

**NORTH TONAWANDA HIGH SCHOOL
School-Based Plans
2008-2009**

DISTRICT FOCUS AREA: LEARNING & ACHIEVEMENT
GOAL # 1 To achieve 90% passing rate on all local FACS final exams (cont. from 07-08 goals)

OBJECTIVES/ OUTCOMES	ACTION PLANS/STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>1a. To provide students with greater opportunities to engage in higher order and critical thinking skills, to improve their ability to apply, interpret, evaluate, and synthesize info. Verbally and in writing.</p> <p>1b. To enable students in all content areas to improve their written use of detailed info. From a variety of sources to support a claim, thesis, or controlling idea, utilizing evidence and interpretation. To provide students with opportunities to</p>	<p>Connect student work to real life applications and current events, to promote problem solving and collaboration.</p> <p>Examples of projects include: *clothing construction projects that require interpretation of pattern guidesheet instructions *budgeting projects that simulate purchase of a car, apartment, food, clothing, utilities etc. *interpretation of recipes to construct a shopping list and lab plan</p> <p>Develop independent skills for complex research</p> <p>Examples of projects include: *internet research on congenital birth defects</p>	<p>Ongoing discussions at monthly meetings FACS teachers</p>	<p>Item analysis of Jan. 2008 and June 2008 final exams to assess areas of weakness</p> <p>Calculate the passing rate on local FACS exams</p> <p>WE HAVE CALCULATED % PASSING RATE FOR JANUARY 2008 EXAMS:</p> <p>HOUSING 86% PARENTING 87% ADOLESCENT ISSUES 100% FOOD & NUTRITION 100% CHILD DEVELOPMENT 96% CLOTHING & TEXTILES 100%</p> <p>JUNE 2008 EXAMS:</p> <p>PARENTING 94% CFM 87% LIFE ON YOUR OWN 100% CHILD DEVELOPMENT 91% ADVANCED CLOTHING 100%</p>	<p>None required</p>

<p>engage in written reflection.</p> <p>1c. To improve students ability to gain info. From reading, to identify main ideas and to apply knowledge and skills acquired through a variety of texts, literature, non fiction primary source documents, and media.</p>	<ul style="list-style-type: none"> *internet research of architectural housing styles *internet and library research on fashion trends of various decades *researching ethnic foods and creating power point presentations <p>Examples of projects include:</p> <ul style="list-style-type: none"> *reading & responding to textbook questions & worksheets *reading information & presenting it in a poster format <p>ALL OF THESE STRATEGIES (AND MORE) ARE CURRENTLY IN USE</p>			
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NORTH TONAWANDA HIGH SCHOOL
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ENGLISH DEPARTMENT 10/08

DISTRICT FOCUS AREA: Learning and Achievement
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</p> <p>-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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DISTRICT FOCUS AREA: Learning and Achievement
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>