

Annual Action Plan

Year: 2005-2007 (2-year plan)

Name of School: **FHTMS/SBHS**

Grade Levels: **6-12**

Supervisory Union: **SBSD**

Faculty Adoption Date:

School Board Approval Date:

Focus Area or Reporting Cluster:				
Assessment Needs Identified by Data	Targets for Increased Student Performance	Action Steps <small>(Include Short Term Progress Indicators)</small>	Expected Completion Date	Link to District Strategic Plan
<p>1. PLAN, taken by grade 10 students at SBHS in the second semester of the academic year 2004-05, revealed that 4% had Reading scores typical of students accepted by colleges with “highly selective” admission policies, 29% had Reading scores typical of students accepted by colleges with “selective” admission policies, 9% had Reading scores typical of students accepted by colleges with “traditional” admission policies, 13% had Reading scores typical of students accepted by colleges with “liberal” admission</p>	<p>We want students to improve their analysis and interpretation scores. We want to be able to measure the success of our efforts by tracking the analysis and interpretation scores of the same students from year to year. We will be doing this primarily by local assessments.</p>	<p>1. Select a skill that English teachers 6-12 will give particular attention to in the 2005-06 academic year. Teachers chose to give this attention to standard 1.7c, which reads: “Support judgments about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations.” Teachers narrowed this further by agreeing to concentrate on asking students to “Support judgments about what has been read by drawing . . . evidence from the text, including direct quotations.”</p>	8-25-05	
		<p>2. Working in grade specific teams (horizontal teams), teachers will devise an assignment and an assessment rubric based on standard 1.7c that all teachers will use in their classes by early October.</p>	10-1-05	
		<p>3. The teachers hoped to gather in horizontal teams on the 10-7-05 in-service day to discuss the students’ performance on the common assignment and to discuss their use of the common assessment rubric. Teachers were also to take to that in-service copies of ungraded and graded student responses to the assignment, so that</p>	10-7-05	

<p>policies, and 5% had Reading scores typical of students accepted by colleges with “open” admission policies. The Reading scores of 40% of our grade 10 students were typical of students not accepted by colleges with “open” admission.</p> <p>2. The results of the 2004 NSRE “Analysis and Interpretation” section show that of FHTMS’ grade 8 students, 3% “Achieved the Standard with Honors,” 44% “Achieved the Standard,” 43% “Nearly Achieved the Standard,” and 9% were “Below the Standard.” The 2004 NSRE results for SBHS’ grade 10 students on the “Analysis and Interpretation” section show that 3% “Achieved the Standard with Honors,” 53% “Achieved the Standard,” 30% “Nearly Achieved the Standard,” and 14% were “Below the Standard.”</p>		<p>teachers could begin a discussion of the ways in which they assess student work, one purpose of the discussion being that teachers be influenced by the “best practices” that revealed themselves in the discussions.</p> <p>4. a. Through the present academic year, always with a focus on standard 1.7c, horizontal teams will develop common assignments and common assessments for the common assignments, will discuss student performance on these assignments, and will discuss their use of the assessments, growing in awareness of “best practices” that reveal themselves in the discussions. We know that doing this requires a great deal of time, time we may not have. We will use much of the 16 January 2006 in-service for this purpose.</p> <p>4. b. In the high school, where there are semester exams, horizontal teams will develop tasks that will be parts of all exams in courses with the same title; the teams will also develop assessment rubrics that all teachers will use in assessing the common parts of the exams. Teams will gather to discuss students’ performance on the common parts of the exams, the teachers’ use of the common rubrics, and methods for improving students’ performance in the following semester. The teachers will use 19 June 2006 to discuss the second semester 05-06 exams.</p> <p>5. In August 2006 review the previous year’s work on standard 1.7c. Decide whether to continue with the same focus for another year or, if students made sufficient progress, to choose another focus for 2006-2007.</p> <p>6. Each year students in grades 9, 10, and 11 will take a standardized test that meets these criteria: a. The tests reliably assess the same skills so that</p>	<p>6-15-06</p> <p>January 06-June 07</p> <p>August 2006</p> <p>June 2007</p>	
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Annual Action Plan (Continued)

Professional Development Required	Projected Funding Amounts, With Funding Source* <i>(Specify)</i>	Materials and Human Resources Required "Ground Work" Requirements	Projected Funding Amounts, With Funding Source* <i>(Specify)</i>	Person(s) Responsible	Planned Interim Report Dates
<u>Teachers:</u> Grade 6-12 English teachers	1. Sufficient funds to pay for teachers' released time during the school year and to pay teachers in the summers for work on common assessments and the results of the tests discussed in #6. 2. Sufficient funds to pay for the tests discussed in #6.				
<u>Other Instructional Staff:</u>					
<u>Administrators:</u>					
<u>Board:</u>					
Professional Development Budg		Materials and Human Resources Budget:		*Potential Funding Sources: Specify the grand or other source and the amount being dedicated for a specific use, e.g. Goals 2000, Title I, local professional development monies...	