

## Action Plans

**a) Action Plan for Goal 1, Objective A:** Increasing scores on the PSAT from 9<sup>th</sup> to 10<sup>th</sup> and 10<sup>th</sup> to 11<sup>th</sup> grades, and increasing scores on the SAT in twelfth grade from year to year;

### English Department

Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
Offer in-school SAT Course	Designated English teacher	End of Fall semester, end of Spring semester	SAT practice texts; English teacher for 1 period each semester	Improved scores on subsequent year's PSAT/SAT performance by students enrolled in course	On-going
Practice PSAT/SAT Writing Exam with all 9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> grade students	9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> Grade teachers	Once during the Fall semester; once during the Spring semester	2 periods of practice time in Fall; 2 periods of practice time in Spring	Improved performance between Fall semester and Spring semester practice; scores on October PSAT/SAT Testing	On-going
Monitor scheduling process to see that all students who are performing well in one proficiency level are enabled to move into a more demanding proficiency level	Resource Teacher and English department members	End of first semester and 4 times during the second semester (at each interim and grade report interval)	NA	Reduced number of on-level classes as students move through grade levels with concomitant increases in Honors and AP English classes	On-going

## Action Plans

**a) Action Plan for Goal 1, Objective B:** Increasing the percentage of graduating students meeting college rigorous standards;

### English Department

Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
Monitor scheduling process to see that all students who are performing well in one proficiency level are enabled to move into a more demanding proficiency level	Resource Teacher and English department members	Yearly, at end of first semester and 4 times during the second semester (at each interim and grade report interval)	NA	Reduced number of on-level classes as students move through grade levels with concomitant increases in Honors and AP English classes	On-going
Inventory text-based writing assignments to ensure that all students are engaged in the kind of academic writing which prepares them for the AP English exams	Resource Teacher and English faculty	Each 9 weeks	Composition assistant support	Inventory and student portfolios indicate all students completing 5 text-based writing assignments each 9 weeks with clearly delineated thesis statements with workable central ideas and areas of support	Each 9 weeks; summative semester and yearly
Administer and group-score grade-level writing assessments which backmap AP writing skills	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> grade team leaders and their respective teams	In October, February, and May	Substitutes for teachers as they group-score essays	Higher average scores at each course/teacher as well as grade and proficiency level	At the end of each scoring session; summative comparative data at the end of the year

Provide writing lab assistance to all students	English teachers, composition assistants, Peer Writing Interns	Daily during the 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> period lunches	IRA periods; lab space; composition assistant to manage space and data	Increased numbers of students seeking assistance	Monthly reports of participation distributed to teachers; year-end summative data
Provide a composition assistant to work in all on-level classes to ensure that these students have additional aid in the writing which prepares them for higher level classes	Resource Teacher, English faculty; composition assistants	yearly	Enough composition assistants to place one in every on-level class	Improved writing performance in on-level classes; more on-level students using writing lab; more on-level students moving into honors/AP classes	Tracking of placement data; tracking of grade performance in on-level classes

## Action Plans

**a) Action Plan for Goal 1, Objective C:** Increasing the number of students enrolled in Honors, AP, and College Institute classes;

### English Department

Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
Monitor scheduling process to see that all students who are performing well in one proficiency level are enabled to move into a more demanding proficiency level	Resource Teacher and English department members	Yearly, at end of first semester and 4 times during the second semester (at each interim and grade report interval)	NA	Reduced number of on-level classes as students move through grade levels with concomitant increases in Honors and AP English classes	On-going
Inventory text-based writing assignments to ensure that all students are engaged in the kind of academic writing which prepares them for the AP English exams	Resource Teacher and English faculty	Each 9 weeks	Composition assistant support	Inventory and student portfolios indicate all students completing 5 text-based writing assignments each 9 weeks with clearly delineated thesis statements with workable central ideas and areas of support	Each 9 weeks; summative semester and yearly

Administer and group-score grade-level writing assessments which backmap AP writing skills	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> grade team leaders and their respective teams	In October, February, and May	Substitutes for teachers as they group-score essays	Higher average scores at each course/teacher as well as grade and proficiency level	At the end of each scoring session; summative comparative data at the end of the year
Provide writing lab assistance to all students	English teachers, composition assistants, Peer Writing Interns	Daily during the 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> period lunches	IRA periods; lab space; composition assistant to manage space and data	Increased numbers of students seeking assistance	Monthly reports of participation distributed to teachers; year-end summative data
Provide a composition assistant to work in all on-level classes to ensure that these students have additional aid in the writing which prepares them for higher level classes	Resource Teacher, English faculty; composition assistants	yearly	Enough composition assistants to place one in every on-level class	Improved writing performance in on-level classes; more on-level students using writing lab; more on-level students moving into honors/AP classes	Tracking of placement data; tracking of grade performance in on-level classes
Review in yearly spring in-services the previous year's AP Language and AP Literature exams as well Wootton performance to ensure that all English faculty are able to backmap the academic writing skills which students need to develop in order to perform well on AP English exams	Resource Teacher	Spring	Additional in-service time	Increase in numbers of students enabled to enroll in AP English classes; increase in numbers of students taking the AP English exams; increase in the numbers of students scoring 3 or higher on the AP exams	yearly

## Action Plans

**a) Action Plan for Goal 1, Objective D:** Increasing the number of students receiving college credit through AP and College Institute classes;

### English Department

Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
Inventory text-based writing assignments to ensure that all students are engaged in the kind of academic writing which prepares them for the AP English exams	Resource Teacher and English faculty	Each 9 weeks	Composition assistant support	Inventory and student portfolios indicate all students completing 5 text-based writing assignments each 9 weeks with clearly delineated thesis statements with workable central ideas and areas of support	Each 9 weeks; summative semester and yearly
Administer and group-score grade-level writing assessments which backmap AP writing skills	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> grade team leaders and their respective teams	In October, February, and May	Substitutes for teachers as they group-score essays	Higher average scores at each course/teacher as well as grade and proficiency level	At the end of each scoring session; summative comparative data at the end of the year
Provide writing lab assistance to all students	English teachers, composition assistants, Peer Writing Interns	Daily during the 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> period lunches	IRA periods; lab space; composition assistant to manage space and data	Increased numbers of students seeking assistance	Monthly reports of participation distributed to teachers; year-end summative data

Review in yearly spring in-services the previous year's AP Language and AP Literature exams as well Wootton performance to ensure that all English faculty are able to backmap the academic writing students need to develop in order to perform well on AP English exams	Resource Teacher	Spring	Additional in-service time	Increase in numbers of students enabled to enroll in AP English classes; increase in numbers of students taking the AP English exams; increase in the numbers of students scoring 3 or higher on the AP exams	yearly
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## Action Plans

**a) Action Plan for Goal 1, Objective E:** Increasing the percentage of students meeting proficiency or advanced levels on the 10<sup>th</sup> grade math HSA and the 10<sup>th</sup> grade reading MSA.

### English Department

Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
Have all 9 <sup>th</sup> grade students complete pre-assessments and end-of-unit assessments in 9 <sup>th</sup> Grade curriculum guides – these backmap MSA skills	Resource Teacher; 9 <sup>th</sup> grade Team Leader; 9 <sup>th</sup> Grade English Team	Beginning and end of each 9 week marking period	NA	Improved scores on pre- and end-of-unit assessments; improved MSA scores	Each 9 weeks for assessments; yearly for MSA
Have all 10 <sup>th</sup> grade students complete pre-assessments and end-of-unit assessments in 10 <sup>th</sup> Grade County curriculum guides – these backmap MSA skills	Resource Teacher; 10 <sup>th</sup> grade Team Leader; 10 <sup>th</sup> Grade Team	Beginning and end of each 9 week marking period	NA	Improved scores on pre- and end-of-unit assessments; improved MSA scores	Each 9 weeks for assessments; yearly for MSA

Analyze performance on 9 <sup>th</sup> Grade county final exams – fall and spring semester – which backmap 10 <sup>th</sup> grade MSA skills; utilize data to improve performance	Resource Teacher; English faculty	End of fall and spring semester	NA	Improved scores on county final exams; improved MSA scores	Fall and spring semester; yearly for MSA
Analyze performance on 10 <sup>th</sup> Grade county final exams – fall semester – which backmap 10 <sup>th</sup> grade MSA skills; utilize data to improve performance	Resource Teacher; English faculty	End of fall semester	NA	Improved scores on county final exams; improved MSA scores	Fall semester; yearly for MSA