

Burlington High School Action Plan

School: Burlington High School

Focus Area: Math

Assessment Needs Identified by Data:

Current Data from October 2006 NECAP (District Data Grade 8):

Hunt – 2006-2007 8th Grade NECAP Scores

	Level 4	Level 3	Level 2	Level 1
Math	12%	31%	19%	38%

EMS – 2006-2007 8th Grade NECAP Scores

	Level 4	Level 3	Level 2	Level 1
Math	23%	30%	22%	26%

BHS Data:

Grade	Name of Assessment	Subject Area	Level of Achievement
10	PLAN	Math	BHS 18.5 US 17.4
11	PSAT	Math	BHS 45.3 US 43.5
12	SAT	Math	BHS 524 VT 518 US 515

Targets for Increased Student Performance Grades 9-12:

Grade	Targets for Student Performance
9	<ol style="list-style-type: none"> Ninth grade students will complete Algebra or higher by the end of 9th grade. Students who are not in Algebra or higher become ready to take Algebra in 10th grade.
10	<ol style="list-style-type: none"> Tenth grade students will complete Geometry or higher by the end of 10th grade. Students who are not in Geometry or higher will become ready to take Geometry in 11th grade. Tenth grade students will meet or exceed the average national mean score or higher on the PLAN.
11	<ol style="list-style-type: none"> Eleventh grade students will complete Algebra 2 or higher by the end of 10th grade. Students who are not in Algebra 2 or higher will become ready to take Algebra 2 and/or Applied Personal Math in twelfth grade. 55% of eleventh grade students will achieve Level 3 or higher on the state NECAP math test.

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	9. Eleventh grade students will meet or exceed the average national mean score or higher on the PSAT.
12	10. Twelfth grade students will meet or exceed the average national mean score or higher on the SAT.

Action Steps and Person(s) Responsible:

The curriculum director, building principal, assistant principal for curriculum/assessment and the math lead teacher will work with teachers to:

- Increase teacher content knowledge and use of instructional strategies of mathematics by providing support from the math lead teacher and colleagues working and sharing expertise together.
- Continue to develop, use and refine common quarterly and other common local assessments, building on the previous work of identifying the core curriculum for each BHS math course.
- Use data from state, district, and common local classroom assessments to inform and plan for instruction.
- Provide regular math homework support through Basic skills, Aspire, Math Lab, and Homework Center.
- Provide ESOL students with content classes to increase their knowledge of basic math and support their eventual transition to mainstream math classes.
- Purchase, receive training on, and implement Accelerated Math in Elements, Pre-Algebra and Algebra classes; create a Math Lab class to provide additional support for students not at grade level in Math using Accelerated Math. Use Jim Park to coordinate the Math Lab and serve as a resource/consultant to other math teachers in the use of Accelerated Math and other strategies to support students with weak math skills to improve and work at grade level.

Evaluation: Common grade level assessment data and scores from the 2007-08 PLAN, PSAT, NECAP, and SAT.

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School: Burlington High School

Focus Area: English

Assessment Needs Identified by Data:

Current Data from October 2006 NECAP (District Data Grade 8):

Hunt – 2006-2007 8th Grade NECAP Scores

	Level 4	Level 3	Level 2	Level 1
Reading	16%	46%	22%	16%
Writing	16%	39%	22%	24%

EMS – 2006-2007 8th Grade NECAP Scores

	Level 4	Level 3	Level 2	Level 1
Reading	20%	45%	21%	13%
Writing	25%	37%	21%	17%

8th Graders 2006-07 Gates MacGinitie Reading Scores

% Reading at Grade Level or Higher	% Not Reading at Grade Level or Higher
69.1%	30.9%

BHS Data:

Grade	Name of Assessment	Subject Area	Level of Achievement
10	PLAN	English Reading	BHS 17.5 US 16.9 BHS 18.2 US 16.9
11	PSAT	Reading Writing	BHS 47.0 US 42.6 BHS 44.3 US 40.8
12	SAT	Reading Writing	BHS 522 VT 516 US 502 BHS 524 VT 508 US 494

Targets for Increased Student Performance Grades 9-12:

Grade	Targets for Student Performance
9	<ol style="list-style-type: none"> 1. Ninth grade students will read at grade level. 2. Students who do not read at grade level will take Strategic Reading in addition to their regular English class until they read at grade level.
10	<ol style="list-style-type: none"> 3. Tenth grade students will meet or exceed the average national mean scores or higher on the PLAN.

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11	4. 55% of eleventh grade students will achieve Level 3 or higher on the state NECAP Language/Writing tests. 5. Eleventh grade students will meet or exceed the average national mean score or higher on the PSAT.
12	6. Twelfth grade students will meet or exceed the average national mean score or higher on the SAT.

Action Steps and Person(s) Responsible:

The curriculum director, building principal, assistant principal for curriculum/assessment and the English lead teacher will work with teachers to:

- Increase teacher content knowledge and use of instructional strategies of mathematics by providing support from the English lead teacher and colleagues working and sharing expertise together.
- Continue to develop, use, and refine common quarterly and other common local assessments.
- Continue work on common units of study and curriculum mapping using the Understanding by Design model for each grade level of English.
- Use data from state, district, and common local classroom assessments to plan for instruction.
- Provide regular English homework support through Basic skills, Aspire, Math Lab, and Homework Center.
- Continue to review and revise the curriculum and resources for the Strategic Reading Class. Use Bethany Rice as a resource/consultant to other BHS teachers in the use of reading strategies across the curriculum and to help students with weak reading skills to improve and read at grade level.

Evaluation: Common grade level assessment data and scores from the 2007-08 Gates, PLAN, PSAT, NECAP, and SAT.

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School: Burlington High School

Focus Area: Science

Assessment Needs Identified by Data:

In 2004 the Vermont PASS Science Assessment was given for the final time to all 5th, 9th and 11th grade students. Results indicated a need to incorporate additional open-ended tasks and inquiry based instruction across all grade levels. A new science assessment, the NECAP Science Assessment, was piloted in grades 4, 8 and 11 during the spring of 2007. Results from the spring 2008 assessment will provide us with data we can use to plan for science instruction.

Targets for Increased Student Performance Grades 9-12:

Grade	Targets for Student Performance
9-12	Increase the number of students meeting or exceeding the standard on open-ended and inquiry based assessment tasks.

Action Steps and Person(s) Responsible:

The curriculum director, building principal, assistant principal for curriculum/assessment and the science lead teacher will work with teachers to:

- Increase teacher content knowledge and use of instructional strategies of science by providing support from the science lead teacher and colleagues working and sharing expertise together.
- Continue to develop, use, and refine common quarterly and other common local assessments.
- Continue work on common units of study and curriculum mapping using the Understanding by Design model for each grade level of science and including inquiry-based assessment tasks.
- Use data from state, district, and common local classroom assessments to plan for instruction.

Evaluation: Scores from Spring 2008 NECAP Science Assessment

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School: Burlington High School

Focus Area: Other Departments

Assessment Needs Identified by Data:

Departments other than English and Mathematics will begin formally collecting baseline data on common local assessments in order to provide points of comparison in future academic years.

Targets for Increased Student Performance Grades 9-12:

Grade	Targets for Student Performance
9-12 (Graduation requirement courses)	1. Students will meet or exceed the standard on quarterly classroom assessments.

Action Steps and Person(s) Responsible:

The curriculum director, building principal, assistant principal for curriculum/assessment and the math lead teacher will work with teachers to:

- Continue to develop, use, and refine common quarterly and other common local assessments.
- Use data from state, district, and common local classroom assessments to plan for instruction.
- Provide regular homework support through Basic skills, Aspire, Math Lab, and Homework Center.

Evaluation: Common grade level assessment data.