Stamford Public Schools

Mid-Year Review Report

Stamford High School

2014-2015

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 focus on five areas: 1) literacy; 2) writing; 3) mathematics; 4) science; and 5) 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

Data Results – Reading - ELA

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

Reading Goal
Teachers will increase student's ability to read and understand complex texts in order to extract information from them.

SIP Strategies
Teachers will develop students' ability to engage in close reading of written complex and rich text excerpts and examination of visual texts (i.e. images, graphs, etc.).

Teachers will develop students' ability to annotate texts to gain a deeper understanding of the text.

Teachers will develop students' ability to recognize subject-specific academic vocabulary in texts.

For identified subgroups:

Teachers will do all of the strategies listed above, including…

- Pre-assess depth of knowledge through work samples that identify student needs on a bi-weekly basis.
- Flexible grouping (matching students to skill work by virtue of readiness or creating mixed-ability level groups) that use scaffolded assignments to reach the curricular goals.

Data Results – 12th Grade English
Total Scores on Assessments*

	% 90-100	% 80-89	% 70-79	% 60-69	% 50-59
Baseline	**0**	**7**	**28.5**	**60**	**3.5**

Unit 3	**10**	**46.6**	**26.6**	**16.6**	**0**

*This is the information in the chart above.

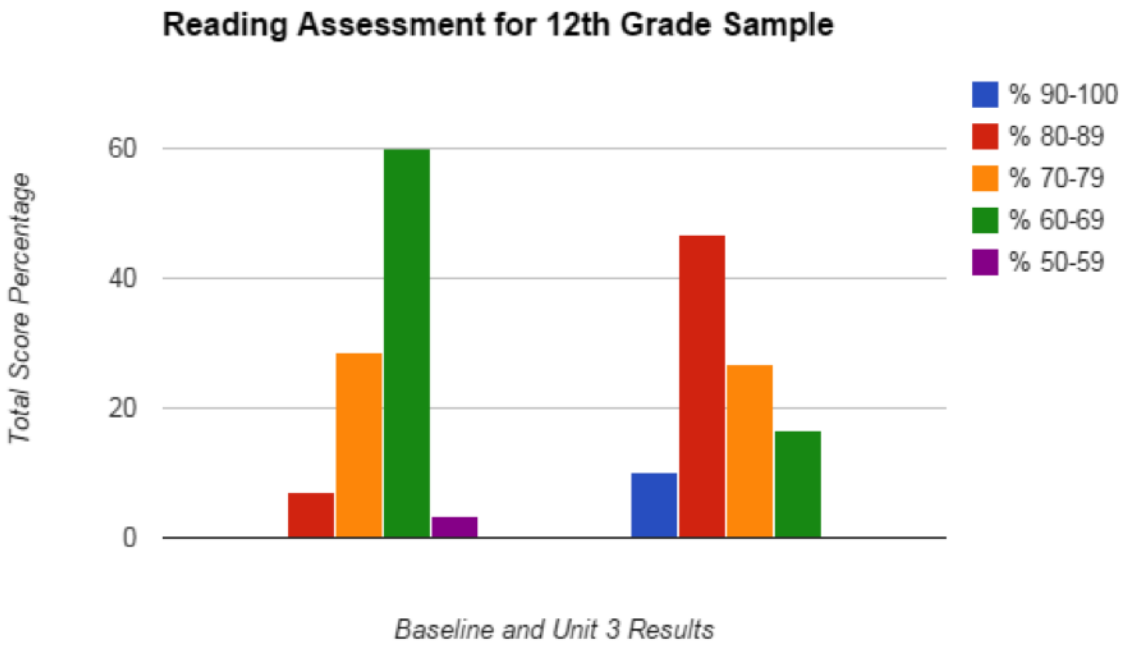
<u>Data Results</u> - Sample 12th Grade English

Scores by Standard

Percentages				
	0	**1**	**2**	**3**
RL.2				
Baseline	3.5%	53.5%	39.2%	3.5%
Unit 3	3%	36.6%	46.6%	13.3%
RL.4				
Baseline	0	42.8%	50%	7.1%
Unit 3	0	20%	56.6%	20%
RL.6				
Baseline	3.5%	75%	21.4%	3.5%
Unit 3	0	20%	50%	30%

For reference:

RL. 2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)



Data Narrative:

That data shows that students are improving their ability to read a text closely in order to analyze the author's use of literary techniques and use this information to build an interpretation of the text. Baseline Assessment results showed 60% of this student population scoring overall in the 60-69 range and only 7% of the population scoring in the 70-79 range *or higher*. According to the results of the Unit 3 assessment, administered in January shortly before Midterm Exams, this same population now has 56.6% scoring in the 80-89 range or higher after a full semester's instruction.

Breaking the results down into standards reveals that students have made the gains on standard RL.4, the ability to "determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful." On the baseline exam, only 7% of the population scored a 3 on a response question designed to address this skill. Administering the Unit 3 exam reveals 20% of this same population now scoring a three.

The results for standard RL.4 are consistent with the instructional strategies being employed in the classroom. English teachers have focused this year on teaching students how to annotate text, and they have designed classroom activities that require students to look at the specific language within it. Domain-specific language for English literature, such as “tone,” “diction,” and “connotative meaning,” are explicitly taught, and these terms are used to create assessment questions.

Students have also made gains on standard RL.6: “Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).” On the Baseline Exam, only 3.5% of the population scored a 3; however, 30% scored a 3 on the Unit 3 Assessment administered in January. Additionally, 3.5% of the students scored a 0 on this standard on the Baseline Exam, while no students scored a 0 on the Unit 3 Assessment. Since a close look at diction, tone, and imagery are a necessary skill for grasping a point of view beyond what is directly stated in a text, it follows that students have also shown improvement on this standard.

The area where the students have shown the least gains is on standard RL.2: “Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.” On the Baseline Assessment, 3.5% of the students scored a 3 with only an increase to 13% scoring a 3 on the Unit 3 assessment in January. The Unit 3 Assessment also reveals that 3% of students still scored a 0 on this standard.

This reveals that instruction, while continuing to focus on close reading for literary techniques, needs to focus more on helping students to apply their analysis and build an interpretation. Looking closely at diction, imagery, connotative meaning and other literary elements is the process of analyzing a text; Determining “two or more themes or central ideas of a text” is the process of creating an interpretation. It is putting the pieces together to communicate the meaning of a text overall.

Several factors should be considered when analyzing this data. One factor to consider is the content on the assessments--the context of the passages chosen. Anecdotal feedback from students reveals that they find some passages more challenging than others, not necessarily because of the lexile level but because of the content in the passage. Some content is simply more challenging for students because of the context created by the setting (the time and place) of the passage. Another factor to consider when analyzing this data is the order in which the standards are presented within the assessment. Students tend to feel rushed and run out of time on the Unit Assessments, which allot 40 minutes to read a passage and answer four responses. Low unit assessment scores on certain standards, especially scores of 0 could simply be a matter of running out of time, not an inability to address the question--the standard. The Baseline Assessment and Midterm Exam, on the other hand, allot 40 minutes for students to read a passage and respond to three questions. A more accurate comparison to the Baseline Assessment would be the Midterm results. (There were, in fact, four standards addressed on the Unit 3 Assessment. The fourth standard, however, was not addressed on the Baseline Exam and therefore there was no basis for comparison.) At the time of writing, however, the Midterm Exam data are not available because the exam week has just finished and the data have not been analyzed yet.

Data Results – Reading - EL

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

SHS EL Department developed the following goal: *New arrival ELLs will gain academic language vocabulary in order to become more proficient readers and writers in English*.

Additionally, the SHS EL Dept wanted to disaggregate data to determine growth in two ways:

1) Newcomer ELL students, enrolled in ESL A prior to Oct 1, 2014, will minimally increase his/ her knowledge of selected target academic vocabulary on a teacher developed content area vocabulary assessment by 33% by May 2014.

2) Newcomer ELL students, enrolled in ESL A before October 1, 2014, will correctly identify a minimum of 40% of selected target academic vocabulary in each core subject area (Sci/ Math/ SS/ LA) on a teacher-developed content vocabulary assessment. (There are 25 vocabulary words in each core section, the student will be expected to know a minimum of 10 or 40%) on a post assessment given May 1, 2015.

Development: Thus far, the team has met with core subject area teachers to determine academic vocabulary words new arrival ELLs need to know to be successful in core content classes. The team then created a list of 25 vocabulary words for each of the four core areas: Science, Math, Social Studies, Language Arts, for a total of 100 words (See Appendix A). The team created and administered a 100 question pre-assessment vocabulary assessment (See Appendix B). Specific instruction on academic vocabulary began in October of 2014.

Method: 5 new vocabulary words are introduced weekly from one content area. For example, currently, the team is in week 11 of instruction. The content area focus for this week's words is Social Studies. This week's words are *democracy*, *communism*, *monarchy*, *checks and balances*, *timeline* (Appendix C).

Every week, students receive 5 new academic language vocabulary words to learn, in addition to traditional vocabulary and the vocabulary as listed in the curriculum. Every day, ESL A students practice learning and application of these words as part of "bellwork."

The first week of instruction was spent on teaching students the routines, and what was expected during bell work time (how to fill in a vocabulary web, expectations as to the quality of sentences, what a riddle is and how to write one, etc.). Subsequent weeks have followed the following pattern:

Every day of the week, students focus on using their new vocabulary in different ways:

Monday- students receive 5 new words, they define them, and write the words in their home language.

Tuesday- Students complete a vocabulary map of a selected vocabulary word. They write the

definition up top, the part of speech, then they draw a picture of the word. At the bottom they use the vocabulary word in a sentence.

Wednesday- Students use each of the five vocabulary words in a sentence.

Thursday- student take a multiple choice quiz on their vocabulary words.

Friday- Students select two vocabulary words and write riddles where the vocabulary word is the answer.

Every 4 weeks, or after 4 sets of 5 words are introduced (one from each content area), students take a progress monitoring assessment to monitor their progress. On the data collection sheet, you will see student's baseline scores, then the scores are disaggregated as to how they did in each of the four core subject areas. The next score tells you how they did on the assessment of the first 40 words.

Data Results Directions

Every 4 weeks, or after 4 sets of 5 words are introduced (one set of five words from each content area), students take a quiz so that the ESL team can monitor student progress. On the data collection sheet, you will see student's baseline scores (10/1/14), and then the scores are disaggregated as to how they did in each of the four core subject areas. The next score tells you how they did on the assessment of the first 20 words (12/19/14). Students were also assessed on their knowledge of the first 50 words (1/21/15).

**Note that the only students that are listed have been enrolled in the class for minimally 4 weeks. As this is ESL A, students enter and exit to other locations frequently.*

Class A

	Baseline: 10/1/14	40 Word Assm't	50 Word Assm't	
A, I	20: 6/Sci; 7/Ma; 5/SS; 2/LA	Westhill	Westhill	
DlS, M	31: 10/Sci; 8/Ma; 7/SS; 6/LA	24	31:12/sci;10/Ma;5/Ss;4/La	
DlS, A	30: 6/Sci; 7/Ma; 11/SS; 6/LA	19	31:9/sci;11/ma;7/Ss;4/La	
G, R	42: 12/Sci; 14/Ma; 8/SS; 9/LA	30	43:12/sci;13/ma;10/Ss;8/Ma	
G, E	23: 6/Sci; 11/Ma; 3/SS; 3/LA	Westhill	Westhill	
G, E	34: 12/Sci; 8/Ma; 12/SS; 9/LA	19	35:14/Sci;12/ma;4/Ss;5/La	
G, C	19: 5/Sci; 6/Ma; 7/SS; 1/LA	13	23:8/Sci;9/Ma;3/Ss;3/La	
G, C	25: 7/Sci; 9/Ma; 5/SS; 7/LA	28	22:7/Sci;9/ma;3/Ss;3/La	
M, L	34: 9/Sci; 10/Ma; 6/SS; 5/LA	19	28:9/Sci;11/ma;4/Ss;4/La	
M,O	23: 7/Sci; 8/Ma; 5/SS; 4/LA	15	14:5/Sci;5/ma;3/Ss;1/La	

M, E	36: 13/Sci; 13/Ma; 7/SS; 5/LA	23	22:5/Sci;9/Ma;6/Ss;2/La	44%
O, K	23: 6/Sci; 8/Ma; 5/SS; 4/LA	moved	Moved to North Carolina	Moved
P, G	38: 10/Sci; 13/Ma; 10/SS; 5/LA	25	49:14/Sci;15/Ma;10/Ss;10/La	98%
Z, J	23: 6/Sci; 8/Ma; 8/SS; 4/LA	Westhill	Westhill	Westhill
A, A			32:13/Sci.;8/Ma;8/Ss;3/La	64%
C, P			24:10/Sci;10/ma;0/Ss;4/la	48%
R,S			17:4/Sci;6/ma;4/Ss;3/La	34%
S, J			21:7/Sci;8/Ma;5/Ss;1/La	42%

Class B

	Baseline: 10/1/14	40 Word Assm't 12/19/14	50 Word Assm't 1/21/15	Percentage
A, KL.	15: Sci 4; Ma 7; SS 2; LA 2	7	13: Sci 6/15; Ma 3/15; SS 2/10; LA 2/10	26%
B, D	16: Sci 6; Ma 4; SS 4; LA 2	15	33: Sci 11/15; Ma 11/15; SS 7/10; LA 4/10	66%
E, A	6: Sci 0; Ma 2; SS 1; LA 3	23	**30**: Sci 7/15; Ma 8/15; SS 7/10; LA 8/10	60%
G, S	36: Sci 9; Ma 12 SS 8; LA 7	28	**38**: Sci 13/15; Ma 10/15; SS 7/10; LA 8/10	76%
H, A	23: Sci 10; Ma 4; SS 4; LA 5	Went to WHS	WHS	WHS
M, O	23: Sci 10; Ma 6; SS 6; LA 1	13	**15**: Sci 4/15; Ma 4/15; SS 6/10; LA 1/10	30%
R, H	28: Sci 9; Ma 6; SS 5; LA 8	20	**23**: Sci 7/15; Ma 7/15; SS 4/10; LA 5/10	46%
T, H	11: Sci 3; Ma 1; SS 5; LA 2	7	**6** : Sci 2/15; Ma 1/15; SS 1/10; LA 2/10	12%
	Students Who Arrived After 10/1/14			
C, K* (10/27/14)	47: Sci 15; Ma 12; SS 10; LA 10	21	**38**: Sci 13/15; Ma 13/15; SS 4/10; LA 8/10	76%

Class C

	Baseline 10/6 /14	40 Word Assm't 12/19/14	50 Word Assm't 1/21/14	
A, V	11: 4/Sci; 2/ Ma; 2/ SS; 3/ LA	13	23: 10/Sci; 4/Ma; 4/SS; 5/LA	46
C, L	15: 6/Sci; 4/Ma; 4/SS; 1/LA	31	42: 15/Sci; 13/Ma; 6/SS; 8/LA	84
C, S	14: 7/Sci; 5/Ma; 2/SS; 0/LA	17	22: 6/Sci; 7/Ma; 6/ SS; 3/LA	44
D, R	16: 7/Sci; 6/ Ma; 3/ SS; 0/ LA	Went to WHS	Went to WHS	W

G, L	21: 5/Sci; 7/Ma; 6/SS; 3/LA	19	37: 13/Sci; 10/Ma; 8/SS; 6/LA	74%
M, M	19: 6/Sci; 6/Ma; 6/ SS; 1/LA	15	25: 8/Sci; 7/Ma; 6/SS; 4/LA	50%
M, A	21: 6/Sci; 9/Ma; 4/SS; 2/ LA	15	18: 9/Sci; 4/Ma; 4/SS; 1/ LA	36%
O, A	27: 12/ Sci; 7/Ma; 7/SS; 1/LA	33	Moved out of state	Moved out of state
OL, R	26: 9/Sci; 11/Ma; 6/SS; 0/LA	20	32: 13/Sci; 9/Ma; 7/SS; 3/LA	64%
P- O, G	37: 16/Sci; 11/Ma; 5/SS; 5/LA	37	49: 14/ Sci; 15/Ma; 10/SS; 10/LA	98%
V S, S	30: 12/Sci; 11/ Ma; 7/SS; 0/LA	20	23: 10/Sci; 7/Ma; 3/SS; 3/LA	46%
V, N	40: 15/Sci; 16/Ma; 6/SS; 6/LA	*suspended	Never Returned To School	Never Returned
Students Who Arrived After 10/1/14				
G, V (11/7/14)	41: 7/Sci; 19/Ma; 7/SS; 8/LA	32	49: 15/Sci; 14/Ma; 10/SS; 10/LA	98%

Data Narrative:

Part 3 Data Narrative

Please write a brief narrative describing the data you collected, analyzing your results and summarize how you plan to use this data going forward.

Data Collected: As stated above, the data collected thus far is the pre assessment/ baseline assessment, a progress monitoring check of four weeks of words (or 20 words). The average score between all 3 classes was 23%.

The second progress monitoring took place on 12/19/14. The results were added to the data summary table.

Class A: baseline average: 27.5%, mid-year assessment average: 52%
Class B: baseline average: 23%, mid-year assessment average: 53%
Class C: Baseline average: 22%, mid-year assessment average: 57%

Results Analysis: As you can see by the table, all students have made significant progress. The methods that are being used to teach academic vocabulary have been successful.

Broad statement:
When the students were assessed again in January, the average score between all 3 classes was 72.5%. That is an overall average increase of 49.5%. All of the students did exceptionally well and have continued to improve their knowledge in acquiring new academic vocabulary.

More specific look at data:
Three students scored 98% as compared to baseline scores of 37%, 38%, and 41%.
Two students scored between 82-86% as compared to baseline scores of 15% and 42%.
Three students scored between 70%-76% as compared to baseline scores of 34%, 36%, and 47%.
Eight students scored between 50%-66% as compared to baseline scores of 6%, 16%, 19%, 21%, 26%, 30%, 31%, and 34%.
Thirteen students scored between 25%-46% as compared to baselines scores of 11%, 14%, 15%, 19%,

21%, 23%, 23%, 23%, 25%, 25%, 28%, 30%, and 36%.

All students have improved in their content area vocabulary knowledge.

Summarize Plan moving forward:
Moving forward, daily implementation in word building strategies and instruction in content area vocabulary as discussed in part 1 will continue. Progress monitoring will again take place for students in two weeks once 60 vocabulary words have been introduced.

Data Results – Reading - WL

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

WL Strategies/Activities for Reading Comprehension

- Importance of recycled vocabulary and spiraling of vocabulary
- Working with students to look for contextual clues to help with understanding
- Using strategies that will allow students to internalize what is being read
- Using key questions to see if students understand reading
- Working in groups to understand a cultural reading text
- Answering questions together to show understanding
- Using graphic organizers, such as mind maps, to de-code the information in the reading comprehension
- After reading a dialogue aloud in class, students acted out the scenes to show comprehension. Then students were asked to summarize the dialogue in the third person.
- Students read a fable and then were asked to pick a character in the fable and retell the fable from the perspective of that character.
- True, false exercises had some success, but students did not look deep into the texts
- True, false exercises where students must correct false answers require more thorough understanding
- Find a key sentence in reading passage that states the theme
- Comprehension questions having students *find* in context evidence that may *suggest* answer
- Have students articulate THEIR process for comprehending
- Have kids come up with comprehension questions
- Have students summarize reading
- Identify who or what a statement refers to
- Use passage to point out particular grammatical structures

Data Results Directions

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

Teacher	# students took CFA	# students 80-100	% students 80-100	# students 65-79	% students 65-79	# students 45-64	% students 45-64	# studen 0-44
CAHILL	28	6	21%	8	29%	7	25%	7
RICH	33	7	21%	6	18%	17	52%	3
SALOMON	27	1	4%	13	48%	10	37%	3
GRADY	39	4	10%	16	41%	15	38%	4
WILDER	27	7	26%	1	3%	5	19%	14
ANDERSON	47	17	36%	9	19%	10	21%	11
TOTAL	201	42	21%	53	26%	64	32%	42

GOAL

The % of students scoring proficient and higher in ___Reading Comprehension_____will increase from ___47_____% to____70_____% by the beginning of ____May 2015_____as measured by _____post-assessment_____administered on/by April ___30, 2015_____.

Data Narrative:

STRENGTHS

Students in have mastered basic vocabulary. They can usually find and extract basic information from a text in order to answer straightforward comprehension questions. They can read individual sentences well. They have enough "experience" with the language and with how to answer such questions.

CHALLENGES

Students in have mastered basic vocabulary. They can usually find and extract basic information from a text in order to answer straightforward comprehension questions. They can read individual sentences well. They have enough “experience” with the language and with how to answer such questions.

Mid -Year Review

Data Results - Writing

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

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

WRITING

Teachers will increase student's ability to write cohesively and cite evidence when synthesizing information from multiple texts.

Strategy: Ninth Grade Social Studies

The ninth grade history teachers have started out the year using all of the SIP strategies. Teachers have provided students with relevant graphic organizers to collect and organize evidence. For example, students are often provided with a main ideas chart so that they might be able to collect relevant evidence for each main idea. These graphic organizers were used in the completion of our pre and post common assessment, but were also used throughout each unit on smaller summative assessments or even during the note taking process to help students gain experience with them. Gradually students will be released from teacher provided graphic organizers and will be asked to create their own.

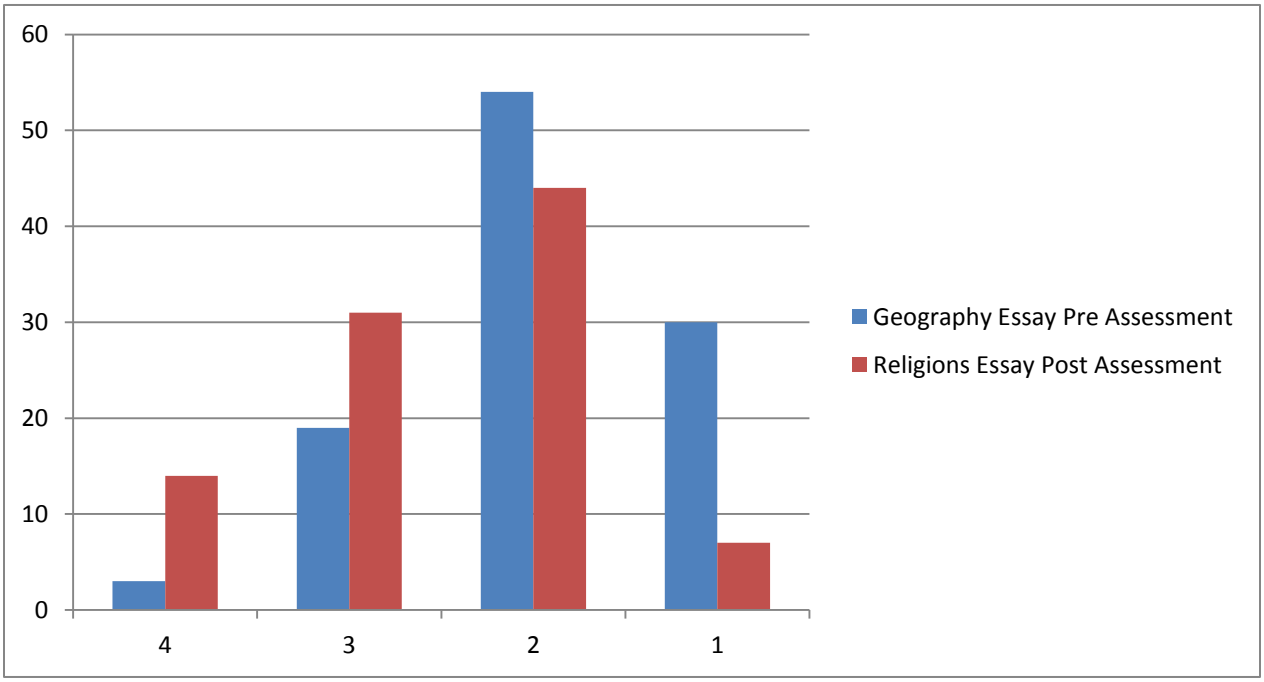
Teachers have also provided students with relevant graphic organizers to help students structure their writing. For example, students are given graphic organizers on how to write an introduction paragraph, how to write an outline, how to write a body paragraph (including how to incorporate quotes), and how to write an entire essay. Teachers have also modeled how these graphic organizers work. Thus, students are guided through the planning process, which is often done through the SIP strategy of mini lessons.

After the organizational process has concluded, teachers then allow students to draft their essay or other writing samples. After the essays are graded, students are given back essays with multiple corrections, and provided models of effective writing. Students are then allowed to edit and revise before publishing a final draft. Often times teachers allow in class or after school conferencing in addition to their corrected papers. In addition, some students are allowed to revise their work multiple times. All of these steps embody the strategies provided in the SIP Writing section.

Finally, students in the first half of freshman year are taught basic MLA formatting. During freshman year, students are provided the documents they will use as evidence in their essays. Thus, they are taught how to cite these documents. As student progress in other grades towards research and the collection of their own evidence from outside sources, they will be taught MLA style in more detail.

Data Results: ***Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement***

Ninth Grade Social Studies:



Data Results:

In this data sample of the ninth grade classes, both College Prep and Honors Classes, one can determine that the implementation of SLO strategies in the ninth grade is helping SHS to achieve its writing goal. History teachers are in fact helping students to increase their ability to cohesively cite evidence when synthesizing information from multiple texts as evidenced by these DBQ Common Assessments results, as evidenced by the two Common Assessments assigned and then graded using the SBAC Rubric.

There was a significant gain in students writing at the proficient and exemplary level. In addition, there was a decrease of students writing at a level 2 and more importantly a tremendous decrease in students writing at a one level. Considering the number of students that moved out of the one category, it is a testament to the teachers and strategies that the number of students writing at a 2 level actually declined.

More interestingly, this data was collected prior to the student revision process. Thus, it can only be assumed that the numbers of students reaching the level of proficient or exemplary will increase further in the future.

Data Narrative:

Ninth Grade Social Studies:

The strength evidenced by the data is that ninth grade students are improving in their writing abilities. However, there are many challenges facing ninth grade students. One category on the SBAC rubric that students scored lowest on was grammar and punctuation. The inability of students to write in a grammatically correct manner is hindering their ability to present their evidence in a cohesive manner when writing. Teachers must work towards improving the grammar and editing of their students by giving them more opportunities to use the revision strategy on their written assignments.

In addition, many students in the CP classes have low Lexile scores. This is hindering their ability to understand the documents they are reading, collect the necessary evidence and then write it in a cohesive manner. Despite the use of revision strategies, graphic organizer strategies, etc., gains in writing gain not exist without gains in reading as well. Teachers will continue the use of the strategies implemented in the writing section of the SIP as they hope to continue to make positive gains. However, teachers will now need to look toward the reading SIP goal in order to make more progress moving forward. Although many teachers do use the reading strategies outlined in the SIP, the area of reading will need to become a focus in IDT's in addition to the area of writing.

Mid -Year Review

Data Results - Math

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

Teachers will implement Common Core State Standards for Mathematical Practices #1, 3 and 4. These are 1) **make sense of problems and persevere in solving them,** 3) construct viable arguments and critique the reasoning of others and 4) **model with mathematics.**

Look Fors:

Teachers:

- Model problem solving techniques.
- Facilitate classroom activities and discussion.
- Provide opportunities for small group work

Students:

- Work collaboratively in small groups.
- Use appropriate tools in order to solve problems.

Teachers will:

- Use pre and post assessment of SBAC type problems to assess the implementation of the Common Core State Standards for Mathematics.
- Algebra 1 teachers will utilize coaching feedback and model lessons from John Keough and Sidney Watson as well as peer review to implement mathematical practices 1,3, and 4.

IDT 5 step documents serve as evidence.

Teachers will utilize the following differentiation strategies:

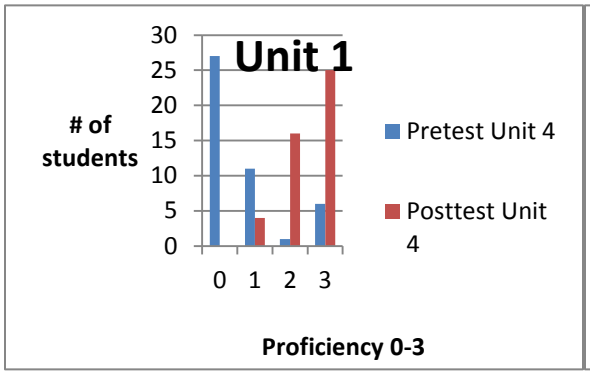
- scaffolding instruction (provision of sufficient support to promote learning when concepts and skills are being first introduced). Supports include: templates, guides, additional resources, engaging tasks. Supports are gradually removed as students develop their own problem-solving skills.
- chunking (breaking assignments and activities into smaller, more manageable parts and providing more structured directions for each part)
- flexible grouping (matching students to skill work by virtue of readiness)
- use tiered assignments based on formative assessment data

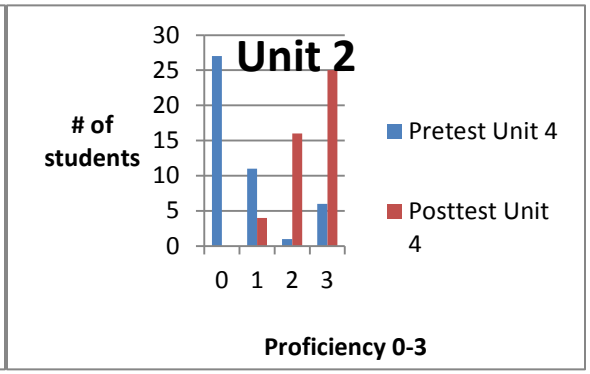
Teachers will:

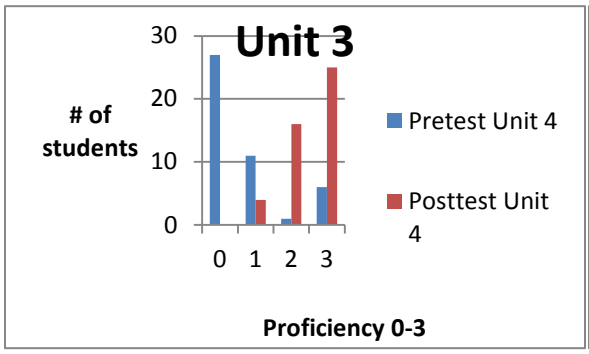
- Analyze student work with IDT's on an ongoing basis to determine chunking effectiveness and to identify individual student's needs. IDT 5 step documents serve as evidence.

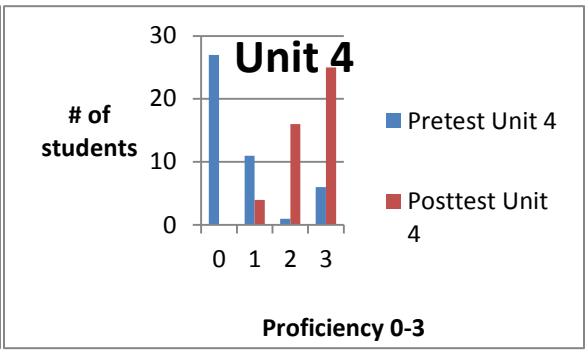
Data Results: **Algebra 1**

Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement









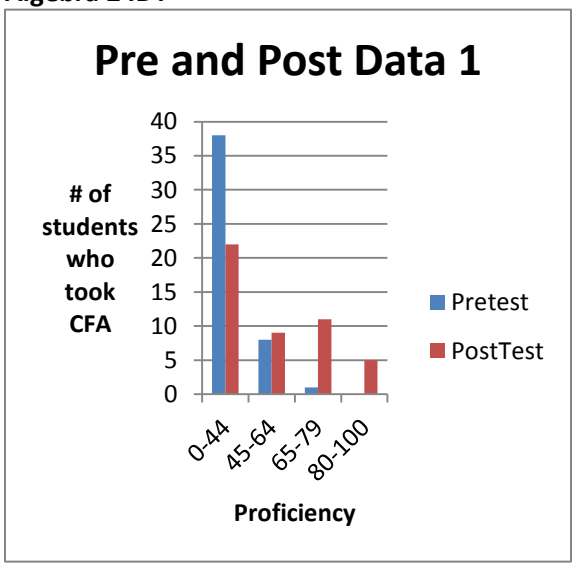
Data Narrative: Write a data narrative explaining the following;

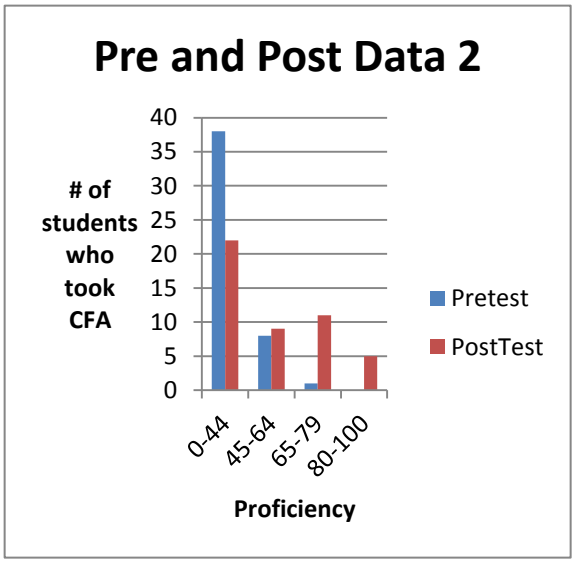
According to the SIP, teachers will increase students' ability to analyze, interpret and persevere to solve multi-step real world problems. As these types of problems are embedded in the curriculum units, unit Pre and Post test results are used as data points. Pretest was given to all Algebra 1 students based on final exam material and was distributed in September. Results have been tabulated by each Algebra 1 IDT and used as a baseline. Posttest unit results have shown significant improvement in students' achievement based on skills and perseverance. Above charts illustrate data for unit 1-4. Proficiency is shown with a 2 or 3. In all units, improvement was shown. Algebra 1 teachers are either in Year 1 or Year 2 with John Keogh as instructional coach. This embedded PD continues to be beneficial to teachers as a source of reflection on instructional strategies and improved student achievement. Strategies used by teachers as indicated in 5 step documents include promoting student-to student discourse, purposeful group work, asking open ended questions on all levels of Webb's Depth of Knowledge, modeling perseverance, conducting teacher-student conferences, providing effective feedback, and allowing students to struggle with support.

Data Results: **Algebra 2**

Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement

Algebra 2 IDT





Data Narrative: *Write a data narrative explaining the following;*

According to the SIP, teachers will increase students' ability to analyze, interpret and persevere to solve multi-step real world problems. Students were given a pre-test involving such type questions and then given the same test as a post-test to determine student growth. Although students did improve on the post-test, there was not as much improvement as we originally had hoped. We noticed that although the Honors Algebra II students showed by far the largest improvement, the CP Algebra II students were still struggling after a number of learning strategies were implemented including, purposeful group work, modeling, questioning and wait time, allowing students to struggle, and encouraging reasoning. One main issue we had was the number of CP Algebra II students leaving items completely blank. We determined that in the future we need to work on improving this by 1) not collecting student work that is incomplete until the end of class and 2) scaffolding the test questions to try and "lead" the students through the solutions. We hope by the end of the year we can gradually take away these scaffolds as students become more proficient at problem solving.

Data Results – Math - Business

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

Teachers will increase student's ability to analyze, interpret, and persevere to solve multi-step real-world problems.

Data Results: ***Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement***

Consumer Math
The strengths revealed in the student work collected were in the post assessments on applying percentages in Consumer Math. There was an increase of 52% of students who scored between 80 – 100 %.
Students have shown improvement on concepts of percentages such as converting decimals to percentages, fractions to percentages and word problems applying percentages in Consumer Math.

Accounting
Student work has been collected from three classes totaling approximately 70 students. The pre assessments have now been given twice. The data shows that there has been an increase of 50 % of students who scored between 80 to 100% on knowledge of preparation of an Accounting Trial Balance and its components.

Data Narrative:

Consumer Math

Students are continuing to work on their skills on applying percentage to real world problems such as: Discounts And Sales Percentages, Commission Calculation and the calculation of simple interest. This is allowing for the student to become more independent and able to persevere through difficult multi-step problems without seeking assistance.
The use of modeling problems has been used in order to provide students with more opportunities to apply learned material independently. Group work has been utilized to strengthen overall knowledge and to provide peer to peer learning.

The next steps that will allow us to have continuous improvement will be for the students to perform a "Math Skill Builder Worksheet" which includes math applications for consumer life and real world problems. The Students will participate in a Virtual Simulation computer game

called Virtual Business that engages the student to apply mathematics as a consumer through practical simulations such as Budgeting, Financing a Car, Banking etc.

Accounting

Students are continuing to learn the mechanics of the preparation of a Trial Balance and 10 Column Worksheet. Addition, subtraction, percentages and components of each sub section is analyzed. Real world scenarios of business transactions are utilized to see the direct correlation of small and large businesses. Problems are modeled and then the students work in small groups to finish independently yet with peer support in place. The next steps include the adding percentages and ratios to our analysis of a 10 column worksheet.

Mid -Year Review

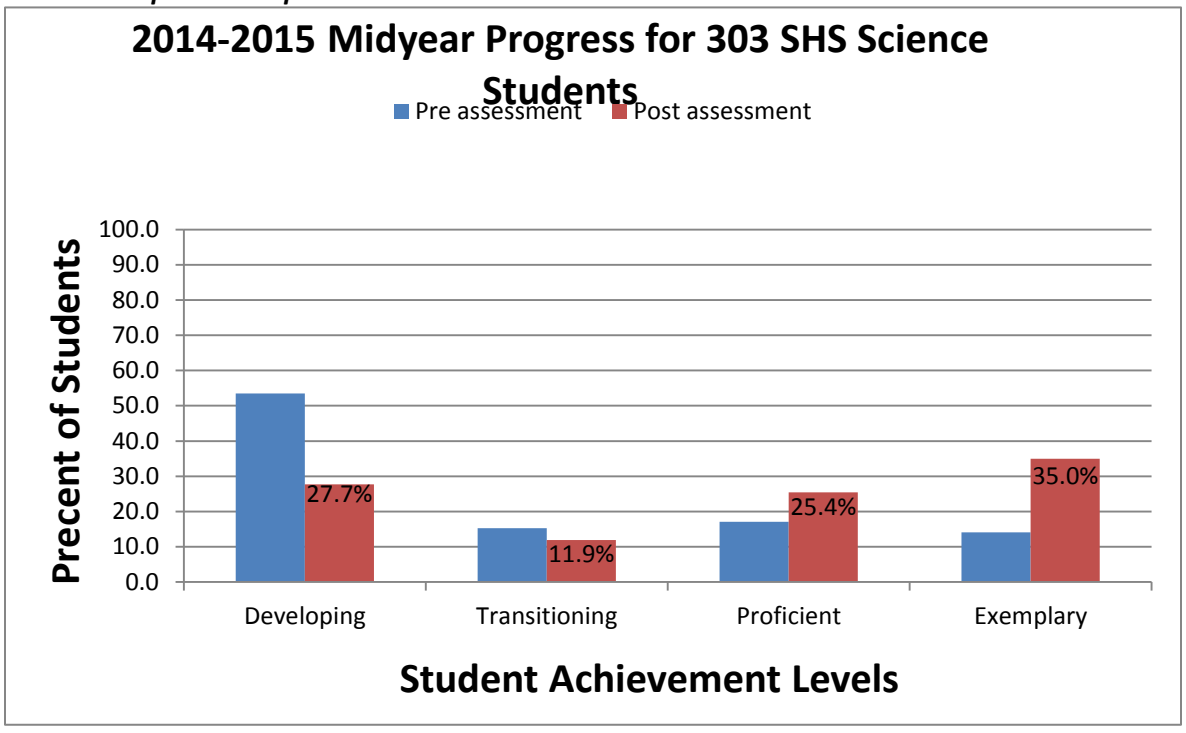
Data Results - Science

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

Teachers:

- Promote independence and perseverance within experimentation.
- Promote student to student discourse.
- Assign purposeful group work with defined roles.
- Ask prompting, open ended questions on all levels of Webb's Depth of Knowledge with a special focus on levels 3 and 4.
- Vary ways in which a student can achieve a standard by giving student choice.
- Model the scientific investigative process.
- Model the engineering process through STEM activities.

Data Results: ***Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement***



Data Narrative:

Data Results:
The above data indicates that three hundred science students are developing their investigative process as assessed by a common teacher written rubric as of midyear.
Upon analysis of pre-assessment data, IDT science teachers implemented an action plan to provide direct rubric driven feedback designed to increase students' ability to express their understanding of the scientific investigative process in support our school improvement plan. Proficiency in the lab reporting has increased in many students with teacher feedback suggestions. Students were struggling with applying formulas within data to begin the year, but are increasing their ability as the semester continues. Teachers plan to continue to reinforce how to identify and understand variables, as it is still a struggle for some students to understand. Compared to pre-assessment, where 53.5% of students were developing, 27.7% of students fell into that same ranking for post-tests. With continued support, it is anticipated that a continued increase in students would fall within the proficient or exemplary category.

Data Narrative – Physical Education
The data of the Physical Education department indicates that the majority of student who participated in the Connecticut Physical Fitness testing were labeled as "transitioning". This category indicates that they performed at the "target" area of fitness for two out of the four tests.
Teachers were able to support students in developing their level of fitness throughout the semester by providing activities that will help build muscular strength and endurance as well as cardiovascular endurance. This was achieved through daily warm-ups and tasks that work the same muscle groups. After analyzing post-tests, there was a slight increase in the number of students who fell into the "proficient" or "exemplary" range, meaning they reached the "target" area of fitness for three or four tests, respectively.
Students were asked to identify which components of fitness they needed to improve upon the most. Through providing opportunities throughout the semester to improve in these areas, students were able to formulate a warm-up routine that would best benefit their fitness level.

Mid -Year Review

Data Results – School Culture

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

Monthly celebrations of positive behavior and excellence through award assemblies as part of DREAM

Bi-weekly events calendar of student activities

After school meetings to institute the Leadership Academy

Data Results: ***Show data results (evidence) of the assessment used indicating whether the SIP strategy has made a positive impact on student achievement***

DREAM:

- **September Nominations: 39 students, 0 teachers**
- **October Nominations: 99 Students, 3 teachers**
- **Nov/Dec Nominations: 165 students, 2 teachers**
- **TOTALS: 303 students, 5 teachers (31 students nominated more than once)**

LEADERSHIP ACADEMY:

This year (2014-2015), 30 sophomores were selected to participate to work directly with Assistant Principal and Dean of Students after school. The purpose of the training is to get selected students acclimated to the "SHS Pyramid of Success" which was developed to use a model of what attributes SHS feels is necessary to find success. Students meet with administration twice a month to discuss, share, offer opinions, and craft the mentoring program based on the needs of students through student's eyes in real time.

Data Narrative: Write a data narrative explaining the following;

DREAM

- Positive behavioral support program to encourage positive and exceptional behavior amongst student body and faculty. Based on the D.R.E.A.M. matrix, teachers nominate students throughout the year in an effort to promote student successes both in and out of classroom settings. Ceremonies are held each month to formally award students for their positive contributions to the SHS community.
- The initial rollout for this program started slow, but the program has picked up steam of the last few months.
- Moving forward we would like to see this really turn in to a school wide initiative where it becomes part of the fabric of what makes SHS great. We are confident that we can build upon the successes of this year, troubleshoot areas in need and enhance this program yearly.

STUDENT ACTIVITIES CALENDAR

Teacher send activities to school secretary, who then updates the Student Activities calendar. This avoids overlap/conflicts with bake sales, student fund raisers and/or club activities.

LEADERSHIP ACADEMY

- Program designed to target achieving students across school demographics in an effort to train for mentorships the following school year.
- The target mentees will be incoming 9th grade students who have been identified by the district as students who may need extra support in all areas of high school life.
- After two years we will have 60 mentors on call to assist with students who may need help in the areas of academic, social, and behavioral.