

Kentwood High School

11/14/2006

Overview:

Kentwood High School
Home of the "Conquerors"
25800 164 Ave SE
Covington, WA 98042

Principal: Doug Hostetter

Average Class Size: 25

Building Budget: \$ 192,958

Building Condition: New 9th/10th Annex with 32 classrooms built in 2004. Original building built in 1981.

Special Programs: ELL, All Day Daycare, Special Education Programs

Clubs and Activities:

Animae Club, Archery Club, Annual Staff, Art Honor Society, ASB, Conk Crew, Debate, DECA, Drama Club, FBLA, FCCLA, FFA, Gay Straight Alliance, Hands Up Club, Interact, Invictus, Key Club, More Than Conquerors, Pep Band, Philosophy Club, National Honor Society, Shades, Ski Club, and Youth in Government.

World Languages: Spanish, French, Japanese, and Sign Language

District Priorities/Initiatives:

Leadership/Planning Team Members:

Doug Hostetter- Principal
Christina Thomas- Assistant Principal
PLC leaders
Dept. Leaders

Participating Stakeholders:

Floyd Eldridge- Parent
Marylee Scarff- Parent
Dick Moloney- Parent
Rosalyn Robinson- Parent
Trish Olson- teacher
Jan Noller- classified
Kelsey Chinn- student
Reese Close- student
Caitlin Kidder- student
Jevon'e Robinson- student

District Review Team Members:**Mission Statement:**

Kentwood students will graduate with the knowledge and skills to be life-long learners and productive members of society.

Shared Vision/Guiding Principles:

1. Our primary responsibility is to ensure student learning.
2. We will create and maintain a positive, stimulating, and safe environment in order for students to learn.
3. We will strive to develop a culture where respect, dignity, and self-worth are extended to all members of the Kentwood community.
4. We will implement instructional strategies that support the state Essential Academic Learning

Requirements and Grade Level Expectations.

5. We will assist students make productive decisions about their future by providing opportunities for application of their aptitudes and abilities.

6. We will encourage parental and community involvement to ensure student success.

Team Members:

Christina Thomas

Doug Hostetter

Goals:

Goal Title: Writing Performance Goal

Smart Goal: At least 88.6% of Kentwood's 2006-2007 sophomores will meet or exceed the academic performance standards in writing established by NCLB and as measured by the Washington Assessment of Student Learning.

Goal Title: Reading Performance Goal

Smart Goal: At least 87.3% of Kentwood's 2006-2007 sophomores will meet or exceed the academic performance standards in reading established by NCLB and as measured by the Washington Assessment of Student Learning.

Goal Title: Mathematics Performance Goal

Smart Goal: At least 67.2% of Kentwood's 2006-2007 sophomores will meet or exceed the academic performance standards in Mathematics established by NCLB and as measured by the Washington Assessment of Student Learning.

Goal Title: Closing the Achievement Gap

Smart Goal: Kentwood will improve each minority subgroups score in reading and mathematics according to NCLB as measured by the 2007 Washington Assessment of Student Learning.

Goal Title: Academic Achievement of Male Students

Smart Goal: Kentwood will increase the percentage of the male students meeting standard on the reading and writing portions of the 2006-2007 Washington Assessment of Student Learning.


Goal Title: Special Populations

Smart Goal: Kentwood will meet AYP in special education sub-group scores according to NCLB as measured by the 2006-2007 Washington Assessment of Student Learning.

Goal Title: Science Performance Goal

Smart Goal: At least 52.6% of Kentwood's 2006-2007 sophomores will meet or exceed the academic performance standards in science established by NCLB and as measured by the Washington Assessment of Student Learning.

Action Plan:

Goal:	Writing Performance Goal	 Download to Excel
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SMART Goal: At least 88.6% of Kentwood's 2006-2007 sophomores will meet or exceed the academic performance standards in writing established by NCLB and as measured by the Washington Assessment of Student Learning.

Impact on student achievement:


Strategy: To improve content, organization, and style (as defined by WASL scoring criteria) in student writing, teachers will provide students: 1) Model papers (anchor or exemplar) for specific forms of writing such as summaries, artists' statements, and essays; 2) Analytical grading criteria in the form of rubrics; 3) Graphic organizers to assist with gathering and organizing content during pre-writing; 4) Explicit instruction and modeling in technical vocabulary related to disciplines; and 5) Silent Sustained Reading (SSR) to increase vocabulary and to make connections between reading and writing. The Social Studies and English department will collaborate with writing instruction, especially around the research paper; teachers will introduce new ways to help students take a position on an issue and support it with evidence and argument. They will focus on developing formal outlines and citing sources in MLA format.

Rationale: Of 2005-2006 Kentwood sophomores 87.4% met or exceeded the academic performance standards in writing for the WASL. 91.1% of Kentwood sophomores met or exceeded academic performance in the area of content, organization and style as measured by the WASL, whereas 87.5% met standard on conventions. Students need to know how they will be assessed on the WASL and what the various levels of performance look like in order to be successful.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
The English department will continue to introduce structures and models to improve organization and style in written expression. Fluency will also be addressed through frequent generation of text in workshop-like instructional formats; teachers will focus on	Writing	9/2/2005 - 6/15/2007		English Department	Pre-test data in the form of writing samples will provide teachers with baseline information about students' writing skills. Successive writing by students will provide ongoing information about students' improvement in specific aspects of writing.

having students complete the writing process in English classes. Teachers will also teach "mini lessons" in all grades to improve students' use of conventions in their writing.					Quarterly data will also be collected to provide ongoing feedback in regard to student writing.
Reading and Writing Essentials	Using previous test data and other academic performance indicators, teachers will identify and place students in Reading and Writing Essentials courses, which are designed to provide enriching literacy activities to those who need them most.	9/5/2006 - 6/15/2007		English teachers	WASL and class grades. Essentials teachers will assess student writing monthly using the WASL rubric to determine improvement in student writing.


Procedures for evaluating success in reaching this goal Class-based formative and summative assessment data will include 2006 WASL writing scores and end-of-semester sophomore writing activities.

Strategy: Sophomore English will use topics for writing that connect with strong personal experience/prior knowledge/ interest to improve the writing of at risk groups. 

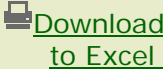
Rationale: By selecting topics students can relate to, students will be more engaged in the writing process.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will implement common assessments quarterly to determine student success toward learning targets.

Strategy: English teachers will use common assessments and rubrics to determine student skill in writing 

Rationale: Through the use of common assessments, instruction will be structured to focus on weak areas.


Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Procedures for evaluating success in reaching this goal Common quarterly assessments					
Goal:	Reading Performance Goal				 Download to Excel
SMART Goal:	At least 87.3% of Kentwood's 2006-2007 sophomores will meet or exceed the academic performance standards in reading established by NCLB and as measured by the Washington Assessment of Student Learning.				
Impact on student achievement:					
Strategy:	<p>Kentwood teachers, in every department, including SPED--will do the following: 1)Collect pre-test data on student reading achievement in September; 2)Introduce and model guided reading strategies as specified in department Student Achievement Action Plans; 3)Formatively assess student reading achievement in relation to the guided reading strategies throughout each quarter, making adjustments to improve student achievement; 4)Conduct common assessments of student reading achievement in SLCs; 5) Encourage and implement Silent Sustained Reading; 6) Periodically review SIP data in SLCs to develop interventions. The English department will infuse reading models and examples into their lesson design.The Business Department will focus on implementing the GLE's through UBD lesson design. Social Studies will develop a reading guide, include Silent Sustained Reading, infuse vocabulary development strategies, and lesson modeling. ROTC will continue to work on reading speed.</p>				
Rationale:	85 %of Kentwood's 2005-2006 sophomores met or exceeded the academic performance standards in reading for the 2006 WASL. Students need consistent monitoring and feedback so that teachers can identify their strengths and weaknesses. As secondary teachers, many of our teachers do not have training in specific reading strategies, so the building-wide focus on reading strategies will continue to be a priority.				
Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness

<p>Reading and Writing Essentials</p>	<p>Using previous test data and academic performance indicators, teachers will identify and place students in Reading and Writing essentials, a class designed to provide instruction on basic literacy skills as determined on the WASL. Teachers will implement literacy "best practices" Teachers will meet monthly to determine effectiveness of curriculum.</p>	<p>9/1/2005 - 6/22/2006</p>		<p>English teachers</p>	<p>WASL scores and independent reading assessments. Students will be assessed quarterly to determine improvement in reading and writing</p>
<p>The English department will incorporate Stem Questioning strategies as well as strategies to bolster achievement in analyzing instructional texts. Comprehension monitoring strategies (graphic organizers) to improve students' ability to comprehend information and ideas in literary text. The English department</p>	<p>Reading Instruction/Strategies</p>	<p>9/5/2006 - 6/22/2007</p>		<p>All departments</p>	<p>Achievement data will be compiled in a portfolio. Pre-test data will provide "baseline" information about students' reading performance in their classes. Formative assessments provide opportunity for teachers to add or reteach guided reading strategies to students. Formative assessments will</p>

<p>will utilize released items and other sample WASL questions to familiarize students with the questioning techniques on the WASL. In Social Studies Students will:</p> <ul style="list-style-type: none"> -Learn text-marking strategies to help them better interact with and understand a text. -Use Reading Guides to assist them in analyzing, interpreting, and synthesizing a text. - Participate in a Socratic Seminar to further student understanding of a text and improve interpersonal and group process skills (also linked with Social Studies Skills EALRS 2.1). <p>Write an essay showing student comprehension, interpretation, and synthesis of literary text ideas. Other departments will use guided reading</p>					<p>include teacher observations, assignment and test scores, and student perceptions via surveys.</p>
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strategies (including pre, during and post-reading components as well as vocabulary strategies across the curriculum)					
After-School Tutoring	Teachers will provide after-school tutoring activities for those who request assistance.	10/16/2006 - 6/14/2007	14580.00 / Other / Extra pay contracts		Varies. WASL and class grades.

Procedures for evaluating success in reaching this goal Summative data will take the form of 2006 WASL reading scores and reading assessment scores from the end of fourth quarter taken from across the curriculum.

Strategy: In order to increase reading performance for male students, Freshman English teachers will set a clear purpose for reading tasks as well as increase the use of non fiction texts. 

Rationale: Students will engage in reading activities if they are relevant to their lives.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
In an effort to raise minority achievement, resources will be aligned to reflect the diversity of the school as a whole.	Teachers will participate in book study on Teaching Reading to Black Adolescent Males	10/31/2006 - 10/31/2007	3000.00 / Materials / Order texts which reflect the cultural diversity of students.	English teachers primarily at 9th and 10th grades	Common assessments will reflect an increase in minority student achievement.

Procedures for evaluating success in reaching this goal 90% of male students passing 9th grade English at the quarter. Data will be collected mid-quarter.



[Download to Excel](#)

Goal: Mathematics Performance Goal

SMART Goal: At least 67.2% of Kentwood's 2006-2007 sophomores will meet or exceed the academic performance standards in Mathematics established by NCLB and as measured by the Washington Assessment of Student Learning.

Impact on student achievement:




Strategy: The Math department will teach the GLEs of problem solving. We will also identify a variety of problem solving techniques that will allow our students a variety of methods from which to solve the problems they encounter. The content aspect of the course will be developed with an emphasis on increased student knowledge of specific vocabulary for the course. Specific methods will be the continued use of a chapter organizer worksheet, lists of GLE appropriate vocabulary words that are continually assessed and reading strategy implementation. Math teachers will continue to use the following instructional strategies to improve mathematical communication and probability and statistics by doing the following: • Utilizing annotations from released items • Using rubrics and samples of scored items to show students the differences between the various levels. • Peer editing and review • Highlighting pertinent information that is needed to solve the problem.

Rationale: 63.6% of Kentwood sophomores met or exceeded the academic performance standards for mathematics on the 2006 WASL. 62.8% of the 10th grade students met standard in Geometric Sense on the 2006 WASL which is an increase from the previous year by 11%.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Math Essentials	Using previous test results and academic performance indicators, math teachers will identify and place students in Math Essentials	9/5/2006 - 6/14/2007		Math Teachers and Counselors	WASL, math grades in Geometry and Algebra, quarterly assessments to determine improvement in math skills.



	which is specially designed instruction around basic numeracy skills as measured on the WASL. Teachers will work collaboratively to determine effective strategies. Teachers will participate in Lens on Learning.				
Teachers will embed communication and problem-solving problems from released items, the Vancouver Website, and other resources that utilize all five content strands into a variety of homework assignments, quizzes and tests. GLEs will guide instructional decision-making.	Classroom assessments, common formative assessments, WASL scores	9/22/2006 - 6/22/2007		Math department	Students will be given the sample mathematical communication prompt without any guided instruction to serve as the baseline data. Teachers will track students' achievement related to SAAP strategies through daily and unit assessments. Teachers will utilize a common mid year and end of the year assessment to monitor student growth. General assessments will provide further data on increases in student achievement in non-math departments implementing math strategies. Improvement on tests and quizzes
After-School Tutoring	Math teachers will be available for after-school tutoring three	10/16/2006 - 6/15/2007		Math teachers and counselors	WASL and independent academic achievement

	days per week.				
<p>Procedures for evaluating success in reaching this goal Improvement on scores for the 2006 WASL and increased academic achievement in math classes. Common Assessments developed throughout math courses</p>					
<p>Strategy: Math teachers will create and use rubrics to grade the common assessments. They will supplement text problems with higher level application problems. They will give regular common formative assessments </p>					
<p>Rationale: By developing and using common rubrics, teachers will be able to determine areas of weakness and design instruction to address the weakness.</p>					
Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
<p>Procedures for evaluating success in reaching this goal Collect data on selected extended response questions and compare to baseline data. At least 70% of Geometry students will meet standard on the WASL.</p>					
<p>Goal: Closing the Achievement Gap  Download to Excel</p>					
<p>SMART Goal: Kentwood will improve each minority subgroups score in reading and mathematics according to NCLB as measured by the 2007 Washington Assessment of Student Learning.</p>					
<p>Impact on student achievement:</p>					
<p>Strategy: Integrated program and English Language Learners program will continue to implement structured writing strategies in their programs to emulate the general education curriculum. "Read Naturally" will be utilized to improve reading instruction for the Integrated Program students. Staff development in PLCs and SLCs will occur monthly to address the needs of struggling learners and to determine ways that SPED and regular education teachers can collaborate to assist students achieve. The ELL teachers are working with core-area PLCs and SLCs to support regular education teachers. The Student Academic Support program will provide support for struggling learners by doing the following: • Holding a parent/student meeting to identify the issues and challenges that are keeping the student from being successful • Making continual personal contact with those students and parents. </p>					

Rationale:

•55.6% of black American students met standard in reading, 64.7% met standard in writing, 25.7% met standard in math, and 18.5% met standard in science. •59.4% of Hispanic students met standard in reading, 63.3%% met standard in writing , 34.4% met standard in math, and 7.7%% met standard in science. These are compared to 89.1% of white students met standard in reading, 90.8% met standard in writing, 69.3% met standard in math and 52.4% met standard in science •65.8% of special education students failed to meet standard in reading, 64.2% failed to meet standard in writing, 89.2% failed to meet standard in math.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Math Essentials	Using previous test data and other indicators of academic performance, math teachers will identify students who require additional assistance with meeting standards. Students will then be placed in the Math Essentials class to develop skills and understandings critical to academic success and to	9/5/2006 - 6/22/2007		Math Teachers	WASL and class-based grades


	achievement on the WASL				
Reading and Writing Essentials Classes	Teachers will identify students based on previous test scores and academic performance; students will be placed in either Reading and Writing or Math Essentials classes, or both. These classes are designed to provide students with essential numeracy and literacy skills to success in life generally and to achieve a passing score on the WASL.	9/5/2006 - 6/22/2007		English and Math teachers	WASL scores and class-based academic achievement. Students will be assessed regularly to determine improvement in reading, writing and math skills. Teachers will use formative assessments aligned with WASL-like prompts, problems and readings.
Use literature which represents the diversity at Kentwood. Text will be selected based on the	Book study : Teaching Reading to Black	9/26/2006 - 9/26/2007	0.00 / Materials / Purchase of literature which	English teachers	Through the use of quarterly common assessments, achievement of

multicultural aspect it can bring to the curriculum	Adolescent Males by Alfred Tatum			represents a multicultural approach		subgroups will be measured.
After-School Tutoring	After-school tutoring will be available to students who require additional assistance with literacy and numeracy.	10/16/2006 - 6/22/2007	14800.00	Other / After school tutoring	Varies	WASL and class-based grades
Integrated program teachers will be: Implementing various writing prompts that address different audiences and purposes. Implementing Corrective Reading Using various direct instruction techniques such as: read aloud, timed readings, computer readings, and summary writing. ELL: will use direct instruction and vocabulary development in addition to constant exposure to the WASL test format All staff will participate in a building wide book study on Understanding by	Improving instruction with our at-risk student populations Book study on "Teaching Reading to Black Adolescent Males"	10/16/2006 - 6/22/2007	210.00	Materials / Teaching Reading to African American Adolescent Males	All departments	Pre- test data has been collected in relation to reading, writing and mathematics in each of the special programs. On-going instruction and data will be collected quarterly.

Design. Small Learning Communities formed to help monitor and track struggling students earlier. Counselors will work with teachers to identify up to 100 struggling 9th and 10th grade students. The new half-time counselor will meet with those students identified as struggling learners on a regular basis to monitor progress and to set up meetings with their parents.

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Procedures for evaluating success in reaching this goal Student grades and performance on the 2006 WASL.

Strategy: Sophomore English teachers will select topics for writing that connect with strong personal experience/prior knowledge/ interest. They will select text which encompass the range of diversity present in Kentwood's student body. 

Rationale: Students write and read when the topics and texts are of interest to them. By incorporating more of these texts, English teachers hope to increase the engagement of our minority populations.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Common assessments aligned with learning outcomes will be administered quarterly.

Strategy: Increase student exposure to multicultural literature. 

Rationale: By including literature written by a variety of writers from various ethnic groups, students will have a stronger interest and thereby increase the amount they read.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal On quarterly common assessments, data will be collected to determine if students achieve higher with multicultural texts.

Strategy: Improve teacher understanding of minority learners through increased staff development 
Rationale: Teachers who utilize best practice strategies with minority students increase the achievement of these subgroups.


Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Study group on "Teaching Reading to Black Adolescent Males"	Participation in study group	10/31/2006 - 10/31/2007	230.00 / Materials / "Teaching Reading to Black Adolescent males"	Volunteer teachers	Teachers who participate will monitor achievement of minority students through the implementation of best practice strategies.

Procedures for evaluating success in reaching this goal The teachers participating will collect data on their minority student achievement as a result of participating in the book study.

Goal: Academic Achievement of Male Students  [Download to Excel](#)

SMART Goal: Kentwood will increase the percentage of the male students meeting standard on the reading and writing portions of the 2006-2007 Washington Assessment of Student Learning.

Impact on student achievement:


Strategy: 76.4 of males met standard in 2006 compared 77.5% in 2005. Teachers will continue to study learning styles of males and females and implement strategies for engaging males in literacy practices--writing in particular. Teachers will discuss and implement strategies learned from the book study Reading Don't Fix No Chevy's: Literacy in the Lives of Young Men. Reading Tips and Writing Tips by Burke, and Teaching Reading to Black Adolescent Males by Alfred Tatum 

Rationale: •76.4% of males met standard in reading versus 89.7% for females. 91.36% of females met standard in writing versus 75.08% of males

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Book Study Group(s) with up to 25 teachers involved	Discuss the information learned from the book and the implications that the new information might have on classroom instruction	10/16/2006 - 6/22/2007	500.00 / Materials / Books for Book studys	Various teachers	Improved behavior and achievement for boys.

Procedures for evaluating success in reaching this goal 2007 WASL results and teacher feedback on strategies they implement in their classrooms.

Goal: Special Populations

 [Download to Excel](#)

SMART Goal: Kentwood will meet AYP in special education sub-group scores according to NCLB as measured by the 2006-2007 Washington Assessment of Student Learning.

Impact on student achievement:

Strategy: Recognizing the need to improve achievement in Special Education populations, members of the Special Education Department will develop units and common assessments based on the UbD format. Special Educators will also contribute to departmental(core subject area) Professional Learning Communities as they develop units and common assessments. Of considerable concern is determining instructional methods and assessments that will enable students to achieve success through 504 plans and to assist students meet academic, social goals delineated in the IEP process. Special educators are receiving training in CT Algebra and Geometry to support

Rationale: student work in those areas; a new reading program, Corrective Reading, is in place in selective classrooms to increase reading performance. Special educators teaching in "core subject areas" will also use the GLEs as guideposts for developing lessons consistent with IEPs and for improving performance on the WASL. Improving performance on the WASL and in every-day classroom environments will come as a result of student engagement with thoughtful, interesting curriculum. The aim of the SPED is to develop lessons and assessments that are of interest to kids and that align with GLEs. Current WASL scores require concerted attention: 65.8% of SPED students did not meet standard in reading, 2006 results indicate that 89.2% failed to meet the mark in math whereas in 2005 96.2% failed to meet the mark in math, In writing 64.7% did not meet the standard.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
The Special education staff will develop common quarterly assessments to measure student growth throughout the year. They will implement released items in all areas into their instructional practices.		10/5/2006 - 10/5/2007		Special education teachers	Baseline data compared to quarterly assessments

Procedures for evaluating success in reaching this goal The evaluation of progress will be ongoing. The quantity of units and assessments will be calculated, and the quality of units and assessments will require collaborative analysis. Future WASL scores will indicate success.


Strategy: Use WASL released items in all subject areas. Implement new curriculum in reading and math to meet the needs of students with disabilities

Rationale: By aligning the Special Education curriculum more closely to the GLE and general ed curriculum students will have more success at meeting the expectations.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
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Alignment of curriculum to GLE		10/4/2006 - 10/4/2007		Special Education Teachers	Common Assessments administered Quarterly
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Procedures for evaluating success in reaching this goal Common Assessments given quarterly. 2007 WASL

Goal: Science Performance Goal  [Download to Excel](#)

SMART Goal: At least 52.6% of Kentwood's 2006-2007 sophomores will meet or exceed the academic performance standards in science established by NCLB and as measured by the Washington Assessment of Student Learning.

Impact on student achievement:

Strategy: Members of the science department will continue forward with Understanding by Design lesson development and implementation. Teachers will also encourage a "line of reasoning" process where students are given scientific arguments, postulates, and conclusions and then placed in a position to scrutinize scenarios using scientific reasoning. Members of the science department will also implement and then discuss as a group various formative assessments that replicate performance situations found in the WASL and that are guided by GLEs. Formative assessments will be a part of each UbD unit developed cooperatively in the Science Professional Learning Community, which meets monthly to discuss student learning, curriculum, and instructional strategies. 

Rationale: There is a forward momentum in achievement and professional interaction at Kentwood high school. Test scores are trending upward in most areas, yet the area of considerable concern is in science where the differential in terms of ethnicity on WASL scores is high. Using the high quality scholarship and an intellectually sound foundational strategy(UbD), the science department thinks that significant gains in achievement can be achieved if the PLC joins forces to consider common assessments, develop common units, use science GLEs as guide stars, and to consider individual students' needs in specific areas of concern such as "Properties" and "Structures of Systems."

Activities/Task	Professional	Timeline	Resources	Who is	Monitoring
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	Development		Amount / Type / Description	Responsible?	Effectiveness
<p>Procedures for evaluating success in reaching this goal The evaluation of progress toward achieving the academic goal set of the 2006-07 WASL will be ongoing. The number of common assessments--formative and summative--as well as the number of UbD-based units--will provide a modicum of evidence towards an intellectual and pedagogical effort toward meeting the stated goals. The degree of differential instruction determined by various common formative and summative assessments will be documented not only by the Scientific Professional Learning Community in the school but also by the Small Learning Community the crosses disciplines and that focuses on specific grades. It is in these SLCs that individual students' needs will be addressed in regards to student performance and potential in science and in other subjects.</p>					
<p>Strategy: Intentionally make a connection in science courses to assist African American males. Increase the relationships with these students within classroom setting.</p> <p>Rationale: Students who feel more connected to the content achieve more. Students with strong relationships with teachers tend to be absent less often.</p>					
Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
<p>Procedures for evaluating success in reaching this goal On Common assessments, progress of African American males will be collected and evaluated to determine the effectiveness of the strategy.</p>					
<p>Strategy: Make Connections for students in terms of how science impacts their daily lives</p> <p>Rationale: Through the use of connections, students are able to retain information better</p>					
Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Development of common assessments aligned with End of Course Assessment	PLC time to create common assessments and analyze student work	10/4/2006 - 10/4/2007		Science Teachers	2007 WASL and end of course assessment results
<p>Procedures for evaluating success in reaching this goal Common Assessments and End of Course Assessments as well as 2007 WASL</p>					

Modified By:

Christina Thomas

Modified On:

10/31/2006