

ISS Action Plan for Improvement

Target Area for Improvement: Assessment

Improvement Goal:

To improve student learning through the development of a comprehensive assessment system that motivates students to demonstrate their learning and provides stakeholders with accurate and valid data on student achievement and growth.

Action Plan Components:

- General Assessment Policies and Procedures:
- ISS Portfolios
- External/Internal Assessments
 - Writing: ISS Standardized Writing Process, 6+1 Trait Writing Rubric, SAT I Writing
 - Reading: Developmental Reading Assessment (DRA), Scholastic Leveled Reading Tests, Accelerated Reader North Western Evaluation Association (NWEA) – MAP
 - Mathematics: ISS Mid and End-of-the-Year Mathematics Evaluations, NWEA, Accelerated Math

Evaluation:

- ISS policies
- Student Writing Data
- Student Math Data
- Student Reading Data
- Student Portfolios
- Teacher generated assessments

Timeframe for implementation: Year 1 = 2007-2008 Year 2 = 2008-2009 Year 3 = 2009-2010

Actions	Schedule	Resources	Responsible	Completion
General Assessment Practices				
Examine and evaluate the use of current assessment systems and practices being implemented at ISS (internal and external).	Year 1	ISS Documents	Administrative Council	Completed
Develop a formal assessment policy that communicates clear expectations to the stakeholders.	Year 2	Exemplary Schools	Administrative Council	Policy established in student handbook
Research alternative methods to report student learning and results of standardized testing to inform stakeholders.	Year 2	Internet (Exemplary Schools)	Curriculum Coordinator & Administrative Council	pending
Examine and establish ISS standards for promotion and passing individual classes.	Years 2-3	School Data	Administrative Council & Teachers	Policy Set
Develop measures to assess mastery of essential skills required for promotion.	Years 2-3	Standards and Learning Objectives	Curriculum Coordinator & Teachers	

Research methodologies and provide training for teachers to learn to better interpret data and to use data to improve instruction and the curriculum.	Years 2-3	Testing and Text book Publishers	Administrative Council & Teachers	In process
Portfolios				
Examine exemplar use of portfolios as assessment tools within the classroom.	Years 1-2	exemplar docs. (PYP, MYP, IB, etc.)	Admin Council	In process
Develop guidelines and criteria for the ISS Portfolios that are aligned with the ISS Vision for Learning.	Years 1-2	Exemplar docs.	Admin Council & Teachers	90% complete
Pilot the use of portfolios in the elementary classrooms.	Years 1-2	Student Work	Teachers	In process
Implement ISS Portfolios for all students PreK-12.	Years 2-3	ISS Portfolios	Teachers & Student	In process
Implement and schedule the use of student guided conferences K-6 two times a year and one time a year for students in 7-12.	Years 2-3	Student Portfolios, School Calendar	Teachers & Students	In process
Evaluate the use of the portfolio system and make appropriate adjustments.	Years 2-3	Portfolios, teacher opinions	Administrative Council	Pending
External/Internal Standardized Testing				
Research and evaluate exemplar standardized external tests. Select most efficient and data rich system to adopt school wide.	Year 1	NWEA, IOWA, AR, AIMS, Stanford Tests of Achievement, ACER, DRA, SAT, PSAT, ACT	SIT	Complete – NWEA, DRA
Budget and purchase selected external assessment tools (DRA, NWEA MAP, AR, and AM).	Years 1-2	Budget	Director & ISS Board	Complete
Provide professional development training to apply and use selected external assessment tools (DRA, MAP, AR, and AM).	Years 1-3	Staff Meetings, Professional Development Days, External Trainers, Online Training	Administrative Council & External Experts and/or Web Seminars	DRA, AR/AM training complete, pending MAP
Increase student participation on PSAT and SAT.	Years 1-3	AP	Counselor	In process
Determine an appropriate system to monitor, store and report student achievement on external tests to community stakeholders.	Year 2	ISS Shared File, ISS Report Cards, ISS Student Files	Technology Coordinator & Admin Council	Pending
Initiate AP testing as a measure of student performance.	Years 2-3	AP	Counselor	On hold

Test all students in grades 2-9 using NWEA MAP system – analyze data and determine methodologies to communicate data to the community.	Year 2-3	NWEA	Technology Coordinator & Admin Council	Pending
Analyze data generated by internal and external assessment tools and use data to examine strengths and weaknesses of curriculum.	Years 2-3	ISS Data – comprehensive results	SIT / Administrative Council / Teachers	In process
Analyze data generated by internal and external assessments to examine the instructional practices being used at ISS.	Years 2-3	ISS Data – comprehensive results	Administrative Council & Teachers	In process
Analyze data generated by internal and external assessments to perform differentiated instruction in the classroom.	Years 2-3	ISS Data – comprehensive results	Principals & Teachers	In process
Writing				
Develop and apply an internal assessment system to measure student writing (ISS Writing Assessment) in both English and Spanish. Writing assessment will include the use of standardized prompts and a standardized writing rubric (K-2, 3-5, 6-8, and 9-12).	Year 1	NCrel, Rubistar, Staff Meetings, Pull-Outs	Teachers & Admin Council	Complete
Identify leaders among staff to train on the use of the 6+1 Trait Rubric as a tool to evaluate student achievement in writing.	Year 1	ACCAS Workshop	ACCAS Trainers	Complete
Provide internal professional development on the 6+1 Trait Rubric.	Years 1-3	ISS Lead Teachers	Lead English Teachers	In process
Identify anchor papers for each grade level.	Years 2-3	Student Papers	Teachers, Principals & Curriculum Coordinator	Pending
Incorporate Writer’s Workshop assessment strategies.	Years 2-3	Writer’s Workshop	Elementary Principal & Curriculum Coordinator	In process
Reading				

Apply and share the results of the Scholastic Leveled Reading assessment as a diagnostic tool for reading in Grades 1-6.	Year 1	Scholastic Tests	Teachers	Complete – extended to 2008-2009
Perform internal professional development on the application and use of the DRA.	Years 1-3	DRA	Elementary Principal	Complete
Apply the DRA, share results and explore instructional strategies to perform interventions and to develop individualized programs to work with students identified as being below grade level.	Years 1-3	DRA	Teachers & Primary Principal	Complete
Implement the use of Accelerated Reader (AR) as a tool to monitor, evaluate and motivate students to read.	Years 1-3 (Grades 2-6) Years 2-3 (Grades 1-7)	Accelerated Reader	Librarian & Teachers	Complete
Incorporate Reader's Workshop assessment strategies.	Years 2-3	Reader's Workshop	Elementary Principal & Curriculum Coordinator	In process
Mathematics				
Implement Beginning, Mid-Year, and End-of-the-Year Math Tests to evaluate student progress.	Years 1-3	Text Book Publishers, teachers	Teachers & Principals	Complete
Research, select and purchase a new mathematics text series for the Elementary and Secondary Program that provides a variety of assessment resources.	Year 2	Text Book Publishers	Teachers & Admin Council	Complete – Scott Forsmann
Implement the use of Accelerated Math as a tool to monitor, evaluate, and motivate students in mathematics.	Years 2-3	Accelerated Math	Librarian & Teachers	In process