

Plan of Action – Year 1 (2006-2007)

Objective 2: Numeracy - By Improving students' (1) ability to gather, present, explain and create conclusions from data, (2) efficacy for the utilization of mathematical techniques 70% will reach proficiency or above on CMT/CAPT assessments by May 2008. Subgroups, such as Black and Latino males, will reach proficiency or above on CMT/CAPT assessments at a rate of 60% as well within this timeframe.

Strategy 1: Students will improve their fact-based writing by one level as measured by the pre/post assessments that we create.

Action Steps (Include all assessments, learning walks, grade or content team mtgs, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)	Person (s) Responsible (Place in bold or underline the primary person responsible at the school level for each action step)	Timeline (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)	Resources & Budget (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)
1st Quarter			
<p>Instruction Action Step 1.2a: Improve fact-based writing in math and science through use of open-ended questions and seminar/enrichment</p> <p>1.2a 1 - Design pre-assessment and have a faculty meeting outlining components of the writing rubric for the school.</p> <p>1.2a 2 - Analyze data and create skill acquisition seminars. As well as a follow-up meeting with writing samples and adjustments to the rubric as necessary. Work with guidance counselor to create schedule that best meets needs of students.</p> <p>1.2a 3 -Math and science teachers host interdisciplinary meetings to go over assignments to look for similarities and differences in student work in order to make adjustments in the rubric.</p> <p>1.2a 4 - Analyze data from previous year's District assessments focusing on interpreting and analyzing data that supports deductive conclusions for grades 9-12.</p>	<p>Person Responsible: Math and science teachers take the lead</p> <p>Others Involved: Administration, English staff, guidance counselor, CREC advisors</p>	<p>July 2006 – 1.2a 1</p> <p>August 2006 – 1.2a 2</p> <p>September 2006 – 1.2a 3</p> <p>October 2006 – 1.2a 4</p> <p>October 2006 – 1.2a 5</p>	<p>General budget</p>

<p>1.2a 5 -District writing prompt for grades 6-8.</p>			
<p>Assessment Action Step 1.2b: To assess fact-based writing in math and science through use of open-ended questions and seminar/enrichment</p> <p>1.2b 1- Administer the pre-assessment and have a faculty meeting outlining components of the writing rubric for the school.</p> <p>1.2b 2- 4Sight Benchmark Assessment for grades 6-8.</p> <p>1.2b 3- Administer district (District writing prompt for grades 6-8-Oct, DRP-Sept) and classroom assessments to discover students' skills in answering open-ended questions that are similar to those used on CMT and CAPT exams that supports deductive conclusions for grades 6-12.</p>	<p>Person Responsible: Math and science teachers take the lead</p> <p>Others Involved: Administration, English staff, guidance counselor, CREC advisors</p>	<p>July 2006 – 1.2b 1</p> <p>September 2006 – 1.2b 2</p> <p>October 2006 – 1.2b 3</p>	
<p>Parental Involvement Action Step 1.2c: Inform parents of students' progress through parent advisory group.</p> <p>1.2c 1 - Share information outlining progress in bi-weekly progress reports</p> <p>1.2c 2 - Share information outlining results of 4Sight Benchmark Assessment grades 6-8.</p> <p>1.2c 3 - Share the results of District writing prompt for grades 6-8.</p>	<p>Person Responsible: Administration, Guidance, ConnCAP</p> <p>Others Involved: Teachers acting as academic advisors</p>	<p>July 2006-September 2006 – 1.2c 1</p> <p>September 2006 – 1.2c 2</p> <p>October 2006 – 1.2c 3</p>	
<p>Professional Development Action Step 1.2d: Improve student skills in interpreting and analyzing data that supports deductive conclusions.</p> <p>1.2d 1- Provide PD around rubric writing and analyzing data</p>	<p>Person Responsible: Administration</p> <p>Others Involved: Faculty</p>	<p>July 2006</p>	

2nd Quarter			
<p>Instruction Action Step 1.2a: Improve fact-based writing in math and science through use of open-ended questions and seminar/enrichment</p> <p>1.2a 1 – Math and science teachers meet with Assistant Principal to review lesson plan format and strategies to implement open-ended questions in class and seminar/enrichment.</p> <p>1.2a 2- Math and science teachers coordinate with guidance counselor to adjust groupings in seminar and enrichment to meet new needs identified in results and prepare for upcoming assessments-CAPT/CMT in March</p> <p>1.2a 3 -Guidance counselor works with Math and Science staff to create a seminar/enrichment schedule that meets more often in order to prepare for the CAPT/CMT exams in March</p> <p>1.2a 4 - Analyze the data from district assessments (Writing Prompt-Oct, HMSA-Oct, District math-Nov, MS Science exams-Nov) and have faculty meeting outlining skill deficits and implement teaching strategies to improve the deficient skills.</p> <p>1.2a 5- Implement strategies for a skill improvement plan based upon data from the exams working closely with English staff to provide consistent instruction and expectations.</p> <p>1.2a 6- Math and science teachers design and draft an assessment to determine success of strategies implemented thus far to strengthen fact-based writing in science and math.</p>	<p>Person Responsible: Math and science teachers take the lead</p> <p>Others Involved: Administration, English staff, guidance counselor, CREC advisors</p>	<p>November 2006-1.2a 1</p> <p>November 2006-1.2a 2</p> <p>December 2006-1.2a 3</p> <p>December 2006 – 1.2a 4</p> <p>January 2007 – 1.2a 5</p> <p>January 2007 – 1.2a 6</p>	
<p>Assessment Action Step 1.2b: To assess fact-based writing in math and science through use of open-ended questions and seminar/enrichment</p> <p>1.2b 1- Administer fact-based/open-ended</p>	<p>Person Responsible: Math and science teachers take the lead</p> <p>Others Involved: Administration, English staff, guidance counselor, CREC advisors</p>	<p>October 2006-January 2007 – 1.2b 1</p> <p>January 2007 – 1.2b 2</p> <p>January 2007 – 1.2b 3</p>	

<p>assessment and have a faculty meeting outlining components of the writing rubric for the school.</p> <p>1.2b 2- 4Sight Benchmark Assessment for grades 6-8.</p> <p>1.2b 3- Administer district (District writing prompt for grades 6-8. and HMSA/PCPAL) and classroom assessments to discover students' skills in answering open-ended questions that are similar to those used on CMT and CAPT exams that supports deductive conclusions for grades 6-12.</p>		<p>February 2007 – 1.2b 3</p>	
<p>Parental Involvement Action Step 1.2c: Inform parents of students' progress through parent advisory group.</p> <p>1.2c 1 - Share information outlining progress in bi-weekly progress reports</p> <p>1.2c 2 - Share the results of PCPal/HMSA open ended question section</p>	<p>Person Responsible: Administration, Guidance, ConnCAP</p> <p>Others Involved: Teachers acting as academic advisors</p>	<p>January 2007 – 1.2c 1</p> <p>February 2007 – 1.2c 2</p>	
<p>Professional Development Action Step 1.2d: Improve student skills in interpreting and analyzing data that supports deductive conclusions.</p> <p>1.2d 1-Provide PD around creating lessons that incorporate the use of graphs and charts in achieving lesson objectives.</p>	<p>Person Responsible: Administration</p> <p>Others Involved: Faculty</p>	<p>January 2007</p>	

3rd Quarter			
<p>Instruction Action Step 1.2a: Improve fact-based writing in math and science through use of open-ended questions and seminar/enrichment</p> <p>1.2a 1 - Math and science staff review the results from HMSA and make necessary recommendations to guidance counselor regarding changes to seminar/enrichment schedule</p> <p>1.2a 2 - Incorporate skills from lesson prompts into seminar/enrichment lessons designed for CAPT/CMT preparation</p>	<p>Person Responsible: Math and science teachers take the lead</p> <p>Others Involved: Administration, English staff, guidance counselor, CREC advisors</p>	<p>March 2007- 1.2a 1</p> <p>March 2007- 1.2a 2</p>	
<p>Assessment Action Step 1.2b: To assess fact-based writing in math and science through use of open-ended questions and seminar/enrichment</p> <p>1.2b 1- Administer fact-based/open-ended assessment and review the outline identifying components of the writing rubric for math and science teachers.</p> <p>1.2b 2- Administer State of Connecticut (CMT and CAPT) and classroom assessments to discover students' skills in answering open-ended questions that are similar to those used on CMT and CAPT exams that supports deductive conclusions for grades 6-12.</p>	<p>Person Responsible: Math and science teachers take the lead</p> <p>Others Involved: Administration, English staff, guidance counselor, CREC advisors</p>	<p>February 2007 – 1.2b 1</p> <p>January 2007 – 1.2b 3</p> <p>February 2007-March 2007 – 1.2b 3</p>	
<p>Parental Involvement Action Step 1.2c: Inform parents of students' progress through parent advisory group.</p> <p>1.2c 1-1.2c 1 - Share information outlining progress in bi-weekly progress reports</p> <p>1.2c 2-Administer a celebration to conclusion of the CAP/CMT.</p>	<p>Person Responsible: Administration, Guidance, ConnCAP</p> <p>Others Involved: Teachers acting as academic advisors</p>	<p>January 2007-April 2007 – 1.2c 1</p> <p>April 2007- 1.2c 2</p>	

<p>Professional Development Action Step 1.2d: Improve student skills in interpreting and analyzing data that supports deductive conclusions.</p> <p>1.2d 1-Provide PD around rubric writing and analyzing data.</p>	<p>Person Responsible: Administration</p> <p>Others Involved: Faculty</p>	<p>April 2007</p>	
4th Quarter			
<p>Instruction Action Step 1.2a: Improve fact-based writing in math and science through use of open-ended questions and seminar/enrichment</p> <p>1.2a 1 - Math and science staff review reactions of students to CAPT/CMT and assess the effectiveness of the plan used to improve performance with guidance counselor.</p> <p>1.2a 2 – Math and science teachers create an end-of-year open-ended assessment to measure effectiveness of adjustments made in curriculum and use of seminar/enrichment</p> <p>1.2a 3 - Math and science teachers meet with guidance counselor to develop a new plan for open-ended question preparation for the following school year based on results from end-of-year open-ended assessment.</p>	<p>Person Responsible: Math and science teachers take the lead</p> <p>Others Involved: Administration, English staff, guidance counselor, CREC advisors</p>	<p>April 2007- 1.2a 1</p> <p>April 2007- 1.2a 2</p> <p>May 2007- 1.2a 3</p>	
<p>Assessment Action Step 1.2b: Improve fact-based writing in math and science through use of open-ended questions and seminar/enrichment</p> <p>1.2b 1 - Math and science teachers work with guidance counselor to create new seminar/enrichment schedule that meets less frequently, yet addresses exceptional student needs based on results from standardized tests (HMSA-May, Stanford Math-May, Writing prompt-May, HSAP-May)</p> <p>1.2b 2 -1.2b 1- Administer end-of-year fact-based/open-ended assessment and review the</p>	<p>Person Responsible: Math and science teachers take the lead</p> <p>Others Involved: Administration, English staff, guidance counselor, CREC advisors</p>	<p>April 2007- 1.2b 1</p> <p>May 2007- 1.2b 2</p>	

<p>outline identifying components of the writing rubric for math and science teachers.</p>			
<p>Parental Involvement Action Step 1.2c: Inform parents of students' progress through parent advisory group.</p> <p>1.2c 1-1.2c 1 - Share information outlining progress in bi-weekly progress reports</p> <p>1.2c 2 - Share information outlining results of HMSA</p>	<p>Person Responsible: Administration, Guidance, ConnCAP</p> <p>Others Involved: Teachers acting as academic advisors</p>	<p>April 2007-June 2007 – 1.2c 1</p> <p>May 2007 – 1.2c 1</p>	
<p>Professional Development Action Step 1.2d: Improve student skills in interpreting and analyzing data that supports deductive conclusions.</p> <p>1.2d 1-Provide PD around rubric writing and analyzing data</p>	<p>Person Responsible: Administration</p> <p>Others Involved: Faculty</p>	<p>June 2007</p>	

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Objective 2 – Numeracy : By Improving students’ (1) ability to gather, present, explain and create conclusions from data, (2) efficacy for the utilization of mathematical techniques 70% will reach proficiency or above on CMT/CAPT assessments by May 2008. Subgroups, such as Black and Latino males, will reach proficiency or above on CMT/CAPT assessments at a rate of 60% as well within this timeframe.

Strategy 2: Implement school-wide rubric to integrate deductive support of conclusions. Success will be measured by 80% of the students scoring a B or higher on classroom assignments that focus on problem-solving or performing experiments using deductive support.

1st Quarter

<p>Instruction Action Step 1.2a: Improve writing in math and science classes using deductive support of conclusions generated though solving problems and performing experiments by using a school-wide rubric.</p> <p>1.2a 1 - Math and science staff meet to develop an outline of school-wide rubric to measure success in incorporating deductive support into conclusions generated through solving problems or performing experiments.</p> <p>1.2a 2 – Math and science teachers meet with staff to improve outline, and seek input from other disciplines.</p> <p>1.2a 3 - Math and science teachers meet with guidance counselor and then staff to present final draft of school-wide rubric to be implemented by all teachers who assign writing assignments incorporating the use of deductive support while making conclusions.</p> <p>1.2a 4 –Math and science teachers work with the guidance counselor to create a pre-assessment to determine baseline data in area of using</p>	<p>Person Responsible: Math and science teachers take the lead</p> <p>Others Involved: Administration, English staff, guidance counselor, CREC advisors</p>	<p>July2006-August 2006 - 1.2a 1</p> <p>September 2006- 1.2a 2</p> <p>October 2006- 1.2a 3</p> <p>October 2006- 1.2a 4</p>	
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deductive support while making conclusions			
<p>Assessment Action Step 1.2b: Implement school-wide writing rubric to include deductive support of conclusions</p> <p>1.2b 1- Administer the pre-assessment</p> <p>1.2b-2- Math and science teachers compile results and present conclusions of pre-assessment to faculty</p> <p>1.2b 3- Administer district (District writing prompt for grades 6-8. and HMSA/PCPAL) and classroom assessments to discover students' skills in interpreting and analyzing data that supports deductive conclusions for grades 9-12.</p>	<p>Person Responsible: Math and science teachers take lead</p> <p>Others Involved: Administration, guidance counselor, ConnCAP, CREC advisor and faculty</p>	<p>October 2006- 1.2b 1</p> <p>October 2006- 1.2b 2</p> <p>October 2006- 1.2b 3</p>	
<p>Parental Involvement Action Step 1.2c: Inform parents of students' progress through parent advisory group.</p> <p>1.2c 1 - Share information outlining progress in bi-weekly progress reports</p>	<p>Person Responsible: Administration, Guidance, ConnCAP</p> <p>Others Involved: Teachers acting as academic advisors</p>	<p>July 2006-October 2006 – 1.2c 1</p>	
<p>Professional Development Action Step 1.2d: Improve student skills in interpreting and analyzing data that supports deductive conclusions.</p> <p>1.2d 1 - Provide PD around rubric writing and analyzing data.</p>	<p>Person Responsible: Administration</p> <p>Others Involved: Faculty</p>	<p>July 2006 – 1.2d 1</p>	
2nd Quarter			
<p>Instruction Action Step 1.2a: Improve writing in math and science classes using deductive support of conclusions generated though solving problems and performing experiments by using a school-wide rubric.</p>	<p>Person Responsible: Math and science teachers take the lead</p> <p>Others Involved: Administration, English staff, guidance counselor, CREC advisors</p>	<p>November 2006 - 1.2a 1</p> <p>November-December 2006- 1.2a 2</p> <p>January 2007- 1.2a 3</p>	

<p>1.2a 1 - Math and science staff meet to discuss suggestions made by staff regarding baseline data.</p> <p>1.2a 2 – Math and science teachers meet with guidance counselor and assistant principal to plan action strategy to improve results garnered by pre-assessment</p> <p>1.2a 3 - Math and science teachers implement action steps into class and weekly lesson plans submitted to assistant principal.</p> <p>1.2a 4 - Math and science teachers analyze results of district exams to determine if adjustments to rubric and assignments given in class need to be made in order to support goal</p>		<p>February 2007- 1.2a 4</p>	
<p>Assessment Action Step 1.2b: Implement school-wide writing rubric to include deductive support of conclusions</p> <p>1.2b 1- Math and science teachers design and implement performance based assessments in class that emphasize the use of deductive support in making conclusions</p> <p>1.2b 2- Administer district (HMSA-Oct, District elementary science exams-Nov, CAPT science performance test-Jan, 4Sight Benchmark Assessment-Jan, HMSA-Jan, District Writing Prompt-Feb.) exams that will help in the measure of students' use of deductive support in making conclusions.</p>	<p>Person Responsible: Math and science teachers take lead</p> <p>Others Involved: Administration, guidance counselor, ConnCAP, CREC advisor and faculty</p>	<p>October 2006-January 2007 – 1.2b 1</p> <p>October 2006-February 2007 - 1.2b 2</p>	
<p>Parental Involvement Action Step 1.2c: Inform parents of students' progress through parent advisory group.</p> <p>1.2c 1 - Share information outlining progress in bi-weekly progress reports</p> <p>1.2c 2 – Send information to parents regarding results of past standardized exams and the upcoming CAPT and CMT exams in March</p>	<p>Person Responsible: Administration, Guidance, ConnCAP</p> <p>Others Involved: Teachers acting as academic advisors</p>	<p>October 2006-January 2007 – 1.2c 1</p> <p>January 2007 – 1.2c 2</p>	

<p>Professional Development Action Step 1.2d: Improve student skills in interpreting and analyzing data that supports deductive conclusions.</p> <p>1.2d 1 - Provide PD around rubric writing and analyzing data.</p>	<p>Person Responsible: Administration</p> <p>Others Involved: Faculty</p>	<p>January 2007 – 1.2d 1</p>	
3rd Quarter			
<p>Instruction Action Step 1.2a: Improve writing in math and science classes using deductive support of conclusions generated through solving problems and performing experiments by using a school-wide rubric.</p> <p>1.2a 1 - Math and science staff meet to discuss progress students are making using strategies agreed upon with guidance counselor in November/December</p> <p>1.2a 2 - Math and science teachers continue to implement action steps and improvements to action plan into class and weekly lesson plans submitted to assistant principal.</p> <p>1.2a 3 – Math and science teachers identify at-risk students who may need extra practice in preparing for CAPT and CMT testing. Once students are identified, they are placed in a high intensity seminar/enrichment to build skills</p> <p>1.2a 4 - Math and science teachers analyze the response of students to CAPT and CMT exams to get consensus regarding preparedness of students in including deductive support in making conclusions while solving problems or performing experiments.</p>	<p>Person Responsible: Math and science teachers take the lead</p> <p>Others Involved: Administration, English staff, guidance counselor, CREC advisors</p>	<p>January 2007- April 2007 - 1.2a 1</p> <p>January 2007- April 2007 - 1.2a 2</p> <p>January 2007- 1.2a 3</p> <p>March 2007- 1.2a 4</p>	
<p>Assessment Action Step 1.2b: Implement school-wide writing rubric to include deductive support of conclusions</p> <p>1.2b 1- Math and science teachers continue to</p>	<p>Person Responsible: Math and science teachers take lead</p> <p>Others Involved: Administration, guidance counselor, ConnCAP,</p>	<p>January 2007-April 2007 – 1.2b 1</p> <p>March 2007- 1.2b 2</p>	

<p>design and implement performance based assessments in class that emphasize the use of deductive support in making conclusions. Assessments will represent any changes to action plan developed with guidance counselor.</p> <p>1.2b 2- Administer district (CAPT science performance test-Jan, HMSA-Apr) and state (CAPT and CMT-Mar) exams that will help in the measure of students' use of deductive support in making conclusions.</p>	<p>CREC advisor and faculty</p>	<p>April 2007 – 1.2b 2</p>	
<p>Parental Involvement Action Step 1.2c: Inform parents of students' progress through parent advisory group.</p> <p>1.2c 1 - Share information outlining progress in bi-weekly progress reports</p> <p>1.2c 2 – Administer a celebration to conclusion of the CAP/CMT.</p>	<p>Person Responsible: Administration, Guidance, ConnCAP</p> <p>Others Involved: Teachers acting as academic advisors</p>	<p>January 2007-April 2007 – 1.2c 1</p> <p>April 2007 – 1.2c 2</p>	
<p>Professional Development Action Step 1.2d: Improve student skills in interpreting and analyzing data that supports deductive conclusions.</p> <p>1.2d 1 - Provide PD around rubric writing and analyzing data.</p>	<p>Person Responsible: Administration</p> <p>Others Involved: Faculty</p>	<p>April 2006 – 1.2d 1</p>	
4th Quarter			
<p>Instruction Action Step 1.2a: Improve writing in math and science classes using deductive support of conclusions generated though solving problems and performing experiments by using a school-wide rubric.</p>	<p>Person Responsible: Math and science teachers take the lead</p> <p>Others Involved: Administration, English staff, guidance counselor, CREC advisors</p>	<p>April 2007-June 2007 – 1.2a 1</p> <p>April 2007-June 2007 – 1.2a 2</p> <p>May 2007 - 1.2a 3</p>	

<p>1.2a 1 - Math and science staff continue to meet and discuss progress students are making using strategies agreed upon with guidance counselor in November/December</p> <p>1.2a 2 - Math and science teachers continue to implement action steps and improvements to action plan into class and weekly lesson plans submitted to assistant principal.</p> <p>1.2a 3 – Math and science teachers analyze results of district exams to determine if adjustments to rubric and assignments given in class need to be made in order to support goal</p> <p>1.2a 4- Math and science teachers design and proctor an end-of-year assessment to measure improvement in student ability to use deductive support while making conclusions solving problems or performing experiments.</p> <p>1.2a 5 - Math and science teachers create groupings of students for following year based on discussions regarding progress of students on class assignments requiring students to use deductive support while making conclusions solving problems or performing experiments.</p>		<p>May 2007 – 1.2a 4</p> <p>June 2007 - 1.2a 5</p>	
<p>Assessment Action Step 1.2b: Implement school-wide writing rubric to include deductive support of conclusions</p> <p>1.2b 1- Math and science teachers continue to design and implement performance based assessments in class that emphasize the use of deductive support in making conclusions. Assessments will represent any changes to action plan developed with guidance counselor.</p> <p>1.2b 2- Administer district (District writing prompt-May, DRP-May, 4Sight Benchmark Assessment-May, Stanford reading, language arts, and math-May, HMSA-May, Elementary science exam-May, HSAP-Jun) exams that will help in the measure of students' use of deductive</p>	<p>Person Responsible: Math and science teachers take lead</p> <p>Others Involved: Administration, guidance counselor, ConnCAP, CREC advisor and faculty</p>	<p>April 2007-June 2007 – 1.2b 1</p> <p>May 2007-June 2007 – 1.2b 2</p> <p>June 2007-1.2b 3</p>	

<p>support in making conclusions.</p> <p>1.2b 3-Administer end-of-year assessment measuring improvement in student ability to use deductive support while making conclusions solving problems or performing experiments.</p>			
<p>Parental Involvement Action Step 1.2c: Inform parents of students' progress through parent advisory group.</p> <p>1.2c 1 - Share information outlining progress in bi-weekly progress reports</p> <p>1.2c 2 – 1.2c 2 – Send information to parents regarding results of past standardized exams</p>	<p>Person Responsible: Administration, Guidance, ConnCAP</p> <p>Others Involved: Teachers acting as academic advisors</p>	<p>April 2007-June 2007 – 1.2c 1</p> <p>June 2007 – 1.2c 2</p>	
<p>Professional Development Action Step 1.2d: Improve student skills in interpreting and analyzing data that supports deductive conclusions.</p> <p>1.2d 1 - Provide PD around rubric writing and analyzing data.</p>	<p>Person Responsible: Administration</p> <p>Others Involved: Faculty</p>	<p>June 2007 – 1.2d 1</p>	

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Objective 2 – Numeracy : By Improving students’ (1) ability to gather, present, explain and create conclusions from data, (2) efficacy for the utilization of mathematical techniques 70% will reach proficiency or above on CMT/CAPT assessments by May 2008. Subgroups, such as Black and Latino males, will reach proficiency or above on CMT/CAPT assessments at a rate of 60% as well within this timeframe.

Strategy 3: Implement strategies that include data accumulation and interpretation to support positions in problem-solving. Use “Do Now” activities that require “Mathematical Application” to increase student problem solving proficiency as measured by the HMSA and classroom assessments developed by the math department.

1st Quarter

<p>Instruction Action Step 1.2a: Improve student problem solving proficiency as measured by the HMSA and classroom assessments developed by the math department by using lesson prompts that require “mathematical applications”.</p> <p>1.2a 1 - Math staff meets among themselves to develop a department wide action strategy regarding the use of beginning of class prompts that emphasize the use of “mathematical applications” based on the previous year’s HMSA results which identify skill levels in returning students.</p> <p>1.2a 2 – Math teachers will meet to create lesson prompts, agree they address the specific skills required by state frameworks and national standards</p> <p>1.2a 3 - Math teachers will implement lesson prompts into weekly submitted lesson plans and classes</p>	<p>Person Responsible: Math teachers take the lead</p> <p>Others Involved: Administration, English staff, guidance counselor, CREC advisors</p>	<p>July2006 - 1.2a 1</p> <p>August 2006- 1.2a 2</p> <p>September 2006-October 2006- 1.2a 3</p>	
<p>Assessment Action Step 1.2b: Use beginning of class prompts that incorporate specific math strand skills in order to improve problem solving ability on district (HMSA)</p>	<p>Person Responsible: Math instructors, science instructors</p>	<p>July 2006-October 2006 – 1.2b 1</p> <p>October 2006 – 1.2b 2</p>	

<p>and department assessments</p> <p>1.2b 1- Math teachers give students “do now” activities at the beginning of each class and chart progress and improvement weekly.</p> <p>1.2b 2- Administer HMSA and classroom assessments to measure skill improvement.</p>	<p>Others Involved: Faculty, administration, guidance counselor, ConnCAP, community support staff</p>		
<p>Parental Involvement Action Step 1.2c: Inform parents of students’ progress through parent advisory group.</p> <p>1.2c 1 - Share information outlining progress in bi-weekly progress reports</p>	<p>Person Responsible: Administration, Guidance, ConnCAP</p> <p>Others Involved: Teachers acting as academic advisors</p>	<p>July 2006-October 2006 – 1.2c 1</p>	
<p>Professional Development Action Step 1.2d: Improve staff ability to identify strand/skill weakness regarding numeracy and develop skills to address student needs.</p> <p>1.2d 1- Provide professional development for math staff regarding strand/skill alignment with curriculum and strategies for improvement in areas of need.</p>	<p>Person Responsible: Administration</p> <p>Others Involved: Math staff</p>	<p>August 2006 – 1.2d 1</p>	
2nd Quarter			
<p>Instruction Action Step 1.2a: Improve student problem solving proficiency as measured by the HMSA and classroom assessments developed by the math department by using lesson prompts that require “mathematical applications”.</p> <p>1.2a 1 - Math teachers will continue to implement lesson prompts into weekly submitted lesson plans and classes</p> <p>1.2a 2 - Math staff meets among themselves to assess progress and effectiveness of action plan developed in August</p>	<p>Person Responsible: Math teachers take the lead</p> <p>Others Involved: Administration, English staff, guidance counselor, CREC advisors</p>	<p>October 2006-January 2007 – 1.2a 1</p> <p>November 2006 - 1.2a 2</p> <p>November 2006- 1.2a 3</p>	

<p>1.2a 3 - Math teachers analyze results of HMSA to determine if adjustments action plan and agreed upon lesson prompts need to be made in order to support students in improving problem solving proficiency.</p>			
<p>Assessment Action Step 1.2b: Use beginning of class prompts that incorporate specific math strand skills in order to improve problem solving ability on district (HMSA) and department assessments</p> <p>1.2b 1- Math teachers continue to give students “do now” activities at the beginning of each class and chart progress and improvement weekly and compare with previous quarter.</p> <p>1.2b 2- Administer HMSA and classroom assessments to measure skill improvement.</p>	<p>Person Responsible: Math instructors, science instructors</p> <p>Others Involved: Faculty, administration, guidance counselor, ConnCAP, community support staff</p>	<p>October 2006-January 2007 – 1.21b 1</p> <p>January 2007 – 1.21 2</p>	
<p>Parental Involvement Action Step 1.2c: Inform parents of students’ progress through parent advisory group.</p> <p>1.2c 1 - Share information outlining progress in bi-weekly progress reports</p> <p>1.2c 2- Send newsletter home to parents detailing progress of students on HMSA exam taken in October</p>	<p>Person Responsible: Administration, Guidance, ConnCAP</p> <p>Others Involved: Teachers acting as academic advisors</p>	<p>October 2006-January 2007 – 1.2c 1</p> <p>December 2006 – 1.2c 2</p>	
<p>Professional Development Action Step 1.2d: Improve staff ability to identify strand/skill weakness regarding numeracy and develop skills to address student needs.</p> <p>1.2d 1- Provide professional development for math staff regarding strand/skill alignment with curriculum and strategies for improvement in areas of need.</p>	<p>Person Responsible: Administration</p> <p>Others Involved: Math staff</p>	<p>January 2007 - 1.2d 1</p>	

3rd Quarter			
<p>Instruction Action Step 1.2a: Improve student problem solving proficiency as measured by the HMSA and classroom assessments developed by the math department by using lesson prompts that require “mathematical applications”.</p> <p>1.2a 1 - Math teachers will continue to implement lesson prompts into weekly submitted lesson plans and classes</p> <p>1.2a 2 - Math staff meets among themselves to assess progress and effectiveness of action plan developed in August</p> <p>1.2a 3 –Math teachers and guidance counselor will identify at-risk students based on results of scores on HMSA exams and create focus groups to improve problem solving proficiency</p> <p>1.2a 4 - Math teachers analyze results of HMSA to determine if adjustments action plan and agreed upon lesson prompts need to be made in order to support students in improving problem solving proficiency.</p>	<p>Person Responsible: Math teachers take the lead</p> <p>Others Involved: Administration, English staff, guidance counselor, CREC advisors</p>	<p>January 2007-April 2007 – 1.2a 1</p> <p>January 2007 - 1.2a 2</p> <p>January 2007 - 1.2a 3</p> <p>February 2007- 1.2a 4</p>	
<p>Assessment Action Step 1.2b: Use beginning of class prompts that incorporate specific math strand skills in order to improve problem solving ability on district (HMSA) and department assessments</p> <p>1.2b 1- Math teachers continue to give students “do now” activities at the beginning of each class and chart progress and improvement weekly and compare with previous quarter.</p> <p>1.2b 2- Focus groups will focus on specific skill improvement to improve problem solving agility during seminar/enrichment</p>	<p>Person Responsible: Math instructors, science instructors</p> <p>Others Involved: Faculty, administration, guidance counselor, ConnCAP, community support staff</p>	<p>February 2007-April 2007 – 1.2b 1</p> <p>February 2007-April 2007 – 1.2b 2</p> <p>March 2007 – 1.2b 3</p>	

<p>1.2b 3- Administer CAPT and CMT as well as classroom assessments to measure skill improvement.</p>			
<p>Parental Involvement Action Step 1.2c: Inform parents of students' progress through parent advisory group.</p> <p>1.2c 1 - Share information outlining progress in bi-weekly progress reports</p> <p>1.2c 2- Send newsletter home to parents detailing progress of students on HMSA exam taken in January</p>	<p>Person Responsible: Administration, Guidance, ConnCAP</p> <p>Others Involved: Teachers acting as academic advisors</p>	<p>January 2007-April 2007 – 1.2c 1</p> <p>March 2007 – 1.2c 2</p>	
<p>Professional Development Action Step 1.2d: Improve staff ability to identify strand/skill weakness regarding numeracy and develop skills to address student needs.</p> <p>1.2d 1- Provide professional development for math staff regarding strand/skill alignment with curriculum and strategies for improvement in areas of need.</p>	<p>Person Responsible: Administration</p> <p>Others Involved: Math staff</p>	<p>March 2007 – 1.2d 1</p>	
4th Quarter			
<p>Instruction Action Step 1.2a: Improve student problem solving proficiency as measured by the HMSA and classroom assessments developed by the math department by using lesson prompts that require “mathematical applications”.</p> <p>1.2a 1 - Math teachers will continue to implement lesson prompts into weekly submitted lesson plans and classes</p> <p>1.2a 2 - Math staff meets among themselves to assess progress and effectiveness of action plan</p>	<p>Person Responsible: Math teachers take the lead</p> <p>Others Involved: Administration, English staff, guidance counselor, CREC advisors</p>	<p>April 2007-June 2007 – 1.2a 1</p> <p>April 2007-June 2007 - 1.2a 2</p> <p>April 2007 - 1.2a 3</p> <p>April 2007- 1.2a 4</p> <p>May 2007 – 1.2a 5</p>	

<p>developed in August</p> <p>1.2a 3– Math teachers and guidance counselor will track the progress of previously identified at-risk students based on results of scores on HMSA exams</p> <p>1.2a 4 - Math teachers will meet with guidance counselor to plan an end-of year assessment and proctor to classes</p> <p>1.2a 5- Math teachers will assess the data collected from end-of-year exam and determine the effectiveness of the action plan designed in August.</p> <p>1.2a 6- Math teachers and the guidance counselor will begin to plan for the following school year and develop a new pre-assessment based on the data collected from the HMSA taken in May and end-of-year assessment.</p>		<p>June 2007 – 1.2a 6</p>	
<p>Assessment Action Step 1.2b: Use beginning of class prompts that incorporate specific math strand skills in order to improve problem solving ability on district (HMSA) and department assessments</p> <p>1.2b 1- Math teachers continue to give students “do now” activities at the beginning of each class and chart progress and improvement weekly and compare with previous quarter.</p> <p>1.2b 2- Focus groups consisting of at-risk students will work on specific skill improvement to improve problem solving agility during seminar/enrichment</p> <p>1.2b 3- Administer HMSA as well as classroom assessments to measure skill improvement.</p>	<p>Person Responsible: Math instructors, science instructors</p> <p>Others Involved: Faculty, administration, guidance counselor, ConnCAP, community support staff</p>	<p>April 2007-June 2007 – 1.2b 1</p> <p>April 2007-June 2007 – 1.2b 2</p> <p>May 2007 – 1.2b 3</p>	

<p>Parental Involvement Action Step 1.2c: Inform parents of students' progress through parent advisory group.</p> <p>1.2c 1 - Share information outlining progress in bi-weekly progress reports</p> <p>1.2c 2- Send newsletter home to parents detailing progress of students on HMSA exam taken in May</p>	<p>Person Responsible: Administration, Guidance, ConnCAP</p> <p>Others Involved: Teachers acting as academic advisors</p>	<p>April 2007-June 2007 – 1.2c 1</p> <p>June 2007 – 1.2c 2</p>	
<p>Professional Development Action Step 1.2d: Improve staff ability to identify strand/skill weakness regarding numeracy and develop skills to address student needs.</p> <p>1.2d 1- Provide professional development for math staff regarding strand/skill alignment with curriculum and strategies for improvement in areas of need.</p>	<p>Person Responsible: Administration</p> <p>Others Involved: Math staff</p>	<p>May 2007 – 1.2d 1</p>	