

JOPLIN HIGH SCHOOL & FTC - BUILDING SCHOOL IMPROVEMENT PLAN

English Department | September 2015 | Reviewed Annually

Department Leadership: Unser (9), Burgess (10), A. Cooney (11)

S.M.A.R.T. Goal: (Student Performance)	<ul style="list-style-type: none"> ● The percentage of students scoring proficient or advanced on the English II Missouri End of Course exams will increase to 65% by 2016. ● The average student score for Juniors on the English portion of the ACT exam will increase each year to reach a goal of 18.5 by 2016. ● The average student score for Juniors on the Reading portion of the ACT exam will increase each year to reach a goal of 19.3 by 2016. ● Seniors who are college bound will graduate with a final ACT average score of 22 in English and a 23 in Reading in spring of 2013. Students will stay above the state average in both areas. <ul style="list-style-type: none"> ○ All seniors will participate in the goal, even though not all seniors continue to take the ACT or attend college. The skills practiced and assessed are essential for all students. ● All English courses will have a goal of 95% successful course completion. ● Also, 100% of students will continue to consistently demonstrate learning through writing in all instructional settings throughout the year.
Diagnostic Data:	Individual communication arts assessments will be used at predetermined grade levels to measure student knowledge, skills, and application of reading, writing, and literacy skills. State assessments, NWEA, and ACT will also be utilized.
District Strategic Plan Standard/ Goal:	Standard 1: All areas of student achievement will be on target or exceed expectations in core academic areas. Waypoint 1: Effective reading instruction will be provided to ensure growth and reading proficiency for all students. Waypoint 2: The Joplin Writing model will be implemented K-12 to ensure students develop effective written communication skills needed to be college or career ready. The percent of Joplin students in 3rd, 6th and 10th grades meeting or exceeding grade level expectations as defined in the district writing model scoring guide will increase annually up to 90%.

Strategies or Specific Actions	Resources Needed & Costs	Professional Development Needs & Costs	Person(s) Responsible	Notes	Progress / Anticipated Completion
1. We will utilize Learning Intentions and Success Criteria daily. We will use formative assessments and feedback regularly. This will promote self-regulated learning.	MO Learning Standards/CLE's Materials to post LI/SC in the classroom	PD for development of LI/SC and on the formative process PLC time for focus on LI/SC and the	JHS English Dept.	Utilization of student friendly language in LI/SC	Daily and quarterly. Reviewed annually.

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		formative process/analysis			
2. We will engage in skill-building through bellwork. This might include vocabulary, grammar, or writing.	Printed copies Released Items 1:1 Resources USA Test Prep	PLC time for collaboration in development of bellwork	JHS English Dept.		Daily. Reviewed annually.
3. We will administer both common formative assessments and common summative assessments. We will use this to not only inform general instruction, but also to focus on specific skills that have been identified as low. These skills include: <ul style="list-style-type: none"> ● organizational patterns ● author's purpose ● text features ● main idea and details ● drawing conclusions (making inferences) ● character, plot, setting, pov ● paraphrasing ● vocabulary (context clues) ● developing vocabulary using reference materials ● conventions (punctuation and capitalization) 	USA Test Prep NWEA Common assessment item analysis (ex: EOC) Released Items	½ day release for the analysis and evaluation of common assessments Collaboration time during PLC Departmental meetings	JHS English Dept.	Review and add skills as needed	Reviewed quarterly.

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<ul style="list-style-type: none"> All modes of writing (narrative, descriptive, argumentative, informative) 					
<p>4. We will maintain grade-level vertical alignment.</p>	<p>MO Learning Standards/CLE's</p> <p>Access to what surrounding grade levels are learning</p>	<p>PLC time to meet and discuss vertical alignment</p>	<p>JHS English Dept.</p>	<p>Ensure that transition between grade levels is seamless and maintains rigor (9-12)</p>	<p>Reviewed annually.</p>
<p>5. Students will be provided with print copies of ACT exams. Students will be instructed in test skills, including annotation and test-taking strategies for the Reading and English exams, and will have bell work in ACT questions two or more times a week.</p>	<p>Released-item ACT exams, USA Test Prep</p>		<p>Senior English teachers</p>		

Analysis of EOC Exam Item Benchmark Descriptors for English 2 :

1. Focus on **writing strategies** because the data indicates that students need instruction in the **writing process (planning, revising, editing, rewriting)**, in addition to focus on the skills that were deficient on the EOC IBD's. (specifically paraphrasing, main ideas, author's purpose, and drawing conclusions. - see #3 above)

Analysis of ACT Exam Data:

1. When studying Reading and English (writing readiness) scores, we found **reading** scores have remained constant and are above the state average. No recommendations for change are given at this time.

2. When studying Reading and English (writing readiness) scores, we found **writing** scores have fallen .6 points in the last 5 years and are .5 points below the state average. Thus, our recommendations will focus on usage/mechanics and rhetorical skills.