

SAINTS PETER AND PAUL HIGH SCHOOL



STUDENT PERFORMANCE OBJECTIVE # 1 ACTION PLAN

By 2012, students will demonstrate improved academic performance as measured by:

A. a percentage point (based on 10% of the percentage of students who scored less than 3) increase in the mean percentage of AP test scores from 2005-2011 which are 3 or higher in the following subjects:

1. 2 percentage point increase in AP English
2. 8 percentage point increase in AP Calculus AB
3. 7 percentage point increase in AP Calculus BC
4. 6 percentage point increase in AP Chemistry
5. 6 percentage point increase in AP Biology
6. 7 percentage point increase in AP U.S. History
7. 7 percentage point increase in AP U.S. Government and Politics
8. 0 percentage point increase in AP Studio Art (discontinued 6/06)
9. 2 percentage point increase in AP European History

Baseline: 2001-2004

			2005	2006	2007
AP English	(52/62)	<u>84</u> % of AP scores 3 or higher	(9/9) 61/71= <u>86</u> %	(6/7) 67/78= <u>86</u> %	(8/10) 75/88= <u>85</u> %
AP Calculus AB	(9/47)	<u>19</u> % of AP scores 3 or higher	(0/6) 9/53= <u>17</u> %	(0/5) 9/58= <u>16</u> %	(2/7) 11/65= <u>17</u> %
AP Calculus BC	(5/16)	<u>31</u> % of AP scores 3 or higher	(0/3) 5/19= <u>26</u> %	X %	(1/1) 6/20= <u>30</u> %
AP Chemistry	(5/14)	<u>36</u> % of AP scores 3 or higher	(0/4) 5/18= <u>28</u> %	(2/9) 7/27= <u>26</u> %	(1/12) 8/39= <u>21</u> %
AP Biology	(4/10)	<u>40</u> % of AP scores 3 or higher	(0/7) 4/17= <u>24</u> %	(0/6) 4/23= <u>17</u> %	(2/4) 6/27= <u>22</u> %
AP U.S. History	(19/74)	<u>26</u> % of AP scores 3 or higher	(4/14) 23/88= <u>26</u> %	(7/10) 30/98= <u>31</u> %	(11/17) 41/115= <u>36</u> %
AP U.S. Government and Politics	(27/86)	<u>31</u> % of AP scores 3 or higher	(4/15) 31/101= <u>31</u> %	(8/11) 39/112= <u>35</u> %	(9/16) 48/128= <u>38</u> %
AP Studio Art (discontinued 6/06)		— % of AP scores 3 or higher	0%		
AP European History	(11/14)	<u>79</u> % of AP scores 3 or higher	XX	XX	11/14= <u>79</u> %

	2008	2009	2010
AP English	(12/12) 87/100= <u>87</u> %	(8/10) 95/110= <u>86</u> %	
AP Calculus AB	(5/9) 16/74= <u>22</u> %	(0/7) 16/81= <u>20</u> %	
AP Calculus BC	(2/4) 8/24= <u>33</u> %	(not offered)	
AP Chemistry	(0/12) 8/51= <u>16</u> %	(1/7) 9/58= <u>16</u> %	
AP Biology	(1/1) 7/28= <u>25</u> %	(1/5) 8/33= <u>24</u> %	
AP U.S. History	(7/9) 48/124= <u>39</u> %	(5/6) 53/130= <u>41</u> %	
AP U.S. Government and Politics	(12/19) 60/147= <u>41</u> %	(3/17) 63/164= <u>38</u> %	
AP Studio Art (discontinued 6/06)			
AP European History	(3/6) 14/20= <u>70</u> %	(12/13) 26/33= <u>79</u> %	

Activity:	Responsibility of:	Timeline:	Resources Needed:	Indicators of Success:	Date Completed:
1. Provide for professional workshop opportunities for AP teachers.	Principal	Beginning summer 2005 and ongoing	Use of College Board professional services; professional development leave as necessary.	AP teachers' evaluation of workshops and integration of materials.	Summer 2005 and ongoing
2. Establish a school-wide AP committee comprised of all AP teachers.	Assistant Principal AP Committee Chair (9/06)	Fall 2005	None	Committee is established	Committee established each September and ongoing
3. Establish a schedule of after school AP committee meeting sessions.	Assistant Principal AP Committee Chair (9/06)	Begin fall 2005 and ongoing	None	Committee meetings are held	Committee will meet once each quarter each semester (6/10)
4. Establish a committee of AP students who will make recommendations to the AP Coordinators . AP Committee Chair (9/06)	Each AP teacher will nominate one of his/her students or volunteers can join. Assistant Principal AP Committee Chair will oversee. (9/06)	Begin fall 2006 and ongoing. Student committee to meet several times during the year prior to the faculty's last meeting of the year.	Before or after school with the Assistant Principal -AP Committee Chair (9/06)	Implementation of committee's suggestions by AP teachers; Assistant Principal AP Committee Chair to assist. (9/06)	AP student committee established each September and updated annually.
5. Include AP Studio Art in Objective #1 (a) and baseline data	Action Plan chair (discontinued 6/06)	Fall 2006	Results from 2005-2006 AP test	Objective #1 (a) has been updated	
6. Conduct exit surveys of AP students after taking their respective AP exam. The AP Committee Chair Assistant Principal will collect results. (9/06)	AP teachers; Assistant Principal AP Committee Chair (9/06)	Begin spring 2006 and ongoing. Surveys will be administered the week after AP exams.	Time necessary to construct the survey	Implementation of student suggestions in each AP course	Surveys completed and tabulated 5/06; 6/07; 6/08; 6/09; 6/10
7. Define and identify necessary skills for AP students that will allow for vertical teaming within each department and horizontal teaming among departments.	Each department that offers an AP course/s (1/08) All department chairs.	Spring 2006 (3/06) Spring 2007 (1/08) Spring 2008 (vertical) Spring 2009 (horizontal) Spring 2009 (vertical) Spring 2010 (horizontal) (4/09) Spring 2010 (vertical) Spring 2011 (hori) 6/10	Time during department meetings	Skills are written into the curricula and implemented in the classroom.	Vertical teaming skills completed by most departments 6/08; concepts and habits of mind completed by most departments 6/09. Curricular changes in Theology and Social Studies departments has delayed completion.

8. AP class field trips that emphasize the academic nature of the class.	AP teachers. List of trips logged by member of SPO #1 Action Team.	Beginning spring 2008 and ongoing	One day per year	Student evaluations, either written or oral, of the trip; evaluations for AP teacher use only (6/08)	Began fall 2005 and ongoing
9. Include AP European History in Objective #1 (a) and baseline data	Action Plan chair	Fall 2007	Results from 2006-2007 AP test	Objective #1 (a) has been updated	Included 7/07; updated 8/07
10. Implement the skills as defined in 1.a.7 (9/07)	Each department that offers an AP course/s; department chairs.	Fall 2009 (vertical) Fall 2010 (horizontal)	Time during department meetings	Skills are written into the curricula and implemented in the classroom.	Skills identified 6/08; will be implemented when all departments finish their vertical teaming

B. a percentage point (based on 10% of the percentage of students who scored below the national mean) increase in the percentage of students who graduate having scored above the graduating class’s national mean on the SAT I Verbal, Quantitative, and Writing sections.

1. 3 percentage point increase in SAT I Verbal
2. 4 percentage point increase in SAT I Quantitative
3. 6 percentage point increase in SAT I Writing

Baseline: Class of 2004	SAT I Verbal - <u>66</u> % scored above <u>508</u>	2005	2006	2007	2008
	SAT I Quantitative – <u>60</u> % scored above <u>518</u>	<u>69</u> % above <u>508</u>	<u>66</u> % above <u>503</u>	<u>64</u> % above <u>502</u>	<u>81</u> % above <u>515</u>
Class of 2006	SAT I Writing-- <u>41</u> % scored above <u>497</u>	<u>40</u> % above <u>520</u>	<u>50</u> % above <u>518</u>	<u>51</u> % above <u>515</u>	<u>56</u> % above <u>502</u>
			<u>41</u> % above <u>497</u>	<u>60</u> % above <u>494</u>	<u>68</u> % above <u>494</u>
		2009	2010		
	SAT I Verbal	<u>63</u> % above <u>501</u>			
	SAT I Quantitative	<u>45</u> % above <u>515</u>			
	SAT I Writing	<u>60</u> % above <u>493</u>			

Activity:	Responsibility of:	Timeline:	Resources Needed:	Indicators of Success:	Date Completed:
1. Conduct a workshop (9/07) an annual as needed update at a faculty meeting which informs faculty about new SAT questions, format, and strategies.	English and Math departments; Director of Guidance	Fall 2005 and as necessary annually as needed at a faculty meeting	Time as necessary	Evaluation of session by faculty members	Completed at faculty meeting 10/28/05 and ongoing

2. Purchase SAT preparation workbooks that can be used in English and Math classes.	English and Math department chairs	Fall 2006	MSDE funds or Department funds	Workbooks being utilized by teachers along with evaluations by teachers and students.	English workbooks purchased 6/06; Math texts with SAT section implemented 8/06
3. Include SAT I Writing component in Objective #1 (b) and baseline data	Action Plan chair	Begin fall 2006	Results from SAT I Writing component	Objective #1 (b) has been updated	Completed 9/26/06
4. Define and identify necessary SAT skills that will allow for vertical teaming within each department and horizontal teaming among departments. Include in #1's workshop. (1/08)	English and Math departments (1/08) All department chairs.	Begin fall 2008 and ongoing (vertical skills) Begin fall 2009 and ongoing (horizontal skills) Begin fall 2009 and ongoing (vertical skills) Begin fall 2010 and ongoing (horizontal skills) (4/09)	Professional development session or department meeting; could be combined with #6.	Inclusion of skills in respective curricula	Vertical teaming elements completed for most departments 6/08. Vertical and horizontal teaming to be completed by Spring 2011. Curricular changes in Theology and Social Studies departments has delayed completion.
5. Include strategies for reading and writing across the curriculum for all departments.	Director of Guidance and all teachers Department chairs	Begin fall 2008 and ongoing	Professional development session; could be combined with #4; will be presented at faculty meetings by various departments (6/08)	Implementation of strategies by each department	List of strategies created 6/08 to be implemented fall of 2008; implementation began 10/10/08 and is ongoing
6. Implement the skills as defined and identified in 1.b.4 (9/07)	English and Math department chairs.	Fall 2009 (vertical) Fall 2010 (horizontal) (4/09)	Professional development sessions or department meetings	Inclusion of skills in respective curricula	Skills identified 5/07; will be implemented when all departments finish their vertical and horizontal teaming

C. a mean of 5-percentage point increase in the percentage of students who show an increase in total PSAT score of more than 20 points from freshman to junior year.

Baseline: Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011
54 % (15 of 28)	47 % (18 of 38)	38 % (22 of 58)	40% (24 of 60)	67% (23 of 34)	
increased their total PSAT score by more than 20 points	increased their total PSAT score by more than 20 points	increased their total PSAT score by more than 20 points	increased their total PSAT score by more than 20 points	increased their total PSAT score by more Than 20 points	

Activity:	Responsibility of:	Timeline:	Resources Needed:	Indicators of Success:	Date Completed:
1. Obtain a digital analysis of PSAT results and provide classroom instruction in the areas of greatest weakness.	English and Math and Computer Science departments; (2/08) Director of Guidance departments.	Begin fall 2006 and update yearly	Professional development time to create lessons	An increase in PSAT scores	PSAT/NMSQT Summary of Answers and Skills (SOAS) as of 01/23/07 and ongoing
2. Provide parents with PSAT information and tips early in the year. preferably at Back to School Night (9/07)	Director of Guidance	Begin fall 2005 and continuing	Handouts; PSAT resource email sent to parents of all freshmen, sophomores, and juniors	Parent feedback	Completed 01/23/06 at "PSAT Night for Parents" and ongoing
3. Provide links on the school's website for PSAT information.	Director of Guidance; school Webmaster.	Begin fall 2005 and update as necessary	Time to research available data and update website as necessary	PSAT links are on the school's website; log files are viewed to determine usage	Completed fall 2005 and ongoing

D. a mean of 2-percentage point decrease in the percentage of students who are academically ineligible sometime during the year.

Baseline: ~~June 2005~~
30 % of students were academically ineligible sometime during the year

~~2005-2006~~
33 % of students were academically ineligible sometime during the year

~~2006-2007~~
34 % of students were academically ineligible sometime during the year

2007-2008*
14 % (30 of 214) of students were academically ineligible sometime during the year

2008-2009
11 % (22 of 199) of students were academically ineligible sometime during the year

*New baseline calculated 6/4/09 to be 13 %

2009-2010
03.7 % (7 of 189) of students were academically ineligible sometime during the year

Activity:	Responsibility of:	Timeline:	Resources Needed:	Indicators of Success:	Date Completed:
1. Establish a Study Skills curriculum program (6/06) to be implemented by all grade 9 teachers and evaluate the program's impact. (9/07)	Study Skills Committee which consists of all grade 9 teachers	Begin fall 2005 and ongoing	Meeting times for committee to develop the curriculum; purchase of the "Study Smarts" program (9/07)	A written curriculum program (6/06) and its implementation; results of student and parent surveys (9/07); completion of objectives by grade 9 teachers (9/07); see comments below	Completed 6/07; implemented fall of 2007 as pilot program; program evaluation is ongoing (9/07); evaluation completed 6/08 and will be done yearly; see comments below for 6/6/08;

				(2/08)	Study Skills program implemented fall 2008 and ongoing.
2.a Academically ineligible students provided with grade reports by Assistant Principal that must be signed by parents and returned promptly with a plan for improvement. Discontinued in 2005 and replaced with #2.b which was discontinued 5/07 and replaced with #2.c	Assistant Principal and Director of Guidance (9/06)	Begin fall 2005 and ongoing (3/06) Begin fall 2006 and ongoing	Assistant Principal will meet with ineligible students to review plan for improvement Staff will meet with ineligible students who fail to return plans promptly and recidivists. (6/06)	Signed grade sheets returned to Assistant Principal with a parent and student plan for improvement	Discontinued in 2005 and replaced with #2.b which was discontinued 5/07 and replaced with #2.c
2.b Academically ineligible students must develop a plan for improvement for all classes where the grade is 64 or less. This plan must be agreed upon and signed by students, parents, and each failing class teacher. (9/06)	Student, parents, teachers and Director of Guidance discontinued 5/07	Begin first report card 2006-2007 school year and ongoing	Student plan template; include plan with Academic Ineligibility Reinstatement Form; add a column to the Reinstatement form for teacher signature verification that student has made a plan for improvement	Signed students plans; decrease in ineligible students	Discontinued 5/07
2.c Include a checkbox of remediation options on the Academic Reinstatement Form for ineligible students. The options would include: peer tutoring, study halls, review sections of "Study Smarts," student/teacher sessions, and parent/student/teacher conferences (5/07); see comments below (2/08); require 6 study halls during ineligibility period	Teachers will check the options on the Academic Reinstatement Form which had been utilized by the ineligible student during the term of ineligibility.	Begin fall of 2007; 6 required study halls to begin after term 1, fall of 2008	Checkbox of options included on Academic Reinstatement Form.	Students will utilize one or more of the options for remediation and will raise his/her grade to 65% or above in all courses in which the student is ineligible; positive evaluation of required study hall procedure	Completed 7/07; see comments below for 6/6/08; study hall requirement implemented fall of 2008 and ongoing
3. Establish mandatory study hall sessions for all academically ineligible	Director of Guidance and all staff members who will proctor the	Begin fall 2006 and ongoing	One or two sessions per week One session per week	Student and teacher evaluation of each session	Discontinued Fall 2006 and replaced by #2.c

students until eligible. Discontinued Fall 2006 and replaced by #2.c	sessions		staffed by a member from each department. (6/06)		
4. Utilize the NHS tutoring program to assist academically ineligible students. NHS moderator and Director of Guidance will form one peer- tutoring committee of students. (11/09)	NHS moderator and Director of Guidance	Begin fall 2006 and evaluate yearly	NHS students and meeting time schedule	Evaluation of the tutoring program by the students being tutored	Completed fall of 2006 and ongoing

SPO #1 d.1:

The Study Skills Program was implemented in the fall of 2007. Evaluation of the program will take place at the end of this school year (2007-2008) when grade 9 students are surveyed. The purpose of the survey will be to determine if students have used the Study Skills strategies during the year and if the strategies have been helpful. The grade 9 teacher committee will also meet to discuss the successes and failures of the program as well as if all program objectives have been completed. Results of the evaluation will be given to the faculty.

Update as of 6/6/08:

Grade 9 students were surveyed. The surveys were tabulated and analyzed by the Study Skills Committee Chair. The survey, the results, and the analysis were given to all faculty members as of 6/13/08.

SPO #1 d.2.c:

As a result of no Academic Reinstatement Forms being returned to the Director of Guidance or the Principal for this school year, the Action Plan committee decided to add the following to this activity:

1. All detention halls will, from this point on, be study halls.
2. Students who become academically ineligible after the first, second, or third term, will have three weeks (the time of academic ineligibility) to submit their Academic Reinstatement Form to the Director of Guidance or the Principal without additional penalty.
3. Students who do not return the Academic Reinstatement Form by the end of three weeks will serve study hall detention each week thereafter until the Form is submitted.

Update as of 6/6/08:

At its meeting of 6/6/08, SPO #1 Action Plan Team recommended the following changes to the academic ineligibility process:

1. Study halls for ineligible students should begin immediately after they become ineligible.
2. Ineligible students must serve six (6) study halls during the three-week ineligibility period.
3. Each ineligible student can decide how he/she wants to serve the six study halls. For example, an ineligible student can serve study halls on Tuesday, Wednesday, and Thursday of two weeks to satisfy the requirement or two study halls (any combination of Tuesday, Wednesday, or Thursday) for the three-week period to satisfy the requirement.
4. During the three-week period, the student must submit the Academic Reinstatement Form to the Director of Guidance.
5. No ineligible student can become eligible before the end of the three-week period nor until he/she has served the required six study halls and has submitted the Academic Reinstatement Form.

***SPO #1 d:** The method for calculating student ineligibility was changed during the 2007-2008 school year. Previously, the ineligibility list was generated at the end of each interim period and each marking period. This equated to seven times per year. Starting in 2007-2008, the list was generated only at the end of each of the first three marking periods. We believe the significant drop in overall student ineligibility can be attributed to this change in calculation. We believe a new baseline figure needs to be generated. Our new baseline figure will be determined by averaging the percentages from 2007-2008 and 2008-2009.