

## North Providence High School School Improvement Plan 2020-2023

### Mission Statement

*The mission of the North Providence High School is to educate all students in a safe, nurturing, and challenging environment which empowers them to become well-rounded individuals who are life-long learners and productive members of society.*

### Core Values & Beliefs

#### WE BELIEVE:

- ◆ all students can learn;
- ◆ in a student-centered educational program that reflects rigor, relevance, and relationships
- ◆ that collaboration and communication among students, teachers, administrators, parents, and community are essential;
- ◆ in recognizing and adapting to the needs of our students;
- ◆ in on-going evaluation of the educational program based on best practice in order to improve teaching and learning;
- ◆ in high expectations for students & all other members of the school community;
- ◆ in fostering and promoting literacy across all disciplines;
- ◆ in an educational program that prepares students for higher education and the global marketplace of the 21<sup>st</sup> Century; and
- ◆ community service learning is an essential component of student growth.

## Goals and Objectives

**Goal** - To improve student achievement in all areas, aligned to district goals

**Objectives:**

- ◆ To implement revised school-wide Action Plans in ELA & Math
- ◆ To utilize leadership committees to revise educational programs aligned to revised R.I. Diploma System Regulations & current national research
- ◆ To continually review written curricula, PBGRs, common assessments, and instruction to the R.I. Common Core Standards (CCSS), state assessments, PSAT/SAT, and Advanced Placement (AP) tests
- ◆ To continue to expand the opportunities available to students in a variety of pathways throughout all departments

**Goal** - To provide on-going professional development for all faculty & staff

**Objectives:**

- ◆ To provide professional development (PD) in a variety of areas including SEL, Restorative Justice, partnerships with The Highlander Institute
- ◆ To provide PD on blended/personalized learning and technology integration
- ◆ To provide PD on restorative justice and practice integration

**Goal** - To expand teacher collaboration and articulation with feeder schools.

**Objectives:**

- ◆ To implement a best practices workshops during CPT to meet the needs of students as a means to address needs within STAR rating
- ◆ To increase formal articulation and collaboration within and across all disciplines, as well as with feeder schools

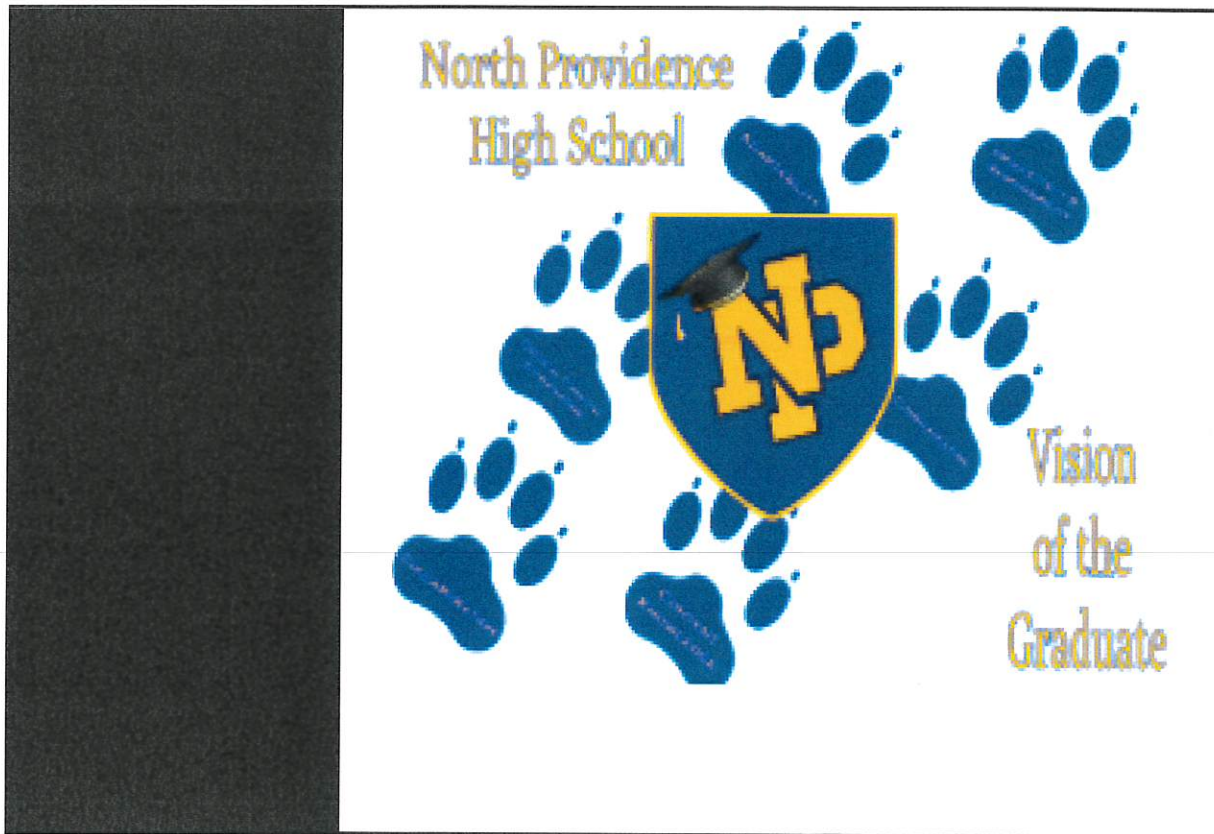
**Goal** - To develop & implement programs to address needs of "at-risk" students and learning loss due to the COVID pandemic.

**Objectives:**

- ◆ To implement school-wide, English, & math Response-to-Intervention (RtI) programs and interventions for remediation of identified students
- ◆ To implement a multi-layered program of personalization for each student, including increased focus on diversity, culture of respect, restorative practices.
- ◆ To implement after school programs in core content areas to address learning loss of students

NPHS GRADUATION EXPECTATIONS:

- ❖ KNOWLEDGE
- ❖ COMMUNICATION
- ❖ PROBLEM SOLVING
- ❖ RESPONSIBILITY



2020-2023

## NPHS School-Wide Action Plan for English Language Arts: Reading (2020-2023)

<p><b>Target:</b> NPHS students' performance on the PSAT10 and SAT School Day Assessments will meet or exceed grade level benchmarks as defined by College Board in reading.</p>			<p><b>Result Statement:</b> NPHS students will demonstrate the ability to read closely by determining key ideas and details, interpreting craft and structure, and integrating knowledge and ideas of literary and informational texts of varying text complexity.</p>		
Changes in Student Learning Behavior:	Changing Instruction:	Monitoring Progress with Timelines and Adjustments:	Collaboration and Support:	Resources, School, and District:	Evaluating Results/Reporting to Families and Community:
<ul style="list-style-type: none"> <li>● Cite strong and thorough textual evidence to support analysis of the text</li> <li>● Determine &amp; analyze a theme or central idea of a text</li> <li>● Analyze development of characters</li> <li>● Determine meaning/impact of words and phrases (Tier II)</li> <li>● Understand content specific vocabulary (Tier III) as a result of front-loading</li> <li>● Analyze author's choices to structure a text</li> <li>● Analyze point of view</li> <li>● Analyze subject or scene in different mediums</li> <li>● Analyze/evaluate development of author's claims</li> </ul>	<ul style="list-style-type: none"> <li>● Routinely dialogue with students to access, reflect on, guide, and differentiate instruction</li> <li>● Increase differentiated instruction</li> <li>● Increase blended learning opportunities</li> <li>● Expansion of Flipped Classroom Initiatives</li> <li>● Increase personalized learning by implementing instructional playlists</li> <li>● Increase personalized learning opportunities by implementing the Summit Learning Platform</li> <li>● Increase use of collaborative and digital tools for instruction</li> <li>● Expansion of AP/EEP courses</li> <li>● Provide opportunities for frequent self /peer editing and reflection</li> <li>● Provide opportunities to integrate multiple sources of</li> </ul>	<ul style="list-style-type: none"> <li>● Formal and informal classroom observations</li> <li>● Use of CCSS aligned rubrics, including the school- wide rubrics</li> <li>● Examining student work</li> <li>● Use of informal and formal assessments to identify and address student needs and readiness</li> <li>● Self and peer reflections</li> <li>● School-wide assessment of Senior Project Components</li> <li>● PLPs</li> <li>● PSAT10 and SAT data review</li> <li>● Literacy Skills Class</li> <li>● Close Reading Assessments</li> <li>● STAR Reading Diagnostic Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Common Planning Time</li> <li>● Voluntary Department meetings</li> <li>● Contractual 1 hour department professional development meetings</li> <li>● Informal teacher meetings</li> <li>● Personalized Learning Time within Summit Learning Platform</li> <li>● Individual Professional development days</li> <li>● District professional development days</li> <li>● Faculty meetings</li> <li>● SIT meetings</li> <li>● Curriculum Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis of PSAT10/SAT assessments</li> <li>● Analysis of AP assessment data</li> <li>● Ongoing curricula development</li> <li>● Provide adequate technological resources and software</li> <li>● Embedded professional development opportunities</li> <li>● Promote a consistency of instruction and integration of literacy across curricula</li> <li>● ISTE Standards</li> <li>● Summer Teacher workshops</li> <li>● Reference school-wide College and Career Readiness Language Wall</li> </ul>	<ul style="list-style-type: none"> <li>● Digital PSAT10/SAT reporting through College Board</li> <li>● Implement Secondary Reading Regulations for Scaffolded Literacy Program</li> <li>● NEASC Report recommendations</li> <li>● Examining student work</li> <li>● Senior Project</li> <li>● School Report Night</li> <li>● Formal and informal parent-teacher conferences</li> <li>● Parent emails/phone calls]</li> <li>● Skyward Parent Portal</li> <li>● Summit Platform Parent Portal</li> <li>● Freshman/Parent Orientation</li> <li>● Senior/Parent Orientation</li> <li>● Progress Reports</li> </ul>

	<p>information presented in diverse formats</p> <ul style="list-style-type: none"> <li>• Administer grade level Benchmark Assessments and Common Assessments</li> <li>• Provide meaningful and timely feedback as well as opportunities for revision through GSuite apps and other digital tools</li> <li>• Intentionally teach students how to use rubrics to self-assess, guide and improve their work</li> <li>• Increase immediate feedback through the use of digital scoring tools, i.e. Doctopus, Goobric, Google Classroom</li> <li>• Provide multiple opportunities for students to use graphic organizers to communicate understanding and integration of ideas</li> <li>• Intentionally model best practices in analysis and interpretation</li> <li>• Provide multiple opportunities for students to comprehend and analyze literary and informational texts</li> <li>• Front-loading of Tier 3 Words across curriculum</li> <li>• Direct Instruction and Repeated Exposure of Tier I and II Words across the</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention Assessments (i.e. DRA2, Running Records, Grade Level Word Lists</li> <li>• Reading Plus Intervention benchmarks</li> <li>• Lexile/Scaled Score Growth of PLP students monitored through STAR</li> <li>• Infusion of digital tools with reading intervention: Google Classroom, Digital Vocabulary and Metacognitive Logs</li> <li>• Targeted PSAT10/SAT remediation push-in model during ELA teachers' composition period</li> <li>• Incorporating the NPHS Vision of the Graduate and the rubrics for each component into our teaching practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lighthouse Classrooms and Fuse Fellowships</li> <li>• Educational chats via Twitter to strengthen Professional Learning Network</li> <li>• Leadership Team meetings</li> <li>• Faculty Book Club exploring professional texts and best practices</li> <li>• Professional relationship with the RI Writing Project</li> <li>• Personal Education Plan (PEP)</li> <li>• IEP/504 review meetings</li> <li>• Literacy Team</li> <li>• Revise, Edit Align Curriculum to ELA CCSSs</li> <li>• Ongoing Gap Analysis of curriculum and course taking patterns</li> <li>• Validation and Calibration of Common Assessments</li> <li>• Develop model lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• Support Professionals Model</li> <li>• Targeted PSAT10/SAT remediation push-in model during ELA teachers' composition period</li> <li>• Semester literacy meetings between reading specialist(s) and administration</li> <li>• Use of interactive whiteboard technology</li> <li>• IXL Language Arts digital platform to strengthen test prep</li> <li>• iReady Common Core Reading Instruction</li> <li>• NEWSELA</li> <li>• Read Works Digital</li> <li>• Reading Plus for students receiving intervention beginning 16-17 SY</li> <li>• Khan Academy</li> <li>• College Board released practice items</li> <li>• Graphic Novel Lending Library</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly Report Cards</li> <li>• Special Education monthly monitoring forms</li> <li>• District Parent Engagement Committee/Yearly Parent Expos</li> <li>• STAR Reading Results</li> <li>• Interim Progress Monitoring</li> <li>• PLPs</li> <li>• PLP Notification Letter</li> <li>• PEPs</li> <li>• Parent Portal</li> <li>• School, District, Classroom, &amp; Program Websites</li> <li>• Validation/Calibration of Common Assessments</li> <li>• Course Syllabi</li> <li>• Summit Parent Walkthrough</li> <li>• Gr. 9-12 District Summer Reading Initiative</li> <li>• District, School, Program, Technology and Classroom websites</li> </ul>
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	<p>curriculum</p> <ul style="list-style-type: none"> <li>● Increase of complex texts across the curriculum</li> <li>● Increase use of leveled texts to differentiate content across the curricula</li> <li>● Increased use of open education resources, digital tools &amp; leveled/scaffolded reading online</li> <li>● Continue to develop close reading strategies across the curriculum</li> <li>● Virtual field trips to enhance curriculum</li> <li>● Utilize various digital tools to assess and understand SEL</li> </ul>		<ul style="list-style-type: none"> <li>● RTI meetings</li> <li>● Continue to implement NEASC recommendations</li> <li>● Collaboration with colleagues</li> <li>● Articulation with feeder schools</li> <li>● In house teacher leaders model/share new instructional approaches</li> <li>● Develop and implement rubrics for the NPHS Vision of the Graduate components</li> </ul>	<ul style="list-style-type: none"> <li>● Summer Reading Initiative</li> <li>● Library Media Center with the library media specialist</li> </ul>	
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## NPHS School-Wide Action Plan for English Language Arts: Writing (2018-2020)

<p><b>Target:</b> NPHS students' performance on the PSAT10 and SAT School Day Assessments will meet or exceed grade level benchmarks as defined by College Board in the reading and/or essay portion.</p>		<p><b>Result Statement:</b> NPHS students will develop and communicate ideas, draw evidence from one or more sources, organize their findings and demonstrate command of grammar and language usage when producing written work for varied individual and shared tasks, purposes and audiences.</p>			
Changes in Student Learning Behavior:	Changing Instruction:	Monitoring Progress with Timelines and Adjustments:	Collaboration and Support:	Resources, School, and District:	Evaluating Results/Reporting to Families and Community:
<ul style="list-style-type: none"> <li>● Students will meet or exceed proficiency in the areas of Reading, Writing, Speaking &amp; Listening and Language, according to grade appropriate Common Core Standards</li> <li>● Write arguments to support claims using valid reasoning</li> <li>● Introduce/develop claims and counter claims with supporting evidence</li> <li>● Write informative/explanatory texts to convey complex ideas and concepts</li> <li>● Introduce a topic</li> <li>● Develop a topic with sufficient facts</li> <li>● Use varied transitions to link sections, create</li> </ul>	<ul style="list-style-type: none"> <li>● Increase differentiated instruction</li> <li>● Increase blended learning opportunities</li> <li>● Provide opportunities for frequent self/peer editing and reflection</li> <li>● Provide frequent opportunities for students to communicate their thinking, both orally and in writing</li> <li>● Administer grade level Benchmark Assessments and Common Assessments</li> <li>● Provide meaningful and timely feedback as well as multiple opportunities for revision</li> </ul>	<ul style="list-style-type: none"> <li>● Formal and informal classroom observations</li> <li>● Use of rubrics, including school-wide, CCSS-aligned writing rubrics</li> <li>● Examining student work</li> <li>● Use of informal and formal assessments to identify and address student proficiency level</li> <li>● School-wide assessment of Senior Project Components and Portfolio PBGRs</li> <li>● PSAT10/SAT Data Review</li> <li>● Literacy Skills Class</li> <li>● Writing Center Workshops and After</li> </ul>	<ul style="list-style-type: none"> <li>● Common Planning Time</li> <li>● Department meetings</li> <li>● Informal teacher meetings</li> <li>● Professional development days used to collaborate with feeder schools</li> <li>● School-based professional development days</li> <li>● Faculty meetings</li> <li>● SIT meetings</li> <li>● Curriculum Committee meetings to accommodate PSAT10/SAT preparation</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis of PSAT10 SAT and AP data</li> <li>● Ongoing curricula development</li> <li>● Provide adequate resources such as supplementary materials and software i.e. iXL, Khan Academy, No Red Ink, GSuite Collaborative Tools</li> <li>● Fund professional development in NPHS budget</li> <li>● Promote a consistency of writing instruction across curricula</li> <li>● Increased personalization for students</li> <li>● Partnership with RIWP</li> </ul>	<ul style="list-style-type: none"> <li>● PSAT10/SAT and AP data</li> <li>● NEASC Recommendations</li> <li>● Examining student work for Graduation Portfolio and Senior Project</li> <li>● School Report Night</li> <li>● Formal and informal parent conferences</li> <li>● Parent Emails/Phone Calls</li> <li>● Skyward Parent Portal</li> <li>● Freshman/Parent Orientation</li> <li>● Senior/Parent Orientation</li> <li>● Progress Reports</li> <li>● Report Cards</li> </ul>

<p>cohesion, and clarify relationships among ideas</p> <ul style="list-style-type: none"> <li>● Use domain specific vocabulary</li> <li>● Establish/maintain a formal style and objective tone</li> <li>● Provide a concluding statement</li> <li>● Engage/orient the reader by including a problem, observation, and multiple points of view</li> <li>● Write narratives using a variety of narrative techniques</li> <li>● Write arguments using thesis driven claims/counterclaims</li> <li>● Write rhetorical analysis exploring the use of ethos, pathos and logos</li> <li>● Write literary analysis exploring theme, diction, syntax, and character development</li> <li>● Use precise words and sensory language</li> <li>● Develop writing through planning, revising, editing, rewriting to strengthen focus on purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>● Intentionally teach students how to use rubrics to guide and improve their work</li> <li>● Provide multiple opportunities for students to use graphic organizers to communicate ideas</li> <li>● Continue to develop use of college and career language in written work</li> <li>● Use PSAT10/SAT released items for ramp-up instruction</li> <li>● DOK/UDL</li> <li>● Continue to implement content area literacy strategies</li> <li>● Targeted PSAT10/SAT remediation push-in model during ELA teachers' composition period</li> </ul>	<p>School Support Sessions</p> <ul style="list-style-type: none"> <li>● American Experience/American Studies courses</li> <li>● Content Literacy Strategies resource binder</li> <li>● Ongoing meetings between all ELA teachers to analyze PSAT10/SAT and AP data to guide instruction based on data findings</li> <li>● Ongoing PBGR meetings to provide necessary supports in that area</li> <li>● Ongoing articulation with ELA teachers at the two middle schools</li> <li>● Released PSAT10/SAT and AP practice materials as part of testing ramp-up</li> </ul>	<ul style="list-style-type: none"> <li>● Leadership Team meetings</li> <li>● Professional relationship with the RI Writing Project at RIC</li> <li>● IEP/504 review</li> <li>● Literacy Team</li> <li>● Common Assessments written grades 6-12</li> <li>● Validation and Calibration of Common Assessments</li> <li>● Continue to develop model standards-based lesson plans infusing technology</li> <li>● Collaboration within department &amp; across curricula</li> <li>● Push-In RTI in Writing</li> <li>● 9<sup>th</sup> graders take Literacy Skills which is Common Core Aligned</li> </ul>	<ul style="list-style-type: none"> <li>● NPHS Writing Center</li> </ul>	<ul style="list-style-type: none"> <li>● Special Education monitoring</li> <li>● PEPs</li> <li>● District, School, and Classroom Websites</li> <li>● Validation/Calibration protocol of Common Assessments</li> <li>● Course Syllabi</li> <li>● Summer Reading Writing On Demand Assessment</li> <li>● Summit Learning Platform</li> <li>● Quarterly Report Cards</li> </ul>
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<ul style="list-style-type: none"><li>● Use technology to produce, share, revise, publish, and curate writing</li><li>● Conduct projects of varied length that answer questions, solve problems, and synthesize sources</li><li>● Integrate information to maintain flow of ideas</li><li>● Follow a standard format for citations</li><li>● Gather relevant info from print and digital sources</li><li>● Draw evidence from literary/informational text</li><li>● Write routinely for a variety of purposes and audiences</li></ul>					
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## NPHS School-wide Action Plan for Math (2020-2023)

**Target:** NPHS students will meet or exceed the standards on the Mathematics portions of the state assessment.

**Result Statements:** Students will use concepts of Number and Quantity, Algebra, Functions, Geometry and Statistics and Probability to solve problems through Modeling.

Changes in Student Learning Behavior:	Changing Instruction:	Monitoring Progress with Timelines and Adjustments:	Collaboration and Support:	Resources, School, and District:	Evaluating Results/Reporting to Families and Community:
<ul style="list-style-type: none"> <li>● Improve student performance on State Assessment</li> <li>● Continued Implementation of CCSS</li> <li>● Preparation for PSAT/SAT</li> <li>● Preparation for AP: Calculus AB, Statistics, Computer Science</li> <li>● Conceptual Understanding</li> <li>● Computational Fluency</li> <li>● Problem Solving</li> <li>● Logical Reasoning</li> <li>● Accuracy</li> <li>● Multiple Representations</li> <li>● Mental Computation</li> <li>● Test Taking Strategies from ALIST, half of</li> </ul>	<ul style="list-style-type: none"> <li>● Routinely dialogue with students and use information to reflect, guide, and differentiate</li> <li>● Student-centered classrooms</li> <li>● Provide opportunities for frequent self and peer editing</li> <li>● Provide frequent opportunities for students to communicate their thinking, both orally and in writing</li> <li>● Provide multiple and varied opportunities to solve problems across curricula areas</li> <li>● Intentionally model and explicitly teach a reflective problem solving process</li> <li>● Provide authentic problem solving tasks across curricula</li> </ul>	<ul style="list-style-type: none"> <li>● Freshmen Assessments</li> <li>● Departmental End of Unit Assessments in AlgI and Geo</li> <li>● Formal and informal classroom observations</li> <li>● Use of rubrics, including school-wide rubrics</li> <li>● Examining student work</li> <li>● Use of formative and summative assessments to identify and address student needs and readiness</li> <li>● Self and peer reflections</li> <li>● Math Skills supports Geometry, PSAT/SAT standards through the use of Khan and IXL</li> <li>● Essentials-using Khan and ALIST resources</li> </ul>	<ul style="list-style-type: none"> <li>● RIDE Monthly Advisory Board</li> <li>● Book Talk-AIR</li> <li>● Summer programs for incoming 9<sup>th</sup>, Alg1, Geo, and AlgII</li> <li>● Common Planning Time</li> <li>● Department meetings</li> <li>● Informal teacher meetings</li> <li>● Professional development days</li> <li>● School-based professional development days</li> <li>● Faculty meetings</li> <li>● SIT meetings</li> <li>● Curriculum Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Prof Dev Committee</li> <li>● Curr Dev Committee</li> <li>● Skyward</li> <li>● Analysis of PSAT/SAT Data District Wide</li> <li>● Ongoing curricula review</li> <li>● Provide adequate resources such as supplementary materials and software</li> <li>● Embedded professional development opportunities</li> <li>● Promote a consistency of instruction across curricula</li> <li>● Increased personalization through Blended Learning</li> </ul>	<ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade Open House</li> <li>● RICAS Data</li> <li>● PSAT/SAT Data</li> <li>● Letters mailed re: summer math programs</li> <li>● Failures letters emailed home</li> <li>● Examining student work</li> <li>● School Report Night</li> <li>● RIDE publications</li> <li>● Formal and informal parent-teacher conferences</li> <li>● Freshman/Parent Orientation</li> <li>● Senior/Parent Orientation</li> <li>● Progress Reports</li> <li>● Quarterly Report Cards</li> <li>● PSAT/SAT/NGSA score reports mailed home</li> <li>● PEPs</li> <li>● Skyward</li> </ul>

*\*\*Implement Recommendations from School Support Systems & NEASC Report\*\**

<p>questions mindset in all classes</p> <p><b>Mathematical Practices</b></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them</li> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with mathematics</li> <li>• Use appropriate tools strategically</li> <li>• Attend to precision</li> <li>• Look for and make use of structure</li> <li>• Look for and express regularity in repeated reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Model the use of and make available a variety of tools and resources to solve problems</li> <li>• Departmental assessments in each unit for Algebra I, Geometry, Algebra II</li> <li>• Provide meaningful and timely feedback &amp; opportunities for revision</li> <li>• Students use rubrics to guide and improve their work</li> <li>• Algebra I Inclusion</li> <li>• Algebra I Workshop</li> <li>• Geometry Inclusion</li> <li>• Geometry Workshop</li> <li>• Essential I</li> <li>• Essential I Inclusion</li> <li>• Provide direct instruction on vocabulary specific to content area</li> <li>• Use of graphic organizers</li> <li>• Expand opportunities for deductive and inductive reasoning</li> <li>• DOK/UDL</li> <li>• “Problem-Solving” Process in all rooms</li> <li>• Increase number sense &amp; Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Common Tasks all aligned to CCSS</li> <li>• All 9<sup>th</sup> grade students take Algebra I</li> <li>• Advanced Freshmen take Algebra II Enriched</li> <li>• All 10<sup>th</sup> grade students take Geometry</li> <li>• Alg I Workshop is a full year course for 9<sup>th</sup> grade students who do not meet CCSS Standards</li> <li>• ALEKS used in Alg I and Geo Workshop</li> <li>• ALEKS used in Academic Support</li> <li>• Monthly reports on ALEKS by educators to principal and Math Dept Head</li> <li>• Departmental Exams including 8<sup>th</sup> grade students in Algebra I</li> <li>• Advanced Program-adopt PreAP Alg I curriculum</li> <li>• Departmental meetings to analyze data &amp; guide instruction</li> <li>• Math RTI for all students</li> <li>• Ongoing math analysis of middle and high school assessment scores</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team meetings</li> <li>• Personal Education Plan (PEP)</li> <li>• IEP/504 review</li> <li>• Validation and Calibration of Common Tasks</li> <li>• Collaboration within and across departments</li> <li>• Math RTI</li> <li>• RTI</li> <li>• Analyze PSAT/SAT data</li> <li>• Articulation w/middle &amp; high school guidance counselors and teachers</li> <li>• RICAS articulation</li> <li>• Articulation with elementary &amp; middle school math teachers</li> <li>• Collaboration with IND Alg I and IND Geo</li> <li>• Response Team-weekly</li> <li>• Collaboration with spec ed w/accommodations</li> </ul>	<ul style="list-style-type: none"> <li>• Math RTI for Algebra I and Geometry</li> <li>• Summer Math Prof Dev Opportunities</li> <li>• RICAS articulation with elementary &amp; middle school math teachers</li> <li>• Visits to middle school</li> <li>• Grad Point-Credit Recovery in Alg I</li> <li>• Response Team-weekly</li> <li>• computer cart in every math classroom</li> <li>• ELMO &amp; tablet in every math classroom</li> </ul>	<ul style="list-style-type: none"> <li>• NP and NPHS Website</li> <li>• Validation/Calibration protocol</li> <li>• Math RTI</li> <li>• STAR Testing</li> <li>• AP Results</li> </ul>
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*\*\*Implement Recommendations from School Support Systems & NEASC Report\*\**

	<ul style="list-style-type: none"> <li>● Utilize IXL in Alg1, Geometry, Essentials and Math Skills</li> <li>● Khan for PSAT for Math Skills</li> <li>● Khan SAT videos, weekly quizzes Essentials</li> <li>● Common tasks with analytic rubrics</li> <li>● Common Task Validation/Calibration protocol</li> <li>● RI Educator Evaluation Model</li> <li>● Algebra 1 Grad Point</li> <li>● Computer Science Pathway Fall 2020</li> <li>● Pre-Engineering Pathway Fall 2019</li> <li>● Blended Learning Activities</li> <li>● Summer math packets in AlgI, Geo, AlgII, Pre-Cal, Calculus</li> <li>● PTech Implementation Alg1,AlgII, Geo</li> <li>● Bell Ringers in every classroom</li> <li>● PSAT and SAT questions on assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Special Ed. to identify students who need accommodations such as calculator; IEP will be documented for PSAT/SAT testing</li> <li>● STAR Fall testing-letters sent home re: Math RTI</li> <li>● 1st Qtr AlgI, Geo Failures-letters mailed by guidance</li> <li>● All 11th grade students take Mock SAT test; dept analyzes data and identifies weaknesses</li> </ul>			
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*\*\*Implement Recommendations from School Support Systems & NEASC Report\*\**