

Stamford Public Schools

Mid-Year Review Report

2016-2017

The mid-year review allows the school administrators and school data teams to prepare a report on how student achievement has improved based on the action steps of their comprehensive school improvement plan. The data results will also decide whether revisions to the plan are needed.

The mid-year review focuses on three areas: 1) reading and writing; 2) mathematics; 3) and school culture. In preparation of the mid-year review report, school administrators and school data teams are asked to identify the SIP strategy, provide data results using (i.e. bar graph, pie graph, line graph etc.) and present a data narrative of its findings.

Directions:

- 1) Identify the SIP strategy(ies) from your comprehensive school improvement plan.
- 2) Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement.
- 3) Write a data narrative explaining the following;
 - Strengths/challenges
 - Cause/root of the problem
 - Support s that will be in place for continuous improvement
 - Next steps to reach your expected goal.

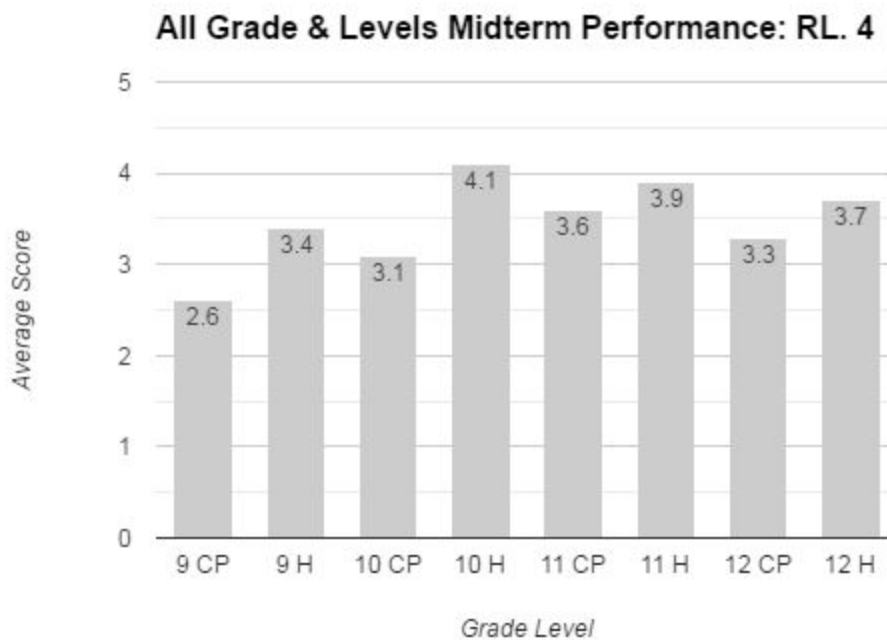
Mid -Year Review: Reading

English Department - Reading

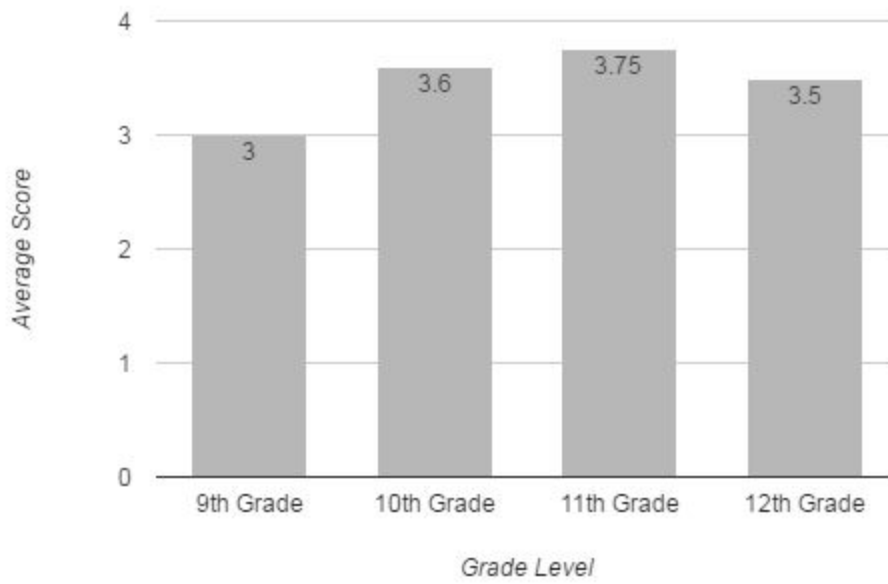
Strategy: *Identify the SIP strategy(ies) from your comprehensive school improvement plan.*

- Select short text excerpts as a focus of instruction and for analysis during class.
- Model annotation of text excerpts and visual texts
- Create text-dependent questions about text excerpts
- Create and use higher-level questioning strategies about text excerpts
- Use collaborative techniques such as fishbowl, jigsaw, etc to examine text excerpts and visual text,
- Identify, and chart, patterns of details, diction, or structural techniques in a text excerpt and discuss the impact of these text elements on the excerpt.

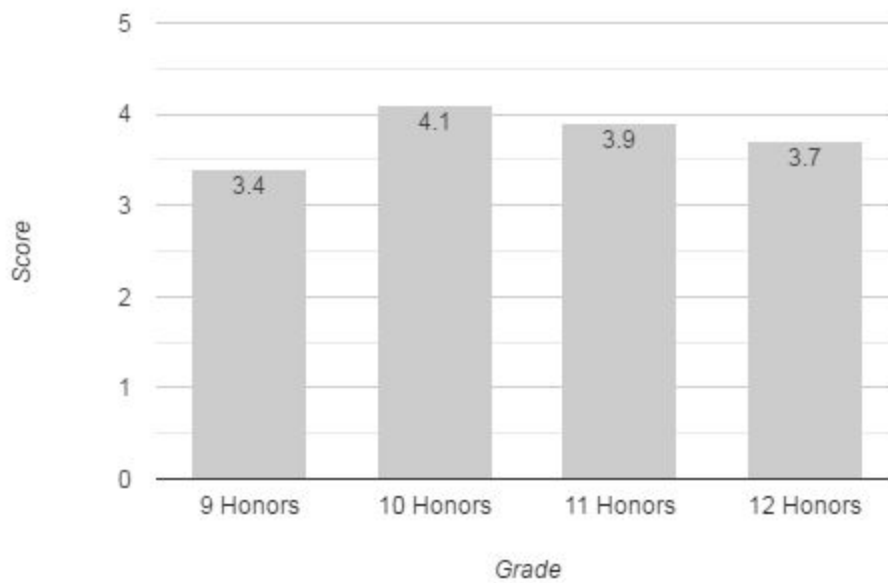
Data Results: *Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement using (i.e. bar graph, pie graph, line graph etc.)*



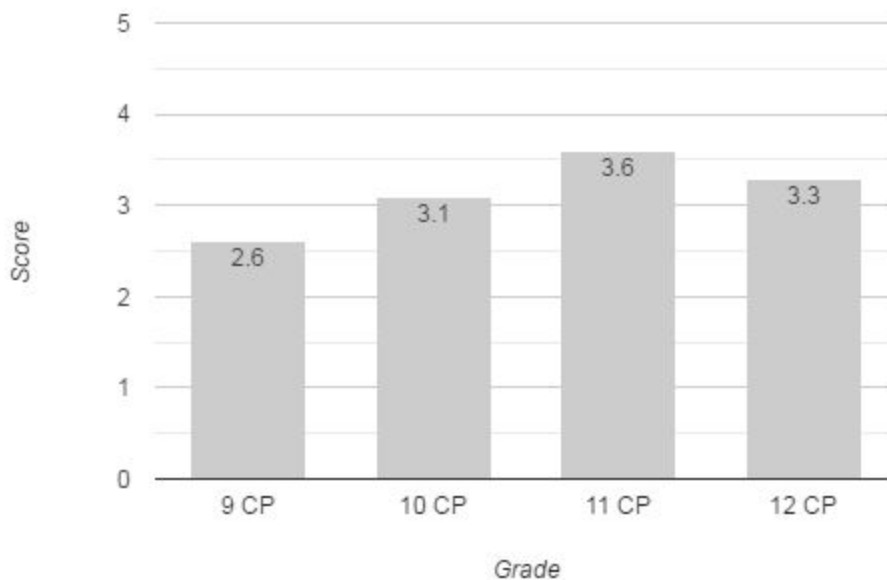
Grade Average Performance: RL.4



Honors Level Performance All Grades: RL. 4



College Prep All Grades Performance: RL. 4



Data Narrative:

Overall:

Data results provided show the average performance of each grade and level on CCSS RL. 4 for English core courses.

Common Core Standard RL. 4 states, “Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.” This standard is one that is consistently held as a learning standard for all four grade levels on district assessments.

Strengths:

Midterm results show a .6 increase in score between ninth and tenth grade overall, averaging both College Prep and Honors classes. This upward trend continues through eleventh grade with a .75 difference between ninth and eleventh grade scores overall.

One can infer that students continue to improve their ability to interpret words and phrases within a text to inform their understanding of meaning within the text.

Challenges:

There is a drop in scores noted for twelfth graders. Performance overall declines .25 on average. This decrease in scores, like the decrease in scores between tenth grade honors and eleventh grade honors, is most likely due to the addition of AP courses in eleventh and twelfth grade. These courses are not considered core courses, and therefore, students do not take the district assessment assessing RL.4. The ability level of these higher-performing students are not factored into the grade level averages.

Continued Supports:

Teachers will continue to use all of the strategies identified in the SIP:

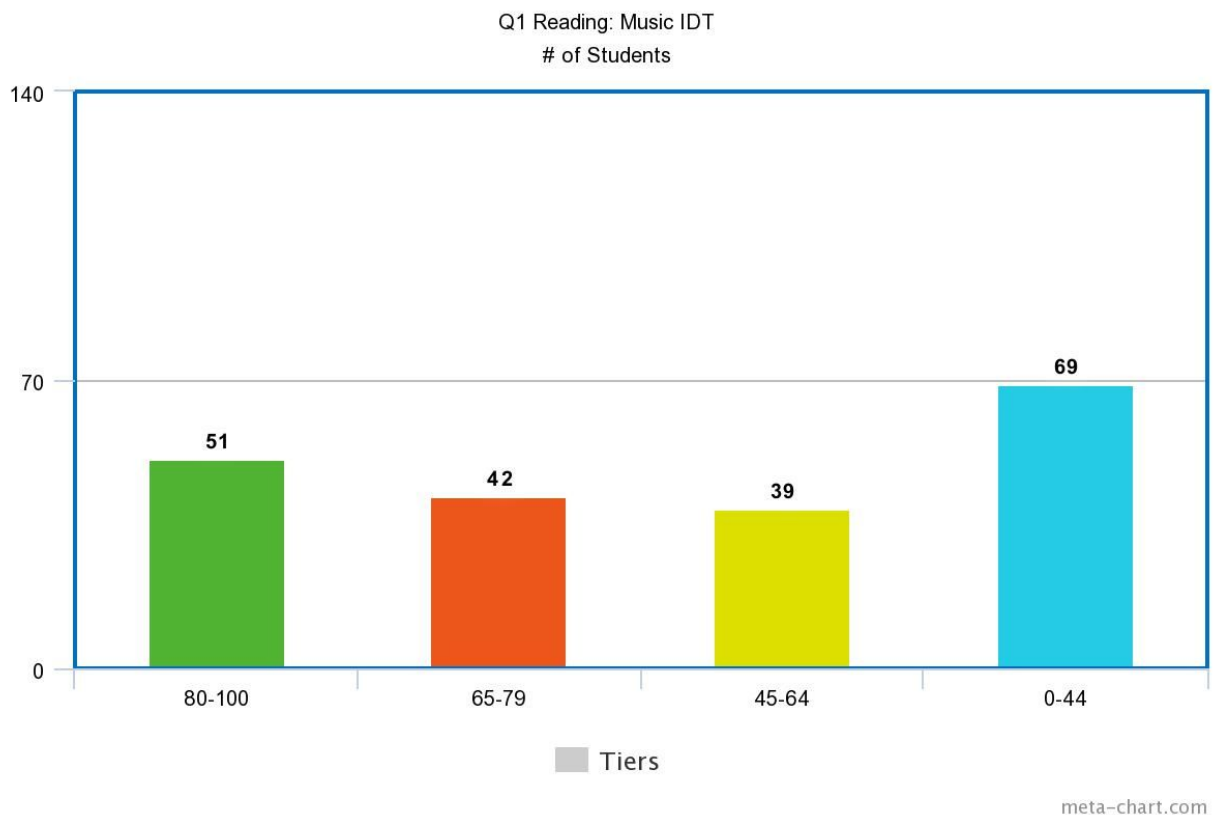
- Select short text excerpts as a focus of instruction and for analysis during class.
- Model annotation of text excerpts and visual texts
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- Use collaborative techniques such as fishbowl, jigsaw, etc to examine text excerpts and visual text,
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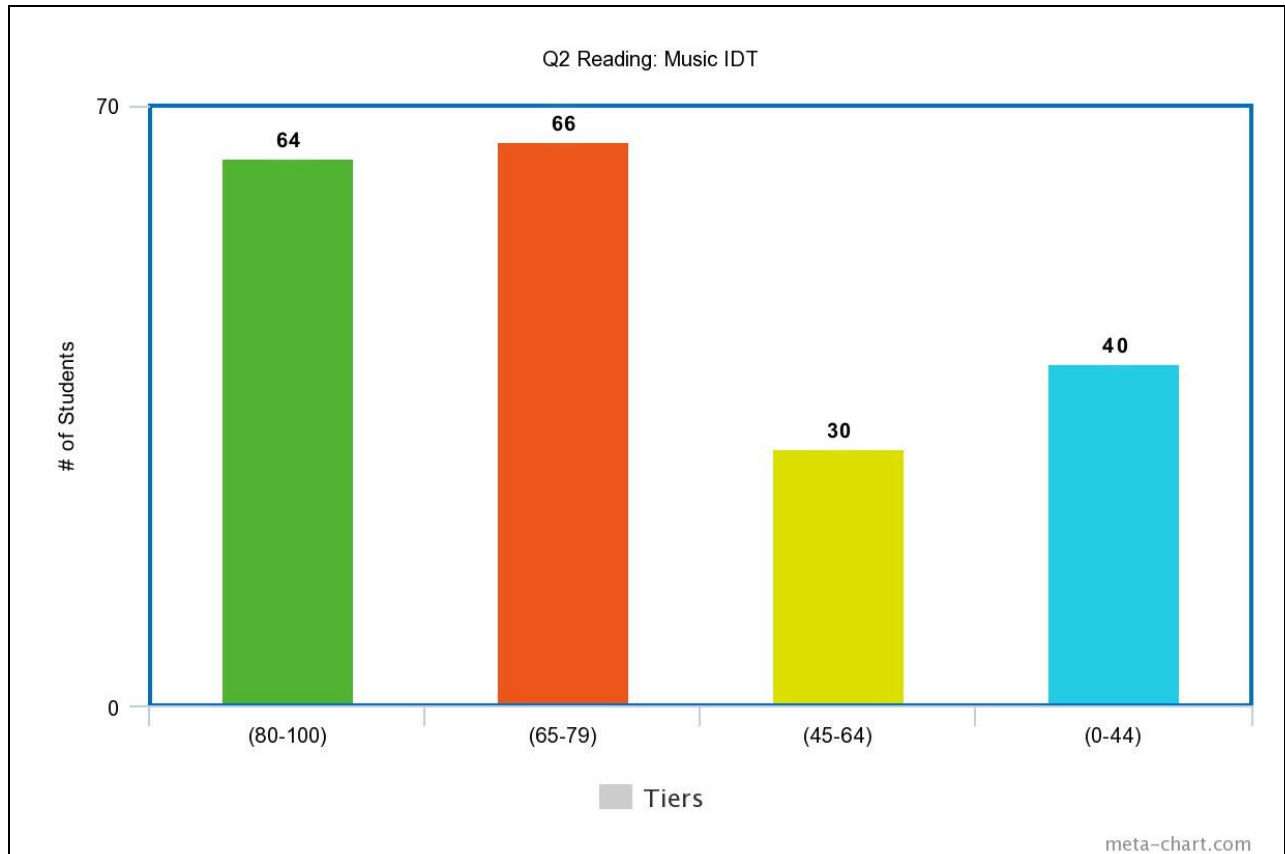
Music Department - Reading

Strategy: *Identify the SIP strategy(ies) from your comprehensive school improvement plan.*

- Selecting short text (music) as a focus of instruction and for analysis in class.
- Students read music to perform selected works and respond to the various elements through drill and practice, modeling, teacher modeling. They refer back to the music(text) and perform to make the adjustments to perfect the performance or piece of music.
- Students are developing rhythmic understanding, tone and intonation, technique and facility, and articulation execution.

Data Results: *Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement using (i.e. bar graph, pie graph, line graph etc.)*





Data Narrative:

Strengths

- Our data is indicative of how many years each student has been active in the ensembles.
- All students show understanding of clefs, note identification, basic rhythmic patterns and general knowledge/care of their instruments.
- Students show knowledge of rudimentary symbols and vocabulary.
- There has been evident improvement in skills based upon performances during the quarter.

Challenges

- Advanced rhythmic patterns in various time signatures.
- Tone and intonation.
- Technique and facility.
- Articulations.

Instruction Strategies

Teaching Behavioral Expectations and Routines

- Teacher cues to initiate student action
- model

- verbally
- routine

Effective Use of Strategic Groups

- strategic groups
- assignment of specific roles

proximity, rotation

Depth of knowledge - scaffolded questions

- content specific academic language
- asking probing questions

World Language Department - Reading

Strategy: Identify the SIP strategy(ies) from your comprehensive school improvement plan.

- Practice reading passages
- Chromebooks
- Kahoot
- Flash Cards
- Visual representation/Smartboard
- Strategic groups
- Group work
- Timed activities
- Modelling
- Gestures
- Quizlet
- Goaimate

Data Results: Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement using (i.e. bar graph, pie graph, line graph etc.)

IDT 1:

	#	#	%	#	%	#	%	#	%
Baseline 10/18/16	students took CFA	students	students	students	students	students	students	students	students
		80-100	80-100	65-79	65-79	45-64	45-64	0-44	0-44
1	48	37	77%	4	8%	2	4%	5	11%
2	48	40	83%	3	6%	5	1%	0	0%

Students are able to recognize words and understand meaning of some vocabulary.

IDT 2:

	# students took CFA	# students 80-100	% students 80-100	# students 65-79	% students 65-79	# students 45-64	% students 45-64	# students 0-44	% students 0-44
1	35	3	7%	20	40%	18	48%	5	10%
2	38	8	9%	13	36%	8	9%	8	9%

Students are able to recognize words and identify meaning and comprehend readings.

Data Narrative:

IDT 1:

As the year progresses, the students are given more opportunities to practice reading and teachers are seeing some progress in their ability to understand. It is clear that as students learn more vocabulary their ability to comprehend increases. Some students are able to determine implicit meaning in simple contexts. Some students use cognates to facilitate understanding and grasp the central idea or theme. Teachers continue to give many opportunities for students to practice and assess them on a regular basis.

IDT 2:

Students need to increase vocabulary to interpret reading. Students need to read with attention to punctuation and accents. Students need to improve pronunciation as well as respect punctuation while reading.

Teachers will continue to increase reading and practice by using the above strategies which we hope will help students improve their reading capacity.

English Learner - Reading

Strategy: *Identify the SIP strategy(ies) from your comprehensive school improvement plan.*

- Explicit content area vocabulary instruction in ESL A classrooms

Data Results: *Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement using (i.e. bar graph, pie graph, line graph etc.)*

ESL A1

Student Name	Baseline					First 40 12/15/16				
	Sci	Math	SS	Lang Arts	Total	Sci	Math	SS	Lang Arts	Total
MA	7	2	6	2	17	7	8	6	5	26
HCM	8	10	10	9	37	9	6	9	7	31
SC	4	6	6	6	22	8	5	8	7	28
BC	5	4	6	5	20	9	7	10	10	36
PC	6	11	6	8	31	7	9	4	9	29
BC	9	12	0	0	21	9	5	9	10	31
ME	9	8	13	3	33	9	8	10	10	38
WE	7	2	0	0	9	5	6	4	5	20
LLM	7	5	6	1	19	10	8	10	10	38
AL	12	3	0	0	15	10	10	10	10	40
SN	5	7	3	6	21	10	10	10	10	40
SO	5	0	0	2	7	10	8	10	8	36
SR	6	2	4	2	14	7	4	8	7	26
DS	1	4	4	1	10	3	3	5	5	16
AZ	8	8	5	5	26	8	5	8	6	27
NZ	8	9	6	2	25	5	7	4	2	18
KA						6	7	7	8	28

Team per teacher (lists team results per teacher and total team result)

Teacher	# students	# students	% students	# students	% students	# students	% students	# students	% students
		80-100	80-100	65-79	65-79	45-64	45-64	0-44	0-44
1	16	6	38%	7	44%	2	12%	1	6%
2	14	8	57%	2	14%	3	21%	1	7%
3	11	5	45%	3	27%	3	27%	0	0%

Data Narrative:

All ELs in ESL A are making progress in acquiring content area vocabulary.

At this point in time the baseline assessment (October 2016) and the 40 word assessment (December 2016) have been administered. The students have been learning 5 new academic vocabulary words per week.

The EL team has determined student mastery of 80% of the total academic vocabulary words in each content area to be deemed as at a proficient level. While all students are moving toward goal, we have no students who have shown mastery of the academic vocabulary words at this time.

Our next steps will be to continue to teach content area vocabulary, and monitor student progress through the administration of the progress monitoring assessment every other month.

Writing

History - Writing

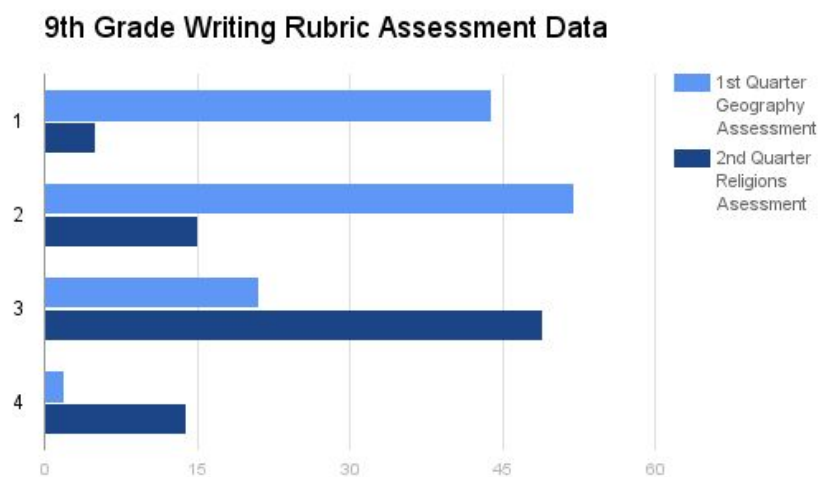
Strategy: *Identify the SIP strategy(ies) from your comprehensive school improvement plan.*

During first semester IDT's, the History Department largely focused on the SIP goal of improving student writing. The school-wide writing rubric was used in the majority of IDT's to track the progress of students in the area of writing. After assessing our student's ability to write, teachers in the history department selected the appropriate SIP strategies to strengthen those students showing weakness.

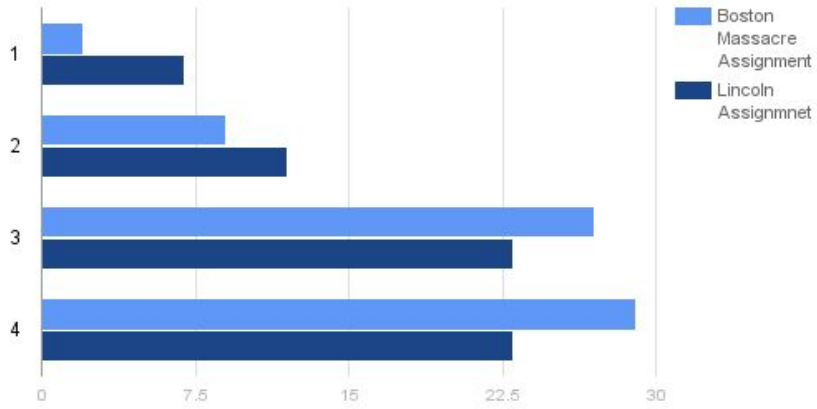
To improve writing, the majority of teachers provided students with graphic organizers in order to enhance their ability to collect and organize relevant evidence from the texts required by each common writing assignment. These organizers were used to help students plan and draft their essays. The SIP strategy of mini-lessons was also used to help students organize their writing more effectively and in most cases students were allowed to revise and edit their work.

In the lower grades, where many students are just beginning to learn successful writing strategies, teachers stated the use of sentence starters to assist Freshman in particular with getting their writing started and often noted providing models of exemplary work so expectations were clear and so students had a basis for writing. Both of these strategies were also essential for the large population of SPED students who require scaffolding and modifications. Some teachers in the lower grade IDT's also made use of mini lessons to support organization and editing.

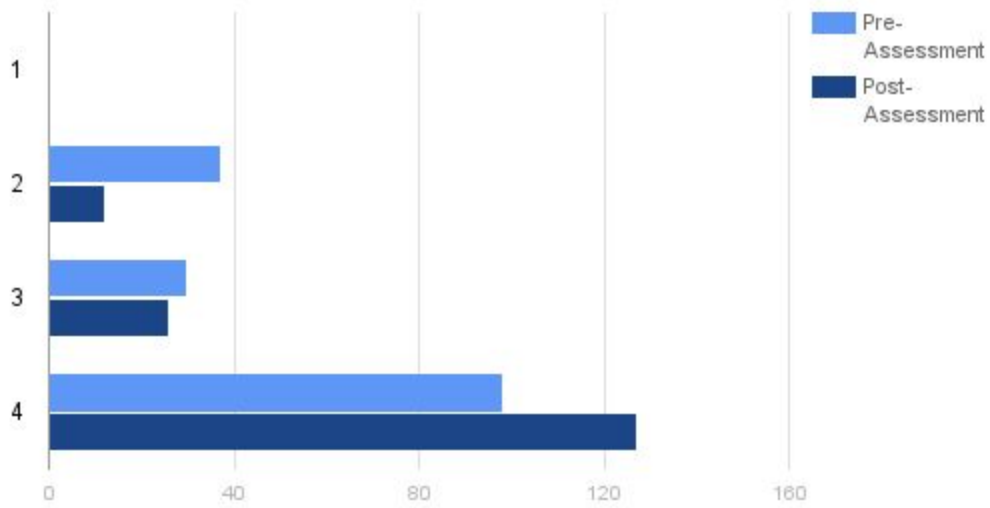
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IDT 1- 11th Grade Writing Rubric Assessment Data



IDT 2- 11th Grade Writing Rubric Assessment



Data Narrative:

Synopsis: Many History Department IDT's noted that our strongest writers are students whose reading comprehension was strong. Those who struggled are those who have trouble reading the texts and thus forming a clear, accurate and well developed argument that is structured appropriately.

The data pictured above from a selected sample of the 9th Grade IDTs showed students improving in the area of writing. From this data it is evident that the implementation of SIP strategies in the classroom is helping our history students. 9th grade writing strengths included outlining with support from teachers, thesis statements, structure, answering fact-based text-dependent questions, mastering vocabulary that was previously taught in class, topic identification and focus, as well as structure with the support of graphic organizers. However, after analyzing the data, 9th Grade IDT teachers noted that those students who had trouble understanding the text, as evidenced by incorrect answers on fact-based questions, were unable to organize their ideas correctly and write about them in an accurate, organized and fully developed manner. Additionally, common areas of weakness were identified in students' ability to make inferences on the texts, use sources to back their arguments and in the flow of their writing.

Data from the two 11th Grade IDTs used as samples reconfirmed the ideas of other IDT's. Students who are successful readers, were consistently able to write a more developed, cohesive and structured essay. These were the strengths of successful students. Although IDT 1's teachers did implement SIP strategies, the sampling of data showed a decline in their overall scores on the Writing Rubric. When asked to assess the data, teachers found that because the first Common Assessment was based off of pictorial analysis, rather than reading, students were much more easily able to write. However, the second Common Assessment, based on the reading of complex primary sources, proved difficult for some students as their reading skills hindered their understanding, thus organization and eventually product. Whereas teachers in this IDT were focused on improving writing, and thus on those SIP strategies, they will now focus more than ever before on SIP reading strategies to improve their students' writing. IDT 2's students, show writing growth as a whole with almost all students at proficient or higher. This IDT stated strengths in writing overall, but also noted that students who were unsuccessful struggled with reading comprehension, development of an evidence based argument as well as the structure and flow of their writing. What is interesting to note overall is the improvement in scores from 9th to 11th grade. Students seem to be improving in their writing across grades thanks to the years of the History Department working on writing as an instructional focus due to the SIP and IDTs.

The next step for the History department is to continue the good work done in regards to implementing SIP strategies for improving writing. All teachers noted in their IDT's that although student writing is improving in the majority of classes, the work on writing is far from over. The gains in writing are attributed to the strategies used by teachers and thus those strategies will continue to be implemented with a further focus on the areas of writing still identified as a weakness. Additionally, teachers will now begin to focus *more* on strengthening students' reading abilities by utilizing SIP strategies such as practice with more text-dependent questions and high-level questioning strategies about text excerpts. Additionally, teachers will continue to and focus more on promoting the annotation of texts and using technology in the classroom as a resource for breaking down complex

texts. It is our hope that through a focus on reading, the department will see writing scores grow.

World Language Department - Writing

Strategy: *Identify the SIP strategy(ies) from your comprehensive school improvement plan.*

- Practice reading passages
- Chromebooks
- Kahoot
- Flash Cards
- Visual representation/Smartboard
- Strategic groups
- Group work
- Timed activities
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Data Results: *Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement using (i.e. bar graph, pie graph, line graph etc.)*

IDT 3: Using writing rubric

September:

Teacher	# students took CFA	# students	% students	# students	% students	# students	% students	# students	% students
		4-3.5		3- 2.5		2 – 1.5		1-0	
1	48	3	6	14	29	15	31	16	33
2	42	5	12	23	55	11	26	3	7

Some students have mastered:

1. the use of correct conjugation of verbs,
2. the correct usage of appropriate vocabulary, including spelling,
3. the correct use of punctuation.

December:

Teacher	# students took CFA	# students	% students	# students	% students	# students	% students	# students	% students
		4-3.5		3- 2.5		2 – 1.5		1-0	
1	48	8	17	18	37.5	18	37.5	4	8
2	41	8	20	19	46	14	34	0	0

Some students have mastered:

1. the use of correct conjugation of verbs,
2. the correct usage of appropriate vocabulary, including spelling,
3. use detail and evidence to strengthen the connections among ideas,
4. use a variety of vocabulary as well as grammatical structures,
5. the correct use of punctuation.

Data Narrative:

IDT 3:

Students' writing skills need to be improved so that they can successfully use the target language to communicate efficiently. Student writing should be cohesive, logical and detailed using appropriate vocabulary and transition word.

At mid-year, teachers found that students are improving their use of detail and using stronger vocabulary in their writing. Transition words are utilized more efficiently leading to more a more cohesive writing sample.

Teachers will continue to use appropriate strategies to facilitate student improvement. The hope is that as students continue to hone their writing skills and use the strategies modelled by the teacher, writing in the target language will become easier and more complete.

GENERAL OBSERVATIONS:

Although students' vocabulary recall and sentence structure are improving, maintaining consistent and efficient student focus is still challenging.

English - Writing

Strategy: *Identify the SIP strategy(ies) from your comprehensive school improvement plan.*

The data specific to writing comes from the Advanced Placement Language course taught in 11th grade. The strategies the teachers of this course use include:

- Scaffolded practice in identifying the central idea/main issue
- Experience in taking brainstormed evidence and linking back to the text

Data Results: *Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement using (i.e. bar graph, pie graph, line graph etc.)*

Argument Summary – Teacher 1

Timed Write	9	8	7	6	5	4	3	2	1	Total # of Students	% Passing (6 or higher)
1	0	0	0	2	5	12	8	0	0	27	7.4%
2	0	0	0	5	5	10	4	3	0	27	18.5%
3	0	4	5	5	8	2	2	1	0	27	51.9%

Argument Summary – Teacher 2

Timed Write	9	8	7	6	5	4	3	2	1	Total # of Students	% Passing (6 or higher)
1	0	0	1	6	9	13	6	2	0	37	18.9%
2	0	0	2	6	9	8	9	3	0	37	21.6%
3	0	1	2	4	12	15	3	0	0	37	18.9%

Data Narrative:

Students demonstrated improvement in the following areas:

- Content knowledge of cold-read passages because of specific vocabulary instruction
- Knowledge of persuasive techniques
- Ability to apply knowledge of persuasive techniques in order to discuss the effect on an argument built in a cold-read passage
- Ability to discuss evidence rather than rely on summary of issues in the passage.

Supports that created this student improvement and will continue to be used:

- Careful selection of released prompts that built on one another rather than being presented as unrelated to one another.
- Vocabulary logs
- Addition of a particular text that provided students the opportunity to apply outside content knowledge from Social Studies to their interpretation of the text.

Students continue to demonstrate challenges in the following areas:

- Deconstructing the prompt
- Myopic reads of the prompt sometimes resulted in illogical or irrelevant discussions.
- Major misinterpretations of the issue itself as presented in the prompt.
- Weak or imbalanced evidence at times.

Next Steps:

The data indicates overall that student scores are improving on the timed-writes that prepare them for the AP Language test. Though 18.9% of one class and 51% of a second class are currently scoring in the passing range (6 or higher), there are a significant number of students scoring a 5. These students, at the mid-year point, are poised to improve their score and achieve a score of 6 or higher. Teachers plan on continuing with the supports that they have implemented since the beginning of the year in order to promote further progress from all students.

Science - Writing

Strategy: *Identify the SIP strategy(ies) from your comprehensive school improvement plan.*

Students will improve scientific literacy and increase their ability to communicate about science in different forms such as:

- a) establishing and/or executing a logical multiple step experimental procedure to accomplish the task at hand
- b) collecting and communicating experimental results using relevant scientific vocabulary
- c) examining numerical, written, or visual data and skillfully selecting the most relevant and impactful evidence
- d) developing insightful and accurate conclusions using relevant scientific vocabulary, supporting evidence and clear logic

Multiple strategies supporting the school improvement plan are being employed by science teams to raise the scores of students below proficiency

Effective Use of Strategic Groups

- Specific roles, Rotation grouping, Peer coaching

Depth of knowledge - scaffolded questions

- Content specific academic language, asking probing questions

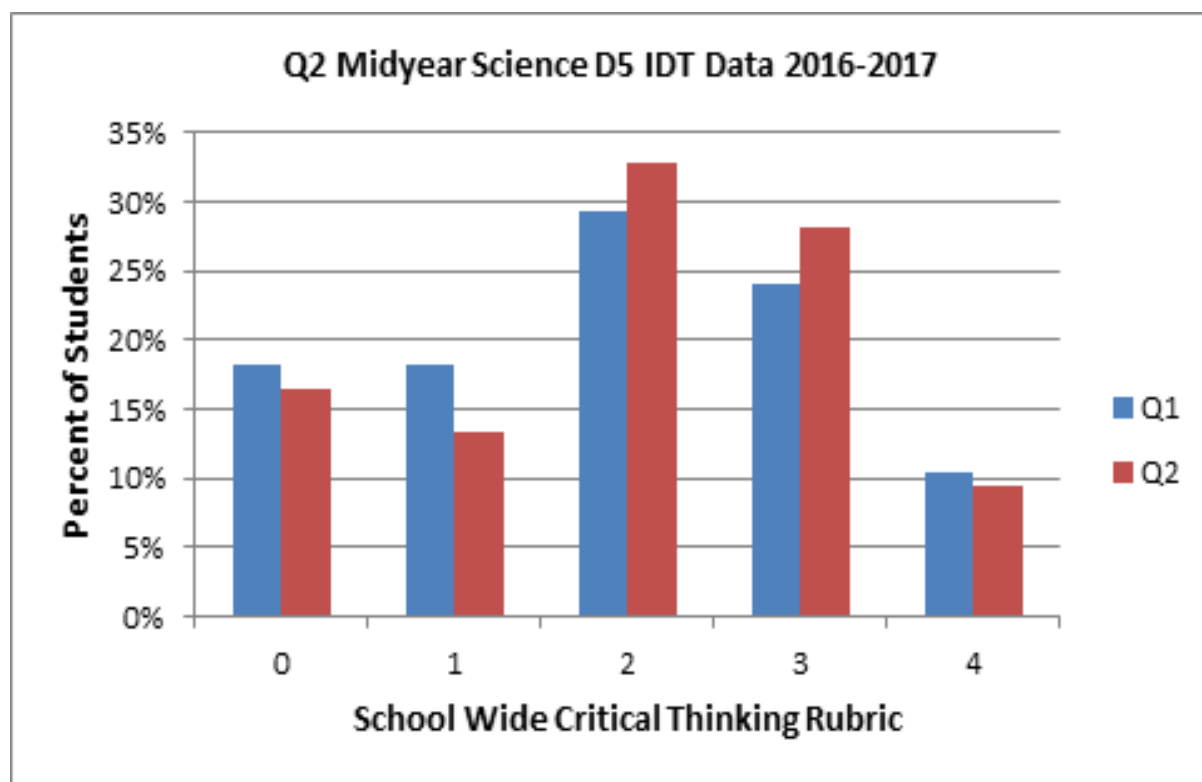
Knowledge or skill that students receive kinesthetic learning

- Clear instruction, multi-modality, multi-sensory

The use of mini - lessons to address editing and organizational needs in student writing

Modeling of effective writing and provision of tools such as sentence starters to assist students in structuring their own responses and in using subject - specific academic vocabulary.

Data Results: *Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement using (i.e. bar graph, pie graph, line graph etc.)*



Data Narrative:

Science teams are focusing on improving student writing by applying the school wide critical thinking rubric in assessing laboratory report conclusions.

Proficient students have mastered the concepts of hypothesis, independent and dependent variables, experimental and control groups. These students can construct a graph from experimental data, writing a comprehensive conclusion expressing all of the above, relating the design of the experiment to the results.

Students below proficiency are usually challenged in their ability to write a comprehensive conclusion expressing experimental concepts as they relate to the design of the experiment to the results.

Visual Arts - Writing / Critical Thinking / Verbal

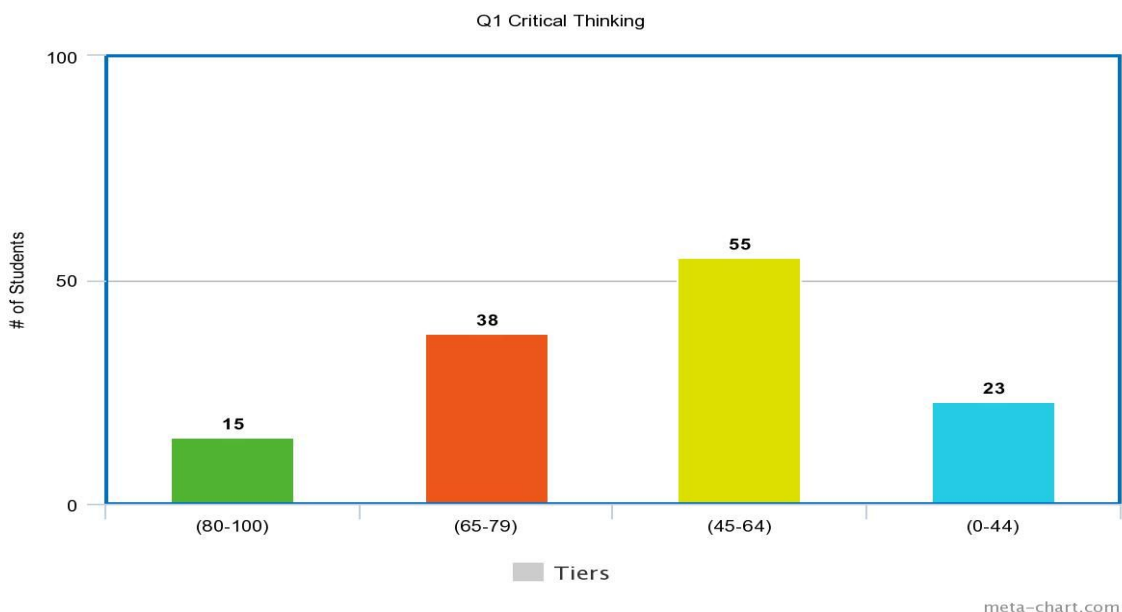
Strategy: *Identify the SIP strategy(ies) from your comprehensive school improvement plan.*

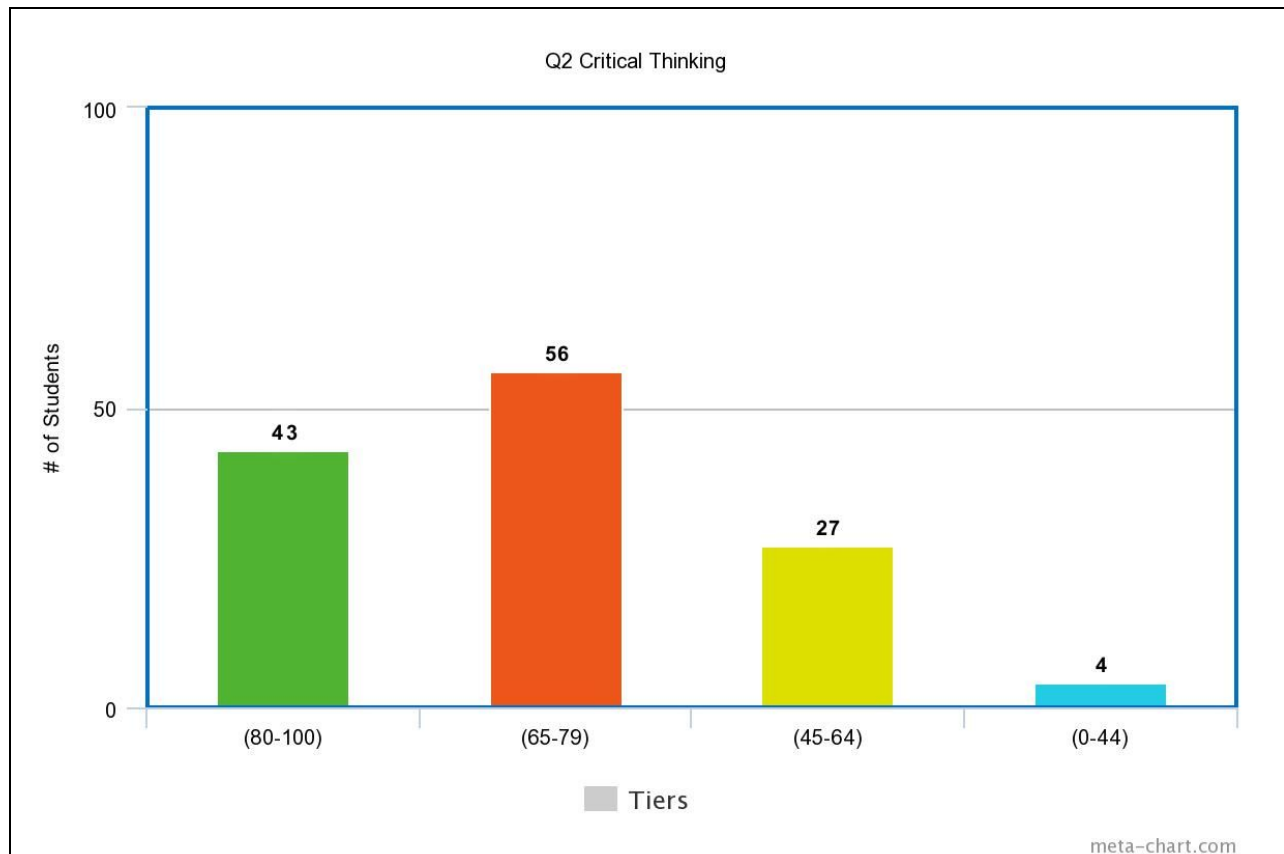
During first semester the Visual Arts largely focused on the SIP goal of improving student retention and application of the Elements and Principles of design in addition to critical thinking both written and verbally through critique. The school-wide critical thinking rubric was used for Visual arts to track the progress of student's analysis and synthesis of the E's & P's through evaluation of other's work in addition to their own. After assessing our student's ability to reflect, most teachers in the visual arts department selected the appropriate SIP strategies to strengthen those students showing weakness.

To improve writing and communication, SDT member provided department sentence starters for verbal & written reflection/critique and visuals with both Spanish/English translation to meet all student needs, coaching and progress monitor worksheet. Teachers provided students with graphic organizers, rubrics, criteria sheets, and checklists in order to enhance their ability to self-evaluate their productivity and time management. These resources were used to help students plan in addition to presenting a completed art piece to evaluate. Our SIP strategy of Modeling of effective writing and (oral) responses and provision of tools such as sentence starters to assist students in structuring their own responses and in using subject-specific academic vocabulary has enabled the Visual arts department to continue create successes in many areas of instruction.

Many of the multi-sensory strategies are also essential for the large population of SPED students and ESL/Bilingual students who require scaffolding and modifications within our inclusive classroom environments.

Data Results: *Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement using (i.e. bar graph, pie graph, line...*





Data Narrative:

Teachers examine visual text/images for the purpose of understanding key concepts and prioritizing strategies to choose the best path to solve the visual problem.

Examining media, methods, and techniques to discuss key concepts learned. Discussion can include ideation or the creation of works using appropriate vocabulary and content specific to describe their concepts prior to the completion. Along the way they discussing the possibilities for change as their work progresses. As shown by data, the students have demonstrated insightful and accurate conclusions.

Looking at the departments reflection sheets and critiques, we have noticed a difference amongst describing using elements & principles of art vocabulary from the first critique to the second. Now they are using the words more, but we found some students were just throwing them into the sentences to 'use' them- not as descriptive or high order words like they should be. However, in the upcoming quarters, we would like to continue to strategize, perhaps differentiated means of presenting critiques to students. An plan would be to model a critique statement as a review for students to better understand critique/oral expectations. In doing so, students will improve in their analytical skills for the rest of the year, and majority of students will be receiving 3.5's & 4's on their critiques

based on the critical thinking rubric.

Over 20% of students in the Visual Arts have increased their scores through critical thinking both written and orally.

Strengths:

- Ability to describe their own and others' artworks in detailed language both verbally and written.
- Ability to inquire about others' works using high order thinking skills. (i.e, looking at symbolism and meaning in others' works)
- Follow all project requirements.
- Plan and implement the Elements & Principles of art into their artworks.
- Recognize areas of improvement in their work and willingness to revise.
- Identify the skills, concepts and content that students have mastered. These strengths can be used as leverage for growth in other areas.

Weaknesses:

- Ability to stay on task, maintain working routines.
- Do not follow project criteria, use little purposeful planning/ideation/imagery in projects.
- Ability to describe their art or art of others without guided questioning or prompts.
- Identify the skills, concepts that students still need. These challenges provide focus for goal setting and instructional decisions.

Next Steps:

Select our goals for Q3 such as continuing strategic grouping and hands on activities and develop their creative thinking and problem solving skills by having finished products. Critical Thinking Rubric Vocabulary will be reviewed and tested throughout the year.

Teaching Behavioral Expectations and Routines

- Teacher cues to initiate student action
- model
- routine
- effective use of time

Depth of knowledge - scaffolded questions (Using DOK Levels)

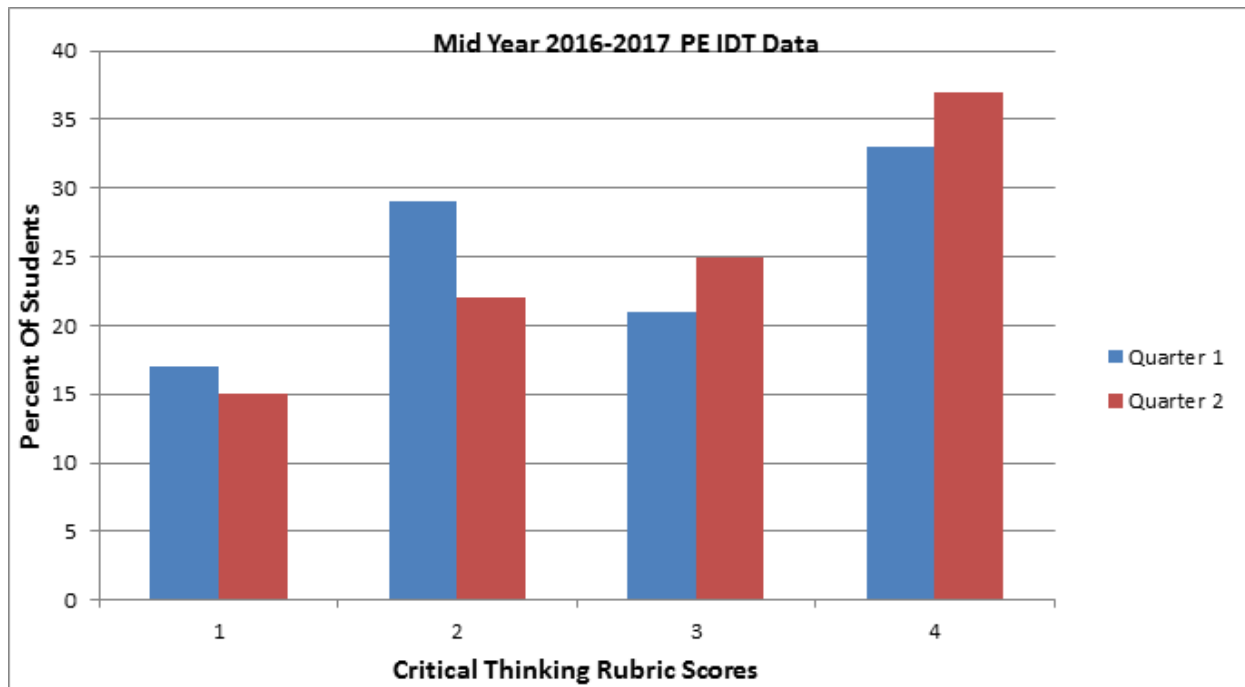
- content specific academic language
- asking probing questions

Physical Education and Health - Writing / Critical Thinking

Strategy: *Identify the SIP strategy(ies) from your comprehensive school improvement plan.*

PE/Health IDTs focused on the growth of student writing, a SIP goal, using the school wide critical thinking rubric to assess their work. Students in health classes applied their critical thinking skills while completing current events and research projects.

Data Results: *Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement using (i.e. bar graph, pie graph, line graph etc.)*



Data Narrative:

The data shows increases in students receiving scores of 3 and 4 from first quarter to second quarter. In hopes of reaching higher goals in the future and seeing continuous increases in critical thinking rubric scores, teachers intend to continue to provide supports to all students. Students who display lower levels of reading and writing will be given extra opportunity to practice these skills. Further, students will be given more opportunities to analyze and evaluate data, while drawing conclusions based on evidence.

Students who excelled and showed most growth in their writing skills were able to examine numbers and visual data while evaluating the given evidence. The evidence was provided through current event statistics and research-based data. These students displayed the ability to comprehend the data and draw conclusions from them. Further, the high-scoring students showed grade appropriate

levels of reading and writing, and the ability to complete the given assessment in a timely manner.

Students who struggled to score well on the assessments sometimes misinterpreted numbers and visual data, and were unable to select relative evidence. Additionally, these students did not demonstrate the ability to draw accurate conclusions from the given data and research. Common challenges for these students include reading and writing at a grade appropriate level.

For continuous improvement, instructors will ensure the following:

- Effective use of strategic grouping
- Modeling effective writing strategies
- Clear, multi-sensory instruction
- Use of content-specific academic language

Career and Technical Education - Writing / Critical Thinking

Strategy: *Identify the SIP strategy(ies) from your comprehensive school improvement plan.*

The Career and Technical Education department has been using the writing rubric in classes.

Data Results:

Preliminary Results

# students	# students	# students	# students	# students
total	80-100	65-79	45-64	0-44
687	38	585	60	4

Midterm Results

# students	# students	# students	# students	# students
total	80-100	65-79	45-64	0-44
675	525	122	28	0

Data Narrative:

The majority have seen improvement in their classes in the following ways:

Students were able to perform Market Research, compile data, and understand and prepare financials.

Students are in the process of learning the necessary procedures to complete an accounting cycle (posting to journals and ledgers, preparation of accounting worksheet and preparation of financial statements). Students will be given increasingly more difficult problem solving opportunities which will enable them to master the necessary skills to complete the aforementioned accounting cycle.

Students are better able to make inferences on concepts and are making progress to reach proficiency. Students are using vocabulary words in writing for career/success topics.

Students that scored below proficiency indicated that they did not study and were shocked by their scores. As we begin the second round of SAT words, they are making more effort to study each word every day. Some have begun to use the words in class and on other assignments.

Students have learned the terms and usage of a sewing machine. Students have learned and

utilized a commercial pattern. The majority of students have mastered the vocabulary necessary to read and perform the steps within a commercial pattern. Students have written an analysis of textiles and their appropriate usage. Students are utilizing the culinary vocabulary words in the culinary lab reports/presentations. Students researched and presented a variety of culinary techniques, which were then completed within the culinary lab.

Math Department - Math

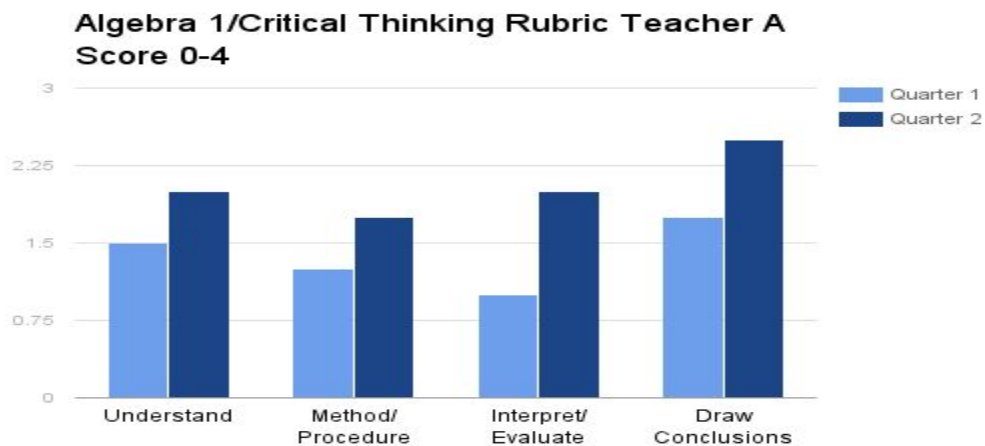
Strategy: *Identify the SIP strategy(ies) from your comprehensive school improvement plan.*

Research based strategies that will be used to address the identified needs of the students:

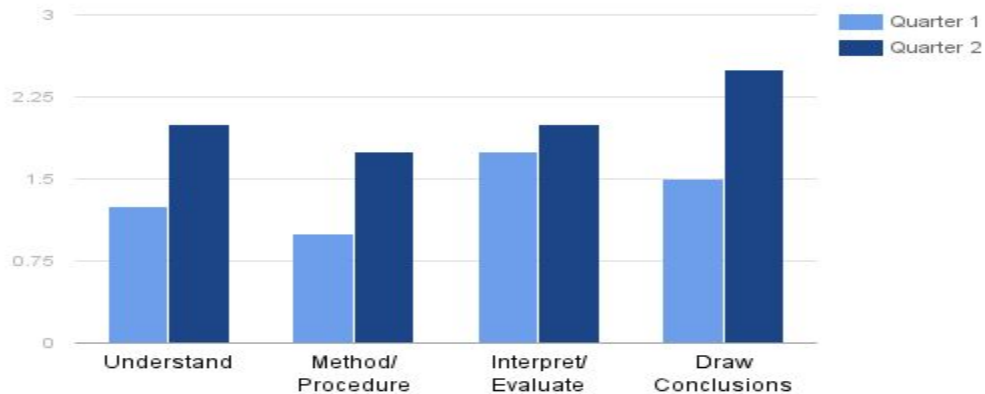
1. Foster collaborative work by purposeful grouping
2. Promote effective discourse in the classroom
3. Provide opportunities for students to identify, apply and analyze principles of mathematics by modeling real-world scenarios

Data Results: *Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement using (i.e. bar graph, pie graph, line graph etc.)*

Algebra 1 IDT Period 1



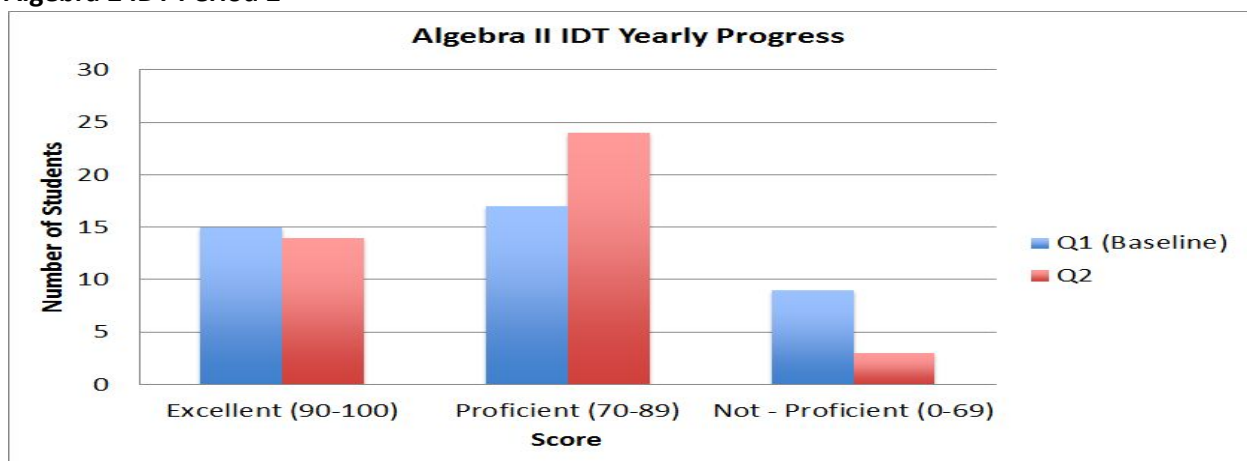
Algebra 1/Critical Thinking Rubric Teacher B Score 0-4



Algebra 1 IDT

This year, our IDT has chosen to use the school-wide Critical Thinking Rubric as means to track our growth with Algebra 1 students. Each graph represents the data for all classes from each teacher. The graphs show the progression from Quarter 1 to Quarter 2 on the primary performance assessment for each quarter. Performance tasks were created by the State of Connecticut and used in all Algebra 1 classes. As evidenced by the data, students in all classes scored low on the first assessment. Progress and improvement is shown in each category by second quarter. Instructional strategies used by both teachers, as discussed in IDT meetings include the modeling of critical thinking skills, use of strategic grouping with stronger students leading, clear instruction on breaking multi-step problems into “critical” pieces and by using common content specific academic language in the classroom at all appropriate times. It is prediction of both teachers that these skills will continue to improve through the rest of the year with the incorporation of these strategies. Further analysis in the quarters to come will show if adjustments need to be made.

Algebra 2 IDT Period 2



In terms of students’ strengths in Algebra II:

In Honors Algebra II – the percent of students who are proficient increased by about 8%. There are

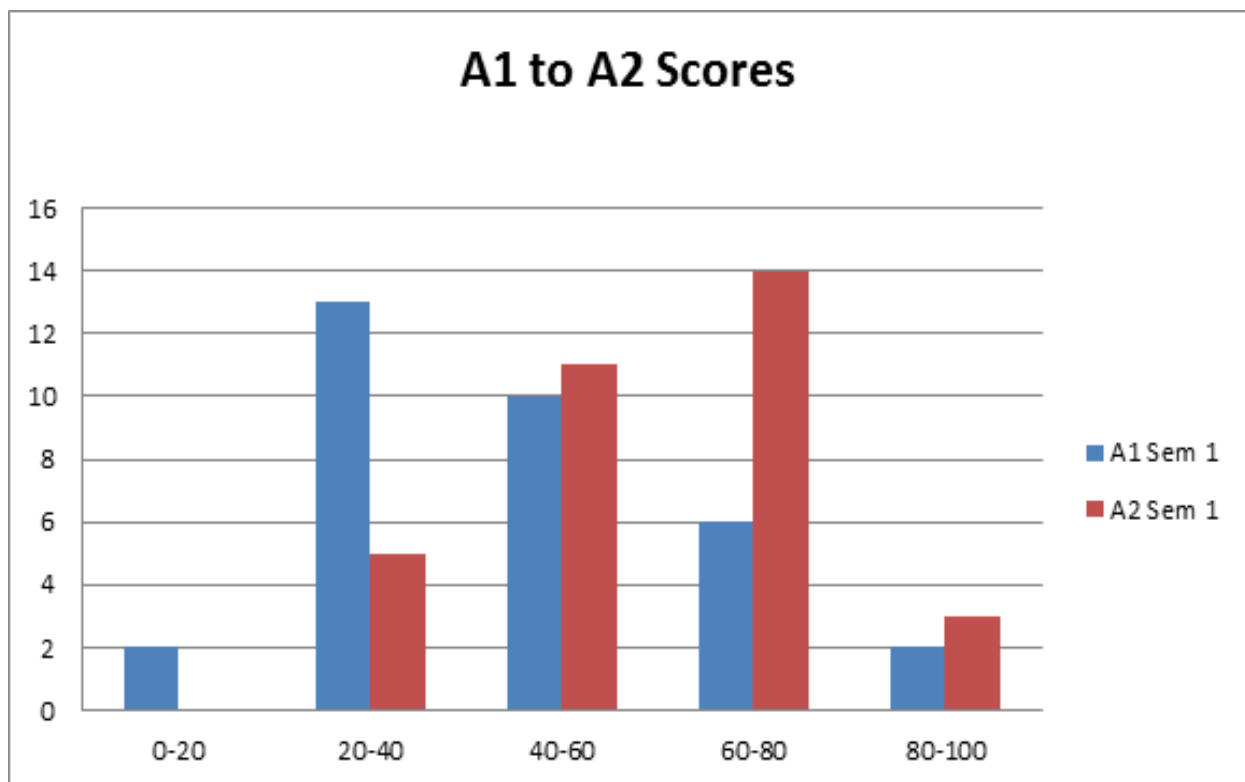
still a few who scored below proficient on the assessment.

CP Algebra II – students did better than Q1 but the nature of the assessment was different. Students had more time in class to work on problems together and then present their results to the class. They were able to receive feedback from each other and from the teacher while completing this assessment.

Students need continuous work on performance tasks in order to build the skills and confidence needed to proficiently pass these tasks.

Students have shown improvements in Q2, however, there still needs to be more practice of real-world assignments in order to prepare students for the remaining quarterly performance tasks.

Algebra 2 IDT Period 1



Data Narrative:

Algebra 2 IDT Period 1

Honors – This group of students are meeting expectations of the curriculum. In a class of 20 students, the class average is 88.35% and the median score was a 91 on the midterm assessment. The scores throughout the semester 1 also indicate they are meeting expectations. The range of scores were 61

to 100.

College Prep – This group of students are making limited progress on the expectations of the curriculum. In two classes, totaling 33 students the average was 45.78 with a median score of 45. The scores throughout semester 1 also indicate that the students are struggling with the district's curriculum. The range of the scores were 8 to 90% . Areas of noticeable weakness from prior year's knowledge are order of operation – multi step, solving for a variable in terms of another variable, basic multiplication facts, study skills, applying the laws of exponents, solving application problems (word problems), perform tasks independently, operations with fractions, etc.... Many of the mistakes that student are doing are a result of these weaknesses.

School Climate

Strategy: Identify the SIP strategy(ies) from your comprehensive school improvement plan.

- Students enroll in the Knights of Valor program, a volunteering program.
- Teachers nominate students for PRIDE awards
- Upperclassmen apply to the Leadership Academy.
- Faculty and staff promote social and emotional health

Data Results: Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement using (i.e. bar graph, pie graph, line graph etc.)

- Knights of Valor has 102 students enrolled. Students have logged 2028.5 community service hours since September of 2016.
- There have been two PRIDE ceremonies and a third in February honoring 156 students.
- Four videos for Connection Time News have been shown with five more planned.
- Leadership Academy has approximately 50 students.
- Counselors refer students to the SSP team, nurse and Health Center, if needed.

Data Narrative:

VALOR is an acronym that embodies the basic principles of Service Learning:

- Volunteering: Serving the community is essential duty of all citizens.
- Advocacy: Our message, values and causes will expressed and received by many.
- Loyalty: We show a commitment to our causes and maintain our relationships.
- Organization: We create volunteering programs that are efficient, productive and sustainable.
- Responsibility: We have a responsibility to mentor others who will continue our work.

There are three main categories of volunteer opportunities available to students.

Direct Service: Engages students in person-to-person contact with those in need. These are the most visible and hands-on type of service activities. Examples include serving a meal in a shelter, tutoring children in an after school program or visiting elders in a long term care facility. Direct service volunteer roles are all about getting involved in active, tangible ways.

Indirect Service: Service that supports direct service or benefits the larger community. Examples include planning drug, violence, or disease prevention programs, assisting with environmental projects, participating in urban renewal projects such as mural or house painting, fundraising with direct interaction with a nonprofit beneficiary or creating brochures, flyers, posters, or annual reports for a non profit organization.

Advocacy: Service that gets students to speak, write and use other talents to bring the public's attention to a particular issue. Examples include conducting information campaigns, lobbying on behalf of a community, or organizing a letter writing campaign for a social issue.

Service opportunities are available to students through several mediums. Students can join community service clubs in the school such as Interact, BuildOn or SHS gives back that can direct students toward service opportunities. Students can also access service providers through the KOV website or through their participation in the SHS Leadership Academy.

Currently the Knights of Valor program is tracking 102 students who have logged a total of 2028.5 service hours since September of 2016. Service hours are logged by students on a collaboratively designed website (<https://sites.google.com/site/shsknightsofvalor/>). Additionally, Knights of Valor is a resource that helps students develop their resume and service learning portfolio. Using KOV students can locate and apply for scholarships as well as publish a record of their service in preparation for application to colleges and universities.

PRIDE - Students are nominated by teachers in the following categories:

Positive Role model

Respect and Responsibility

Initiative

Decision Making

Expect Excellence

The school newspaper is also creating short clips using SHS students on different topics, many humorous, to be shown during connection time.

Leadership Academy

The Leadership Academy is a volunteer program for eleventh and twelfth graders. It is a service-oriented program where the students can serve either as volunteers at community events, volunteers at school-based events, and/or mentors for freshmen students during Connection Time.

The primary focus of this organization is, in fact, the mentoring program. While there are seventy (70) students total in the Leadership Academy, thirty-five (35) of them participate as mentors. Each

mentoring group consists of either two (2) or three (3) students and is assigned two (2) Connection Time rooms. The mentors rotate on a schedule every three (3) Connection Time periods: the mentors all meet together during the first rotation to review the upcoming lesson / activity and get coaching from the faculty liaison and involved administration. During the second and third rotation, the mentors visit their first and second Connection Time room assignments, respectively.

Lessons and activities so far this year have focused on

- * building community within the Connection Time room
- * preparing for midterms
- * awareness of a growth mindset versus a fixed mindset
- * productively advocating for yourself
- * establishing and maintaining priorities

New to the Leadership Academy this year, the faculty/administration turned some of the organizational aspects of the program over to a student leadership team. While there were some initial "hiccups" as we figured out the balance between what the student leadership team should be responsible for versus the faculty/administration, by the halfway mark in the year it began running smoothly. The students on the leadership team are getting even more entrepreneurial/leadership experience as they learn what it takes to mobilize a group of people and keep a large system organized.