

NORTH TONAWANDA HIGH SCHOOL
School-Based Plans
2008-2009

ENGLISH DEPARTMENT 10/08

DISTRICT FOCUS AREA: Learning and Achievement

GOAL # 1 Expand method of statistical comparison for Passing and Mastery rates to include **COHORT COMPARISONS** throughout grades 9, 10, 11 beginning with the 2007 cohort. The current method of annual grade-level comparison provides general statistical data. **COHORT COMPARISON** will generate mid-year data specific to a group, allowing for tailoring of lessons/skill content by cohort to realize statistically valid increases in **MASTERY RATES** of 5% yearly.

NOTE: Data compilation is in stage TWO (year TWO of a three-year cycle), initiated with 2007 Cohort (CURRENT 2008-2009 sophomore class).

OBJECTIVES/ OUTCOMES	ACTION PLANS/STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>Teachers will pinpoint weak areas for a given “year” group and adjust lessons accordingly.</p> <p>This REFLECTIVE practice should yield a more EFFECTIVE learning environment.</p> <p>Administrator will be provided with statistical comparisons of actual cohorts – a more valid comparison for evaluating teaching strategies and curriculum strengths/weaknesses.</p>	<p>Department Coordinator will pull records from previous years (Now in 2nd yr of compilation) to create comparison data charts for the current Grades 9, 10, 11.</p> <p>Department Coordinator will pull Grade 8 ELA statistics (Now in data base) to generate complete charts.</p> <p>Department/Grade-level meetings will be utilized to develop teaching plans/strategies to respond to determined areas of need.</p> <p>INITIAL CHARTS WILL BE SUBMITTED TO DEPARTMERNT CHAIRPERSON WITH DECEMBER 08 MINUTES.</p> <p>REFINEMENTS WILL BE MADE AS NECESSARY.</p>	<p>Initial charts/statistics generated for the MARCH '08 Dept. meeting.</p> <p>-Darlene Senick</p> <p>Annual charts/statistics generated for end-of-year Administration reports.</p> <p>TO BEGIN WITH THE 08-09 SCHOOL YEAR</p> <p>These charts/statistics to be utilized at JUNE AND September/October Department meetings to guide grade-level planning.</p> <p>-Darlene Senick</p>	<p>Department Coordinator will copy Administrator on all generated charts.</p> <p>Each grade-level will provide to the Coordinator the minutes for their planning/strategy meetings. -copied to Administrator</p> <p>Each grade-level will assign one teacher to be responsible for the updating of Curriculum Maps. -copies of updated maps provided annually to Administrator</p> <p>Teachers are expecting that this level of REFLECTIVE practice, creating a more EFFECTIVE learning environment, should yield a consistent increase in student passing/mastery rates due to the greater awareness of students’ weaknesses.</p> <p>Grades will be monitored through cohort comparisons beginning with 2011 cohort’s QA numbers in November 08.</p>	<p>Department Coordinator may need further instruction in the usage of the new data bases. -Could this be offered through the PDP?</p> <p>Teachers will need time allotments for these specialized meetings. -Tracking of meeting dates and accumulation of hours should be handled through the PDP system.</p> <p>SUP CONF DAY 10-24-08 TO BE UTILIZED FOR THIS PURPOSE:: DATA WAREHOUSE AND DATA MENTOR</p> <p>DATABASES TO PROVIDE MEASURABLE BASIS FOR DEPARTMENT AND PGP GOALS</p>

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GOAL # 2 Improve student accountability for technical writing skills development (TASKs I and II) and literature response (TASKs III and IV) as both areas are taught within the current curriculum and need to be represented within the Assessment framework and Final Exams for each grade level.
Beginning with the 2007 Cohort, TASKS are split between grades 9 (I, III) and 10 (II, IV), and ASSESSED in ALTERNATE QUARTERS. Through the implementation of Goals 1 and 3, we anticipate target increases of 5% per alternate quarters, yielding an overall yearly increase per Cohort of 10% at the Proficiency Level (movement from ELA 3 and lower to 4 and higher) and 5% at the Mastery Level (movement from level 4 to level 5 and higher). It is projected that the 2007 Cohort will reach a MAJORITY ELA Mastery Rate with the 2010 ELA Examination.
Based on the mid-yr compiled Assessments, the 2007 Cohort would increase from a 31% Mastery Rate in Grade 9 to a 50% Mastery Rate by Grade 11.

OBJECTIVES/ OUTCOMES	ACTION PLANS/STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>Grade 9 Assessments and Final Exam will be changed immediately: MP 1 (TASK I) MP 2 (TASK III) MP 3 (TASK I) MP 4 (TASK III)</p> <p>Assessment and Exam content will address both aspects of learning: thinking and responding.</p>	<p>Grade level 9 teachers will meet to determine proper materials for Assessments.</p> <p>Implementation will be '07-'08 and every year thereafter for Grade 9.</p>	<p>October 26, 2007 Department Meeting</p> <p>-Grade level 9 teachers reporting to Dept. Coordinator</p>	<p>Grade 9 teachers presented Assessments to department : Department approved use of GREEN Regents book (as already detailed in the current Curriculum Map) for all TASKs</p> <p>It is expected that the alteration will allow for a more "natural" flow of teaching and unit development, enhancing classroom instruction and student understanding of the relationship between the Assessments and actual class work.</p>	<p>None is required.</p> <p>No additional textbook costs...more of textbook will be utilized for Assessments and Final Exams.</p>

<p>Grade 9 Final Exam will be revamped to reflect this change: from testing approximately 35% of course content/skills to 100% of course content/skills.</p>	<p>Grade 9 Exam Committee will develop a final exam reflecting the changes instituted throughout the teaching year.</p>	<p>March '08 -due date for Final Exam creation -Grade level 9 teachers reporting to Dept. Coordinator</p>	<p>Significant integration of learning/writing/thinking skills will be reflected in the Passing/Mastery Rates for Grade 9 Final Exams : + 2-3%</p>	
<p>Grade 10 Assessments and Final Exam will be changed for year '08-09: MP 1 (TASK II) MP 2 (TASK IV) MP 3 (TASK II) MP 4 (TASK IV)</p> <p>Assessment and Exam content will address both aspects of learning: thinking and responding.</p>	<p>Grade level 10 teachers will meet to determine proper materials for Assessments.</p> <p>Implementation will be '08-'09 and every year thereafter for Grade 10.</p> <p>This timetable allows for the assimilation of the new teaching focus.</p>	<p>October 26, 2007 Department Meeting -Grade level 10 teachers reporting to Dept. Coordinator</p>	<p>Grade 10 teachers presented Assessments to department : Department approved use of BLUE Regents book (as already detailed in the current Curriculum Map) for all TASKs</p> <p>It is expected that the alteration will allow for a more "natural" flow of teaching and unit development, enhancing classroom instruction and student understanding of the relationship between the Assessments and actual class work.</p>	<p>None is required.</p> <p>No additional textbook costs...more of textbook will be utilized for Assessments and Final Exams.</p>
<p>Grade 10 Final Exam will be revamped to reflect this change: from testing approximately 35% of course content/skills to 100% of course content/skills.</p>	<p>Grade 10 Exam Committee will develop a final exam reflecting the changes instituted throughout the teaching year.</p>	<p>March '09 -due date for Final Exam creation -Grade level 10 teachers reporting to Dept. Coordinator</p>	<p>Significant integration of learning/writing/thinking skills will be reflected in the Passing/Mastery Rates for Grade 10 Final Exams : + 2-3%</p>	<p>None is required.</p> <p>No additional textbook costs...more of textbook will be utilized for Assessments and Final Exams.</p>

<p>Grade 11 Assessments will stay as is: MP 1 (TASK I) MP 2 (TASK II) MP 3 (TASK III) MP 4 (TASK IV)</p> <p>Assessments will continue to address all aspects of NYS Regents Examination sections.</p>	<p>Grade level 11 teachers will continue to use the previous year's Regents Examination sections for Assessments.</p> <p>Implementation will continue as is.</p>	<p>No alteration of materials.</p>	<p>The Passing and Mastery rates should show a solid increase of 3-4% by end-of-year '09-'10 due to full implementation. The foundation for every TASK will be laid with this group from their freshman year onward.</p>	<p>None is required.</p> <p>No additional textbook costs...more of textbook will be utilized for Assessments and Final Exams.</p>
<p>Grade 11 Assessments will change for the 2009-10 year to reflect the move to January ELA implementation.</p>	<p>Teachers are working to devise an end-of-year assessment/project that will be implemented in all classes.</p> <p>Teachers want to more fully utilize AIS for those students not passing the January ELA.</p>	<p>Grade 11 teachers as a group are responsible for this development; preliminary ideas to be brought to Dept. Coord. Semi-finalized plans to be presented to J. Fisher by Feb. 09.</p>	<p>We are expecting to see an increase in ELA passing rates due to the retesting of non-passing students in June. The benefits of AIS-ELA targeted classes should be apparent in increased pass rates.</p> <p>Grade 11 teachers are going to make solid recommendations to Guidance regarding Sem 2 placement of AIS students. We expect that our recommendations will be honored. Our English Department teachers of AIS will be working with the Grade 11 teachers to provide targeted instruction to AIS students for the June ELA.</p>	<p>None is required outside of normal department meetings and planning times.</p>

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GOAL # 3 Teachers will utilize Gap Analysis Protocols and information available from Data Mentor and the Quarterly Assessments to better direct and organize the compilation and sharing of their “Best Practice” lessons, projects, evaluations for the dual purpose of aiding the professional development of other department members and providing a wider range of materials to address the varied student learning styles and levels of ability present in heterogeneous classrooms.

OBJECTIVES/ OUTCOMES	ACTION PLANS/STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>Teachers will open themselves to new ideas, methods of presentation, materials to improve/enhance individual performance in a professional, non-threatening manner.</p> <p>Teachers will become effective users of the Data Mentor system as evidenced by their accessing information to address the needs of their students for reteaching and “focus learning” units.</p>	<p>All teachers will share significant, quality lessons for their grade levels for all units, within the monthly Department Meetings.</p> <p>Teachers will provide a minimum of one complete lesson/unit per month.</p> <p>Teachers will add new/additional materials to lessons/units already submitted.</p> <p>Teachers will work at grade level to compile lists of weak areas as pinpointed by Data Mentor and the Quarterly Assessments. Time to do this will be allotted at monthly department meetings.</p>	<p>Materials will be shared on a monthly basis at Department Meetings.</p> <p>-Each teacher will be responsible for material submission.</p> <p>Each teacher will be responsible for the presentation of “focus lessons” within the classroom.</p>	<p>All submitted materials will be organized and bound/filed in the English Department Bookroom.</p> <p>Organization will be by Grade Level, then Unit.</p> <p>Units will be subdivided to aid retrieval of specific types of material.</p> <p>By the end of school year '07-'08 there will be units filed per Curriculum Map requirements.</p> <p>Increased success rates in areas targeted through Data Mentor and the Quarterly Assessments should be evident on the second cycle of Quarterly Assessments for grade 9 and 10. For grade 11, we expect to see a n increased success rate in the targeted areas.</p>	<p>None is specifically required.</p> <p>HOWEVER PDP courses directed toward preparing materials for varied learning styles and levels of ability within the High School English Curriculum would enhance development.</p> <p>These courses would be utilized for/tailored to specific skills/units addressed within our Curriculum Maps.</p> <p>Instructors could be guest presenters.</p> <p>Further work with the technology will be provided in small groups or one-on-one “mentoring” within the department. Opportunities to increase technological “comfort levels” will be pursued and shared within the department.</p>