Team Action Report Form

SMART 2010-2011 Academic Year & Summer Team Report
(Copy this form into a word processing document, update it, and then submit it to Project SMART, marcia.burrell@oswego.edu)

Team Members:

Suzanne De Tore

<table>
<thead>
<tr>
<th>Team Name (For example, Delaware Elementary):</th>
<th>Write the number of Teacher participants for each period.</th>
<th>Academic Year #'s</th>
<th>Both Summer &amp; Year #'s</th>
<th>Summer Institute #'s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entergy</td>
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Team location and focus (For example, Delaware—ESL literacy): Entergy Henninger High School

Data collected and analyzed on teacher learning (For example, faculty surveys, and teacher reflective journals).

Data collected on teacher learning: I kept a reflective journal for the academic year. I wrote in the journal as I researched literacy methods, New York State Standards, National Science Education Standards and as I reviewed the Benchmark of Science Literacy: Project 2061. I also wrote in the journal as I consulted with a literacy coach in Syracuse City District.
Data collected and analyzed on student learning (For example, annual literacy assessments/NYS report card disaggregated data for 4th grade ELA, analysis of rubric scores on students writing samples each quarter for students in versus not in the program).

Student data collected: Data was collected on student reading levels as assigned through the Syracuse City School District. A pre test and post test was administered for the unit assessing student knowledge of epidemiology and immunology. The final data will be collected through the students Living Environment Regents.

Data collected: Class Statistics
Regents Living Environment
Grades 9 & 10
Student ages: 14 – 17
Gender: 11 Males & 7 Females
Reading Levels: 3rd Grade -13 (college Freshman)
Pretest score range: 20% – 67% (average grade 46.33%)
Post test score range 62% - 100% (average grade 80.61%)
Showing an average score increase in 34.28% in class average
There was no correlation found with score increase and: age, gender, grade level or reading level.
This class also has 1 student who has accommodations for learning disabled reading.
The pre test scores were in direct correlation to the students’ science grades.

The final data will be collected through the students Living Environment Regents (data available beginning June 28th, 2011)
### Action Plan for 2010-2011—Everyone

<table>
<thead>
<tr>
<th>Action</th>
<th>Rationale</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evaluation</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe a leadership project (ACTION) you plan to undertake. What action(s) did you take?</td>
<td>Describe the Rationale for the project. Why did you do it and how did you decide this was the best alternative?</td>
<td>Who is responsible for each action/Component?</td>
<td>During what months will you complete each action?</td>
<td>How will you know if the action has made a difference? What data will you collect? How will you gain feedback about your leadership of the initiative?</td>
<td>What resources will you need for this action? What costs, if any will be incurred? What are possible sources of funding for these resources?</td>
</tr>
</tbody>
</table>

* I plan to assess the use of science literacy in the epidemiology and immunology unit of a Regents level Living Environment class.

* I believe that through literacy the students will obtain and retain a competency in the unit. Through experiencing the vocabulary in the form of a book the students will retain the information longer as well as improve their reading ability.

* I will be responsible for the research, construction of pre and post tests. I will also be responsible for data collection and correlation.

* Oct – Feb
  - Review New York State, National Science education standards and Benchmark of Science Literacy: Project 2061
  - Collect and evaluate student reading levels, evaluate reading material.
  - Collaborate with district Literacy coach.
  - Order materials.

* March – April
  - Construct pre and post tests, construct word wall.

* May – June
  - Teach unit and collect data.

* Data will be collected from the pre/post tests as well as the New York state Regents Living Environment. The students will also complete a survey upon completion of the Regents exam.