

# **Progress Report**

---

(Progress Report for the STANDARDS IMPLEMENTATION ACTION PLAN)  
[SID PROGRESS, TASK 7]

School Year: 2004-2005

School: W.R. Farrington High School

Date: June 2005

## **A. Describe the extent to which the SID Parameters were achieved.**

The Western Association of Schools and Colleges granted Farrington High School a six-year term of accreditation with a midterm review, expiring on June 30, 2011. All SID parameters were addressed as evidenced by the Visiting Committee Report which noted the laudable aspects of the school's continuing efforts to improve. Meeting AYP continues to be a challenge, but the school is making a concerted effort to improve academic achievement for all students and provide support to all students. Farrington is in Needs Improvement Year 1 status.

Forty-four percent of the sophomores taking the HSA in 2005 will have to meet proficiency in reading and 28% will have to meet proficiency in math for the school to begin to move out of status. To help students meet these benchmarks, the focus of the school is on improving curriculum, instruction, and assessment, so all students can meet proficiency and improve performance on the HSA. The school administered the Benchmark Tracker pre and post tests to all 9<sup>th</sup> and 10<sup>th</sup> grade students to monitor their progress toward meeting proficiency on the HSA. Data indicated that students need to work on constructed response items, so this year the faculty was trained on developing and assessing constructed response items across the curriculum. In addition, the math department targeted tipping point students and offered extra tutoring sessions for these students.

The data from the instructional needs report indicates that 73% cannot identify the main idea of a passage. In March, Angela Maiers trained the staff, including EAs and PTTs, on how to help students find the main idea. In April and May, teachers assigned main idea lessons and met to discuss student work in an effort to improve instruction and learning.

The principal, Catherine Payne, has been instrumental in creating a culture of learning and support. In order to meet the goals set in the action plan, she has supported teachers with substitutes or stipends for professional development to improve curriculum and instruction, and consequently, student achievement. Department chairpersons are part of the Administrative Council which meets monthly to discuss school-wide needs and make decisions on behalf of their departments and the school to improve student achievement. Farrington's School Community Council was established in the spring. Representatives from all role groups are currently being trained by complex staff.

## **B. Evaluate the implementation of the Standards Implementation Action Plan**

### **1. Describe the changes, adjustments, and/or modifications made to the Action Plan and reasons.**

This SIAP is a one year plan because of the anticipated transition to the Strategic Plan and Academic and Financial plan as directed by Act 51. The plan now incorporates the three goals of the Department of Education. After studying the recommendations from the accreditation team and the 2003 HSTW Technical Assistance visit, the staff gave input regarding the school's priorities, which became part of this one-year plan.

Standard-based instruction and assessment will continue to be a focus for all departments in preparation for standard-based reporting. FOL groups will work as professional learning communities looking at student work together to improve instruction and student achievement in preparation for standards based assessments. There will continue to be school-wide constructed response and main idea lessons to help students meet proficiency on the HSA.

There will be two new initiatives on campus next year that will help students meet the GLOs and HCPS. A team of teachers will be working with identified freshman farthest from proficiency. The team will utilize Assessment for Learning strategies and focus on mastery of the standards. Also, Farrington will be participating in the Foundation for Excellent Schools program sponsored by Bill and Melinda Gates. A hundred students from the current freshman class will be given mentors from the various colleges to guide them in setting goals for college in the future.

The FOL/SID process continues to remain a big part of the school culture, with enabling activities continually being added or revised to improve student performance and support services.

### **2. Describe the extent to which student achievement targets were met.**

A majority of the achievement targets in regards to NCLB were not met. However, in math 10% of the students met or exceeded proficiency. The schools' effort to meet participation rates met with varied levels of success. Participation goals of over 95% were met, but the number of students scoring in the below proficiency increased dramatically. In 2003, 8% of the students were in the well below category for reading as compared to 28% in 2004. In math, 18% of the students fell into the well below category, but in 2004 that percentage was up to 29%. In 2004, 24% of the students tested met proficiency in reading, down from 26% the year prior. The SPED and ESL populations are furthest from meeting proficiency. In 2004, only 1% of the ESL population met proficiency in math.

The current NCLB status is Year 1 Needs Improvement. The school is attempting to address this through the school-wide initiatives and professional development efforts listed above.

**3. Describe the extent to which other targets (cross-cutting issues) were met, if applicable.**

A growth need appears to be consistency of policies, especially with regards to security and attendance as noted by the accreditation team. A Security FOL group has been formed for next school year to look at the data and work on suggestions for improvement to enhance school climate and student achievement.