

Action Plans

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

Special Education Department

Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
Meet with 9 th grade special ed. Students to discuss PSAT results and analysis of weaknesses. Work with individual students to remediate deficit areas.	Special education teachers.	Early December	PSAT results Time	Increased PSAT scores for individuals from grade 9 to grade 10.	December of students' 10 th grade year.
Meet with 10 th grade special ed. Students to discuss PSAT results and analysis of weaknesses. Work with individual students to remediate deficit areas.	Special education teachers.	Early December	PSAT results Time	Increased PSAT scores for individuals from grade 9 to grade 10.	December of students' 11 th grade year.
Meet with individual special education students to discuss and analyze SAT results. Work with students individually on remediation activities.	Special education teachers.	Following receipt of SAT results.	SAT results	Improved SAT scores on successive tests.	After Each SAT Exam

Increase enrollment of special education students in SAT Preparation classes offered at Wootton,	Guidance Special Education Teachers SAT Prep Teachers	Fall and Spring Semesters	SAT results	Improved SAT scores on successive tests.	After Each SAT Exam
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Action Plans

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

Special Education Department

Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
Identify criteria for consideration of special education students in Honors, AP, and College Institute classes	General and Special Education Teachers and Department Chairs	During Staff Development Meetings	Time Allotted to Complete Discussion and Planning	Outline of consideration criteria	Prior to start of 05/06 school year
Identify special education students meeting identified criteria	Special Education Case Managers and Counselors/Teachers	Prior to registration period	Report cards Progress reports	List of special education students eligible for consideration in enrollment in advanced level classes	By start of registration period
Discuss advanced class options for special education students at annual review meetings.	IEP Team members including case manager, general education teacher, and guidance counselor	During periodic and annual review meetings	Report cards Progress reports	Comparison of numbers of special education students enrolled in Honors, AP, and College Institute classes	After registration is completed and during summer leadership week.

Action Plans

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

Special Education Department

Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
Include math remediation activities for special education students as warm-up activities in their math classes.	Special Education and Math Teachers	Throughout the school year	HSA Practice materials	Increased number of students meeting proficiency and advanced levels on the Math HSA on successive years.	June of each school year
Include HSA-type math activities during direct special education instruction periods.	Special Education Teachers	Throughout the school year	HSA-type math materials	Increased number of students meeting proficiency and advanced levels on the Math HSA on successive years.	June of each school year
Include Reading remediation activities for special education students as warm-ups in their English classes.	Special Education and English	Throughout the school year	HSA Practice materials	Increased number of students meeting proficiency and advanced levels on the Reading HSA on successive years.	June of each school year
Include HSA-type reading activities during direct special education instruction periods.	Special Education Teachers	Throughout the school year	HSA-type reading materials	Increased number of students meeting proficiency and advanced levels on the Reading HSA on successive years.	June of each school year