

Section IV. Quarterly School Improvement Monitoring Tool 2006-2007

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<p>Strategy: 1.1.1, 5.1.1</p> <p>Activity 1: Six sections of English 10 will meet everyday for 80 minutes and will have an Accelerated Learning component to provide additional assistance in English 10 instruction. Students were selected based on their benchmark scores and grades. Additional time will be spent on teaching skills from the benchmark assessments that were identified as areas of weakness. Two sections will have special education teachers.</p> <p>Page 18</p>	8/06	10/06 1/07	<p>A. Instruments Used: Informal/Formal Observations ✓Quarterly Benchmarks Teacher Made Assessment Results Public Release Items: BCRs and ECRs</p> <p>B. Results (include data):</p> <table border="1" data-bbox="709 688 1003 873"> <thead> <tr> <th>Qtr1 Bench-mark</th> <th>AD V</th> <th>PROF</th> <th>BAS</th> </tr> </thead> <tbody> <tr> <td>Eng10/AL</td> <td>20%</td> <td>53%</td> <td>27%</td> </tr> <tr> <td>ENG10</td> <td>40%</td> <td>49%</td> <td>11%</td> </tr> <tr> <td>School</td> <td>20%</td> <td>51%</td> <td>29%</td> </tr> </tbody> </table> <table border="1" data-bbox="709 899 1003 1084"> <thead> <tr> <th>Qtr2 Bench-mark</th> <th>AD V</th> <th>PROF</th> <th>BAS</th> </tr> </thead> <tbody> <tr> <td>Eng10/AL</td> <td>28%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>ENG10</td> <td>63%</td> <td>31%</td> <td>6%</td> </tr> <tr> <td>School</td> <td>43%</td> <td>35%</td> <td>22%</td> </tr> </tbody> </table>	Qtr1 Bench-mark	AD V	PROF	BAS	Eng10/AL	20%	53%	27%	ENG10	40%	49%	11%	School	20%	51%	29%	Qtr2 Bench-mark	AD V	PROF	BAS	Eng10/AL	28%	42%	42%	ENG10	63%	31%	6%	School	43%	35%	22%	<p>A. Person(s) Responsible: Principal Assistant Principals Teacher Coordinator Instructional Coordinator</p> <p>B. Process for Monitoring:</p> <ul style="list-style-type: none"> • Observations • Weekly Instructional Department Meetings • Monthly Data Collection in Department • SPMT: Quarterly Data Utilization Meetings 	4	<p>Barriers/Obstacles & Contributing Factors:</p> <p><i>On the benchmark, our students showed continued positive progress. The greatest number of students had difficulty with Indicator 1.2.3 again; 66% of our students scored Basic on characteristics of text. 52% of our students scored Basic on 1.2.1, author's purpose. The AL sections are keeping pace with the every other day English sections, although the amount of growth is not as great. Teachers reviewed the results with the students and developed an action plan for addressing the weaknesses in their classes. Teachers are becoming more familiar with the information provided in Edusoft; however, most still are not proficient at using this program. Department-wide BCRs will continue to be used. Time for scoring and planning is an on-going obstacle.</i></p> <p>Next Steps: <i>Teachers must continue to plan collaboratively, examine their students' data, and use Edusoft to generate data. Teachers who meet after school hours will be compensated out of School Improvement funds. Teachers will devise action plans on how to improve instruction and they can include: increased use of mobile labs to ensure interactive technology is being used; integration of the Interactive Readers; and infusion of novel study. Students will be recognized again for their achievement on the second quarter benchmark. An additional ELO component is being offered Mondays and Wednesdays to target students who are struggling with the class; the county sponsored ELOs on Tuesdays and Thursdays and Saturdays are also being promoted.</i></p>
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<p>Strategy: 1.1.1, 5.1.1 Activity 2: English 9 will be offered with an Accelerated Learning class for 80 minutes to provide additional assistance in English 9 instruction—seven sections have an AL component. Students were selected based on their SRI reading levels. Scores were obtained from our feeder Middle Schools.</p> <p>Page 19</p>	8/06	1/07	<p>A. Instruments Used: Informal/Formal Observations Quarterly Benchmarks Teacher Made Assessment Results √Public Release Items: BCRs and ECRs</p> <p>B. Results (include data):</p> <p>Results from the Public Release Practice H.S.A. English 10 given on October 18, 2006, are still being collected and analyzed. The mandatory BCRs and ECRs from the curriculum guide have been given and graded. Data collection is still in progress.</p>	<p>A. Person(s) Responsible: Principal Assistant Principals Teacher Coordinator Instructional Coordinator</p> <p>B. Process for Monitoring:</p> <ul style="list-style-type: none"> • Observations • Weekly Instructional Department Meetings • Monthly Data Collection in Department • SPMT: Quarterly Data Utilization Meetings 	3	<p>Barriers/Obstacles & Contributing Factors:</p> <p><i>The collaborative planning sessions are increasing continuity across teachers.. Additional obstacles include: time for grading assessments and consistency of approach by the teachers.</i></p> <p>Next Steps: <i>Teachers will continue to plan collaboratively and follow the pacing guides. The Department Chair will finish gathering the data that is available and the teachers will plan their instruction accordingly.</i></p> <p><i>In addition, the teachers will increase use of the mobile labs, utilize the Interactive Readers, infuse novel studies, and work closely with the 10th grade teachers to ensure lesson plan alignment in preparation for H.S.A.</i></p>

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<p>Strategy: 1.1.1, 5.1.1 Activity 3: Six sections of Algebra 1 will be offered. Two of those sections will have ITV support; four sections will have an Accelerated Learning class on alternating days. Additional time will be spent on teaching skills from the benchmark assessment that were identified as low achieving. Algebra teachers will be given pacing guides that will be utilized to ensure that the content taught is aligned with MSA/HSA Content Standards. The same end of unit/chapter assessment will be given by all Algebra teachers to analyze student progress and instructional effectiveness. Assessment items will be selected from the mdk12 website that is aligned with the CLG. Instruction will be adjusted based on immediate feedback from Edusoft assessments.</p> <p>Page 21</p>	8/06	1/07	<p>A. Instruments Used: Informal/Formal Observations √Quarterly Benchmarks √CFPG Teacher Made Assessment Results Public Release Items</p> <p>B. Results (include data):</p> <p>The same chapter/unit assessments are being given. Data is still with the individual teachers. The four Algebra teachers will be meeting to discuss.</p> <table border="1" data-bbox="737 824 1052 971"> <thead> <tr> <th>Qtr1 Bench- mark</th> <th>ADV</th> <th>PROF</th> <th>BAS</th> </tr> </thead> <tbody> <tr> <td>Algebra 1</td> <td>13%</td> <td>37%</td> <td>49%</td> </tr> </tbody> </table> <table border="1" data-bbox="737 997 1052 1143"> <thead> <tr> <th>Qtr2 Bench- mark</th> <th>ADV</th> <th>PROF</th> <th>BAS</th> </tr> </thead> <tbody> <tr> <td>Algebra 1</td> <td>14%</td> <td>48%</td> <td>38%</td> </tr> </tbody> </table>	Qtr1 Bench- mark	ADV	PROF	BAS	Algebra 1	13%	37%	49%	Qtr2 Bench- mark	ADV	PROF	BAS	Algebra 1	14%	48%	38%	<p>A. Person(s) Responsible: Principal Assistant Principals Teacher Coordinator Instructional Coordinator</p> <p>B. Process for Monitoring:</p> <ul style="list-style-type: none"> • Observations • Weekly Instructional Department Meetings • Monthly Data Collection in Department • SPMT: Data Utilization Meetings 	3	<p>Barriers/Obstacles & Contributing Factors:</p> <p><i>Technology, time, and effective collaborative planning continue to be obstacles. Teachers are not maximizing the capabilities of Edusoft. In addition, the majority of our students are in the basic performance category in all indicators except 1.1.1, 1.1.2, and 1.2.5.</i></p> <p>Next Steps:</p> <p><i>Additional training will be scheduled so teachers are more knowledgeable and comfortable with the technology. Teachers will continue to collaboratively plan, as well as develop an action plan for each class, based on their benchmark data. All results will be reviewed with the students in class. The school will send home a benchmark report to parents, and administrators will visit classes to stress the importance of doing well and to recognize the students who achieved the highest scores for each class by presenting a certificate.</i></p> <p><i>A targeted approach to identifying and recruiting students to participate in the Tuesday/Thursday and Saturday ELOs will be put in place. This includes parent calls.</i></p>
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<p>Strategy: 1.1.1 Activity 4: Students will be given a content-specific reading assignment weekly during period 3 for a minimum of 30 minutes. The Reciprocal Teaching model as well as before/during and after reading strategies will be used to ensure student comprehension of the content read.</p> <p>Page 20</p>	8/06	1/07	<p><u>A. Instruments Used:</u> √ Informal/Formal Observations Public Release Items Benchmarks Teacher feedback based on reading activity grades</p> <p><u>B. Results (include data):</u> Informal observations reveal that the school is not consistent in having students engaged in a reading activity each Wednesday during 3rd period.</p>	<p><u>A. Person(s) Responsible:</u> Principal Assistant Principals All Teacher Coordinators All Department Chairs Instructional Coordinator</p> <p><u>B. Process for Monitoring:</u></p> <ul style="list-style-type: none"> • Observations • Instructional Department Meetings • Instructional Council Meetings • SPMT: Quarterly Data Utilization Meetings 	3	<p><u>Barriers/Obstacles & Contributing Factors:</u></p> <p><i>The number of new teachers joining the staff proved to be an obstacle as their focus first quarter was often on logistical and content specific curriculum issues. Many departments are being successful in consistent implementation; however, inconsistencies continue to exist.</i></p> <p><u>Next Steps:</u> <i>Weekly email reminders will be used for third quarter. Reminders will include various reading strategies. A school-wide reading strategy and activity will be provided in honor of Frederick Douglass's birthday.. The instructional leadership will monitor more closely this activity. Departments will continue to plan for this activity.</i></p>

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<p>Strategy: 1.1.5, 5.1.2 Activity 5: Students in grades 11 and 12 will have the opportunity to participate in an SAT Preparation course. A school-wide Word of the Day program will be implemented as well as biweekly writing prompts and mathematics problems to assist all students with preparation for the SAT. On October 18, 2006, all 10th and 11th graders will take the PSAT, and as well as targeted 9th graders. Results will be shared with all students and their parents.</p> <p>Page 22</p>	8/06	1/07	<p><u>A. Instruments Used:</u> √ Informal/Formal Observations PSAT/SAT Results</p> <p><u>B. Results (include data):</u> October 2006</p> <table border="1" data-bbox="737 634 978 781"> <thead> <tr> <th>PSAT</th> <th>Jrs</th> <th>Soph</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39.4%</td> <td>36.9%</td> </tr> <tr> <td>Math</td> <td>36.9%</td> <td>36.2%</td> </tr> <tr> <td>Writing</td> <td>37.1%</td> <td>34.6%</td> </tr> </tbody> </table> <p>Increases from previous years are evident in reading and math. The Writing Skills had a small decrease in percentage.</p> <p>The SAT Word of the Day program is being implemented in daily lessons throughout the building.</p> <p>The Math and English Departments are using prompts and math problems biweekly.</p>	PSAT	Jrs	Soph	Reading	39.4%	36.9%	Math	36.9%	36.2%	Writing	37.1%	34.6%	<p><u>A. Person(s) Responsible:</u> Principal Assistant Principals Teacher Coordinator Instructional Coordinator SAT Coordinator</p> <p><u>B. Process for Monitoring:</u></p> <ul style="list-style-type: none"> • Observations • Instructional Department Meetings • Instructional Council • SPMT: Quarterly Data Utilization Meetings 	3	<p><u>Barriers/Obstacles & Contributing Factors:</u></p> <p><i>Reading, vocabulary building, and math skills are the focus in feeder classes. Teaching writing takes more time. Students, on the whole, are not reading for pleasure outside of school.</i></p> <p><u>Next Steps:</u></p> <p><i>SAT Word of the Day will be targeted based on vocabulary needs for the H.S.A. courses for quarters three and four.</i></p> <p><i>Assistant Principals will continue to monitor the bi-weekly activities. Math Department will collaborate with the TV Production class to plan and implement a Wednesday math activity to be shared over the morning announcements. SAT Consultant has been scheduled to work with English classes. Counseling Center will investigate SAT Calendar options. We need to investigate writing across the curriculum opportunities.</i></p>
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<p>Strategy: 7.1.1 Activity 6: The School Improvement Plan will be placed on the website for parent feedback and review beginning October 2006. SPMT meeting dates are distributed at each PTSA meeting soliciting additional parent support. Two parent conference nights will be implemented to assist parents in monitoring their child's academic progress. A quarterly instructional newsletter will be sent to parents electronically and placed on the school website to keep parents informed of instructional tips for student improvement. Each month dates for SPMT, PTSA and Conference Nights will be disseminated. Counseling Department will provide a counseling newsletter and parent information nights.</p> <p>Page 23</p>	8/06	1/07	<p><u>A. Instruments Used:</u></p> <ul style="list-style-type: none"> • Survey results from PTSA meetings and Parent Conference Nights • Feedback from parent representative at SIP and SPMT <p><u>B. Results (include data):</u></p> <p>The SIP has been posted on the Website and on Blackboard. A parent representative has been identified, and she is an involved member of the SIPT/Instructional Council. The PTSA has reorganized. The staff has voted to hold the evening parent conferences. Parent Liaison position has been filled.</p>	<p><u>A. Person(s) Responsible:</u> Principal Technology Coordinator</p> <p><u>B. Process for Monitoring:</u></p> <ul style="list-style-type: none"> • Increased membership in PTSA • Increased membership on SPMT • Increased website visits 	3	<p><u>Barriers/Obstacles & Contributing Factors:</u></p> <p><i>Effective methods of feedback from parents have been difficult to find.</i></p> <p><u>Next Steps:</u></p> <p><i>The school will continue to cultivate communication with the parents. The school will send home an H.S.A. Benchmark report and letter to the parents. Additional ways to gather input from parents will be investigated. PTSA will create a newsletter to the school community.</i></p>