

# HOLYOKE PUBLIC SCHOOLS

DAVID L. DUPONT, SUPERINTENDENT



## SCHOOL IMPROVEMENT PLAN FOR

**School:** Holyoke High School  
**Address:** 500 Beech St. Holyoke, MA 10040  
**Principal:** Ms. Diane Bauer, Interim Principal

**For the 2008 – 2012 school year**

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# Leadership Team 2010-2012

The following constitutes the membership of the Holyoke High School Leadership Team. Collectively we reviewed data regarding our students, staff, community and school. We also analyzed the school's strengths and weaknesses. We then developed an action plan that we believe will help meet our needs as well as our expectations.

## School Leadership Team Membership:

Diane Bauer	<b>Principal</b>	Nicole Horton	<b>Guidance Department</b>
Carrie Auffrey	<b>Assistant Principal</b>	Donald Bergeron	<b>Phys. Ed. Department Chair</b>
Lorenda Carmen	<b>Science Department Chair</b>	Elizabeth Dejesus	<b>World Language Department Chair</b>
Mary Grumoli	<b>Social Studies Department Chair</b>	Kathryn Hebert	<b>English Department Chair</b>
April Duguay	<b>Curriculum Coordinator</b>	Mary Anne Dunn	<b>Math Department Chair</b>
Helen Donahoe	<b>Science Department</b>	Kimberly Perry	<b>Guidance Department Chair</b>
John Roth	<b>English Language Learners Chair</b>	Elizabeth Syrek-Lacey	<b>Computer Department Chair</b>
Mark Todd	<b>Music Department Chair</b>	Lori Vaillancourt	<b>English Department</b>
Geraldine Zuber	<b>Special Education Team Leader</b>	Aaron Paterson	<b>Athletic Director</b>

# School Improvement Council 2010-2012

**School Name:** Holyoke High School  
**School Code:** 0137 0505  
**Address:** 500 Beech Street  
Holyoke, Massachusetts 01040

**Phone:** (413)-534-2020  
**Fax:** (413)-534-2098  
**E-mail:** dbauer@hps.holyoke.ma.us

## **A. School Improvement Council Membership:**

<i>Title</i>	<b>Print Name</b>	<b>Signature</b>
<b>Team Co-Chair:</b>		_____
<b>Principal Co-Chair:</b>	Diane Bauer _____	_____
<b>Faculty Member(s):</b>	April Duguay _____	_____
	Kimberly Perry _____	_____
	Mark Todd _____	_____
<b>Parent Member(s):</b>		
Maria Luisa Arroyo _____	Carol Krasin _____	
Jessica Dennis _____	Cindy Schreffler _____	
Robin Elkins _____	Cindy Theriault _____	
Debra Girard _____	Ann Ryan _____	
Kristina Kirton _____	Gloria Urbina _____	
<b>Community Member:</b>	Rafaela Soto _____	
<b>Students:</b>	Keishabell Ibarra _____	

*\*Indicates that the person has reviewed this document. Comments may be attached to this Plan.*

# School Demographic and Achievement Data

Enrollment

	2006	2007	2008	2009	2010
Total	1256	1241	1211	1252	<b>1278</b>
<b>African American</b>	4.5%	4.4%	4.0%	4.8%	<b>4.1%</b>
<b>Asian</b>	0.8%	0.9%	1.1%	1.1%	<b>.9%</b>
<b>Hispanic</b>	57.6%	57.2%	60.5%	62.0%	<b>65.3%</b>
<b>White</b>	37.0%	37.6%	35.3%	32.1%	<b>29.7%</b>
<b>Low Income</b>	57.7%	54.0%	60.4%	58.5%	<b>51.7%</b>
<b>LEP</b>	10.0%	9.3%	6.9%	8.1%	<b>8.0%</b>
<b>SPED</b>	11.4%	10.5%	10.6%	11.9%	<b>12.4%</b>
<b>Dropout Rate</b>	10.1%	8.8%	8.4%	7.4%	
		<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>4 Year Graduation Rate</b>		57.3%	59.5%	64.0%	<b>62.4%</b>
<b>Retention Rate</b>	12.3%	11.0%	8.6%	11.2%	

Staff

	08-09	09-10	11	10-11	14
<b>English</b>	11				
<b>Math</b>	14				<b>12</b>
<b>Science</b>	11				<b>10</b>
<b>Social Studies</b>	10				<b>10</b>
<b>World Language</b>	9				<b>9</b>
<b>Computer Science</b>	7				<b>6</b>
<b>Phys. Ed Health</b>	7				<b>7</b>
<b>Music</b>	2				<b>2</b>
<b>Art</b>	2				<b>2</b>
<b>Sped</b>	8				<b>12</b>
<b>ELL</b>	7				<b>7</b>
<b>Reading</b>	1				<b>0</b>
<b>Academic Coordinator</b>	1				<b>0</b>
<b>Guidance</b>	6				<b>5</b>
<b>Vice Principals</b>	3				<b>3</b>

ELA MCAS

Level	2007	2008	2009	2010
<b>Advanced</b>	6%	6%	12%	<b>12%</b>
<b>Proficient</b>	51%	52%	57%	<b>54%</b>
<b>Needs Improvement</b>	35%	35%	23%	<b>27%</b>
<b>Failing</b>	8%	7%	7%	<b>6%</b>

Math MCAS

Level	2007	2008	2009	2010
<b>Advanced</b>	24%	19%	23%	<b>40%</b>
<b>Proficient</b>	26%	27%	29%	<b>26%</b>
<b>Needs Improvement</b>	29%	35%	27%	<b>20%</b>
<b>Failing</b>	20%	18%	21%	<b>14%</b>

Holyoke High School

<b>Goals for 10/11 and 11/12 in these areas</b>		
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	Actual	Actual	Actual	Target	Target	Actual	Actual	Actual	Target	Target	Actual	Actual	Target
<b>Benchmark for Improvement on:</b>	<b>ELA 2008</b>	<b>ELA 2009</b>	<b>ELA 2010</b>	<b>ELA 2011</b>	<b>ELA 2012</b>	<b>Math 2008</b>	<b>Math 2009</b>	<b>Math 2010</b>	<b>Math 2011</b>	<b>Math 2012</b>	<b>Science 2009</b>	<b>Science 2010</b>	<b>Science 2011</b>
MCAS Grade 10	93% Pass	92% Pass	93% Pass	97% Pass	98% Pass	92% Pass	79% Pass	86% pass	90% Pass	93% Pass	83% Pass	87% Pass	91% Pass
MAP Grade 9	RIT 217.4	RIT 222.6	RIT 227.6	RIT 234.6	RIT 237.6	RIT 227.5		N/A					
MAP Grade 10	RIT 221.6	RIT 223.9	RIT 229.6	RIT 237.2	RIT 240.2	RIT 228.9		N/A					

MCAS ELA	CPI			MCAS Mathematics	CPI	
Student Group	Improvement			Student Group	Improvement	
	2008 Actual	2009 Actual	2010 Actual		2008 Actual	
Aggregate	84.3	87.4	87.7	Aggregate	73.3	
LEP	60.9	62.5	62.1	LEP	46.2	
SPED	73.8	62.5	67.1	SPED	50	
Low Income	78.8	80.8	83.2	Low Income	67.1	
Hispanic	79	81.5	82.7	Hispanic	65.8	
White	91.5	96.9	95.5	White	84.4	

MCAS Science	CPI		
Student Group	Improvement		
	2008 Actual	2009 Actual	2010 Actual
Aggregate	79.8		
LEP	44.0		
SPED	58.6		
Low Income	85.3		
Hispanic	58.7		
White	84.8	90	89.9

**Descriptive information:**

School:	<b>Holyoke High School</b>
District:	<b>Holyoke</b>
Student Group:	<b>All</b>
Grade(s):	<b>10</b>
Content Area:	<b>English language arts</b>

The goal is to increase the number of students scoring in the Proficient, Advanced, High Needs Improvement and Low Needs Improvement Level, and to decrease the number of students scoring in the Failing Level in order to reach the Improvement Target for each year.

**Estimated number of students in group to be assessed in future years:**

Spring 2008	269	Spring 2012	
Spring 2009	232	Spring 2013	
Spring 2010		Spring 2014	
Spring 2011			

**First enter distribution, by MCAS performance level, of students tested in 2007. Then enter predicted distributions of students' performance in later years and compare with targets.**

MCAS Performance Level	Scaled Score Range	MCAS-Alt Performance Level	Points Per Student	Actual 2007	Actual 2008	Actual 2009	Actual 2010	Projected 2011	Projected 2012	Projected 2013	Projected 2014
Proficient or Advanced	240-280	Progressing	100	148	158	165	0	0	0	0	0
Needs Improvement High	230-238	Emerging	75	54	69	29	0	0	0	0	0
Needs Improvement Low	220-228	Awareness	50	34	36	27	0	0	0	0	0
Warning / Failing High	210-218	Portfolio Incomplete	25	12	16	10	0	0	0	0	0
Warning / Failing Low	200-208	Portfolio not Submitted	0	3	0	1	0	0	0	0	0
		<b>Total students:</b>		251	269	232	0	0	0	0	0
<b>Is your count off? Add this # of students to your distribution (subtract if negative):</b>					0	0	0	0	0	0	0
		<b>Baseline CPI:</b>		<b>72.0</b>							
		<b>Improvement Target:</b>			<b><u>76.0</u></b>	<b><u>80.0</u></b>	<b><u>84.0</u></b>	<b><u>88.0</u></b>	<b><u>92.0</u></b>	<b><u>96.0</u></b>	<b><u>100.0</u></b>
		<b>Your Projected Target:</b>			<b>86.2</b>	<b>87.4</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

# Holyoke High School

NCLB Performance Goals, 2007-2014

<b>District:</b>	Holyoke
<b>Student Group:</b>	All
<b>Grade(s):</b>	10
<b>Content Area:</b>	English language arts

## Notes\*

\*200 characters max

## 2007 AYP Materials

<http://www.doe.mass.edu/sda/ayp/2007/>

## Massachusetts NCLB Web Site

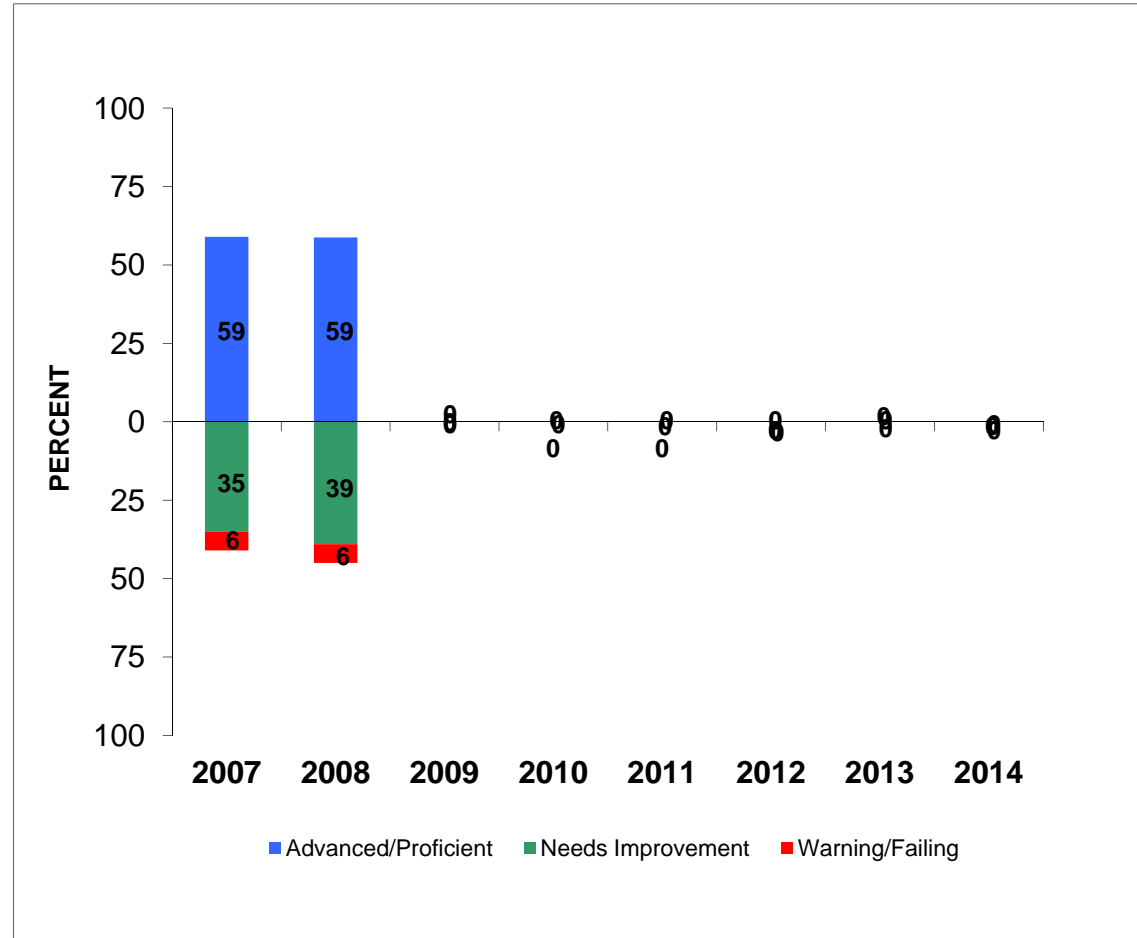
<http://www.doe.mass.edu/nclb/>

## School and District Accountability Information

<http://www.doe.mass.edu/sda/>

## School and District Intervention (Planning Tools)

<http://www.doe.mass.edu/sdi/>



MCAS / MCAS-Alt Performance Level	Baseline	Projected						
	2007	2008	2009	2010	2011	2012	2013	2014
Proficient, Advanced or Progressing	58% (148)	58% (158)	71% (165)	0%	0%	0%	0%	0%
Needs Improvement High or Emerging	21% (54)	25% (69)	12% (29)	0%	0%	0%	0%	0%
Needs Improvement Low or Awareness	13% (34)	13% (36)	11% (27)	0%	0%	0%	0%	0%
Warning / Failing High or Portfolio Incomplete	4% (12)	5% (16)	4% (10)	0%	0%	0%	0%	0%





# Holyoke High School

NCLB Performance Goals, 2007-2014

**District:** Holyoke  
**Student Group:** All  
**Grade(s):** 10  
**Content Area:** Mathematics

**Notes\***



\*200 characters max

**2007 AYP Materials**

<http://www.doe.mass.edu/sda/ayp/2007/>

**Massachusetts NCLB Web Site**

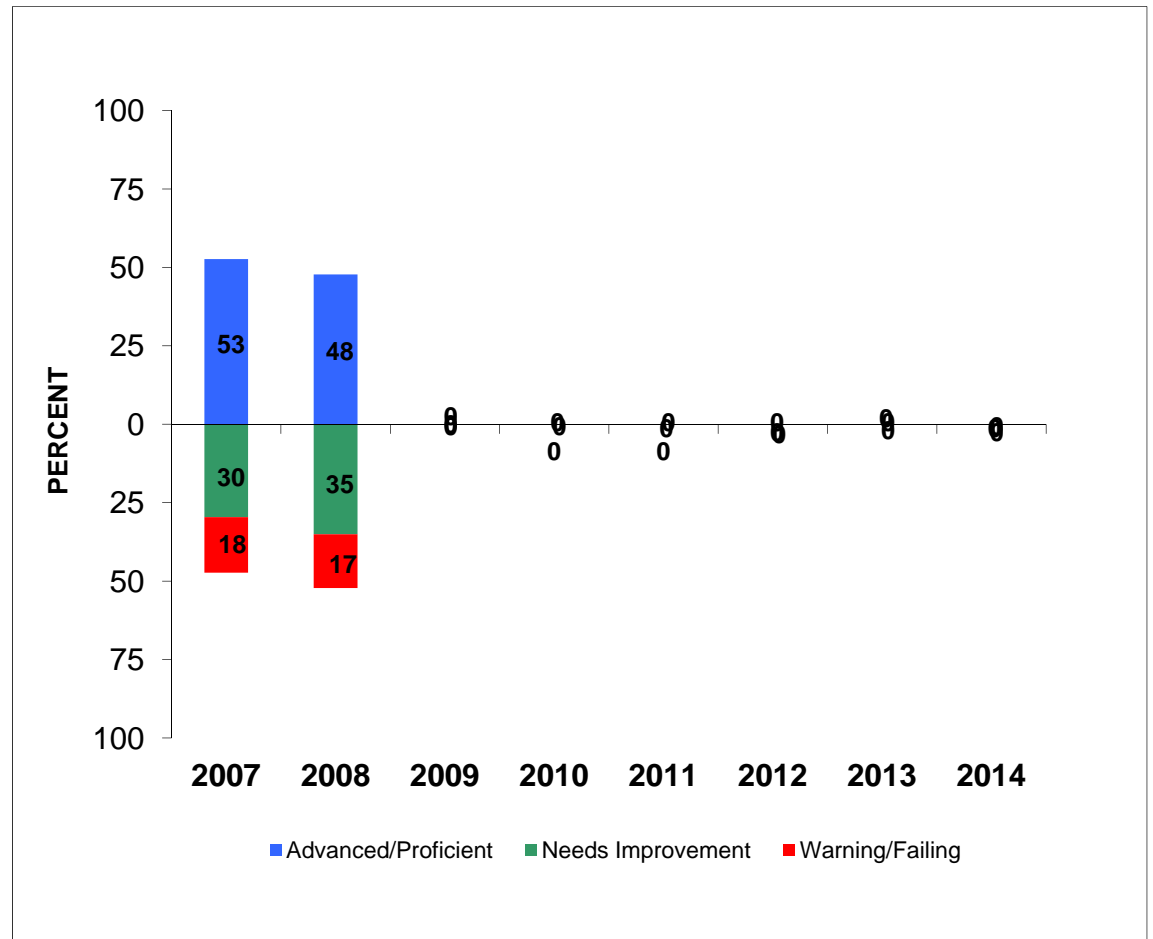
<http://www.doe.mass.edu/nclb/>

**School and District Accountability Information**

<http://www.doe.mass.edu/sda/>

**School and District Intervention (Planning Tools)**

<http://www.doe.mass.edu/sdi/>



MCAS / MCAS-Alt Performance Level	Baseline							
	2007	2008	2009	2010	2011	2012	2013	2014
Proficient, Advanced or Progressing	52% (128)	47% (128)	54% (128)	0%	0%	0%	0%	0%
Needs Improvement High or Emerging	11% (28)	15% (42)	12% (29)	0%	0%	0%	0%	0%
Needs Improvement Low or Awareness	18% (44)	19% (52)	15% (37)	0%	0%	0%	0%	0%
Warning / Failing High or Portfolio Incomplete	17% (42)	16% (44)	15% (37)	0%	0%	0%	0%	0%
Warning / Failing Low or Portfolio Not Submitted	0% (1)	0% (2)	2% (6)	0%	0%	0%	0%	0%

## Summary

**English Language Arts:** The Proficient category remained the same. There was a 3% decrease in the Advanced category. A decrease of 6% was shown in the failing category. Please refer to school achievement data on previous page.

**Mathematics:** An increase of 6% was shown in the Proficient and Advanced categories. We are above target in our improvement rating in math. Please refer to school achievement data on previous page.

**Extended Day School:** A greater number of academic content teachers were added to the after school programs. These programs include the Athletic Tutoring Program, Credit Recovery tutoring, MCAS support, and additional math and science tutoring which are offered to students before and after school hours. All of these support opportunities are offered in addition to the Teacher Office Hours which are available at least one day a week for all classes.

**Community/Parent Involvement:** The Holyoke High School works closely with a group of educational partners and providers to enable all students to maximize their educational potential. These groups provide opportunities for students, parents, and school personnel to attend presentations and to participate in their educational and career programs. These programs include, but are not limited to, Gear UP, Holyoke Community College, UMass, Westfield State College, the Massachusetts Educational Finance Authority, and the Upward Bound Programs of HCC and Northfield Mt. Herman.

Each year Holyoke High School hosts 3 college seminars in cooperation with the *Massachusetts Educational Finance Authority* for students and their parents. *Financial Aid Night* is usually in November or December and its focus is to provide seniors and their parents with the necessary facts about financing a college education and about the aid that is available to them.

*Early College Seminar* is held for students in grades 7-10 and their parents in early spring. The focus is on how to begin planning and thinking about college during the high school years. Topics include suggested academic courses to take, the role of the various standardized tests in the admissions process, becoming involved in extra-curricular activities, how to begin exploring colleges of interest, and some popular myths about college financing. Students and parents from the Holyoke Middle Schools are invited and this is one of the initial steps in easing the 8<sup>th</sup> grader's transition to the high school.

The College Admissions Seminar is held for Juniors and their parents in the Spring. The focus of the seminar is to assist the future college applicant to prepare for the college search and competitive admissions process. Topics include current trends in admissions, factors that impact the admissions decision, the campus visit, the admissions interview, the essay, and preliminary steps in the college financing process. This seminar provides the needed outreach to parents who understandably often find the college application process to be very confusing and daunting.

Holyoke High School helps to organize and participates in evening college seminars with Holyoke Community College.

September- “Applying to College 101”

October- “Start Near, Go Far”

November- “Where Do I Turn For Help?”

January- “Introducing the FAFSA”

February- “What’s Next After My Pin Number”

March- “Electronically Submit Your FAFSA Today!”

### **Challenges**

- ✓ Meeting or exceeding the state performance target in all subgroups. Meeting the graduation rate target for the aggregate and low income groups. Continuing progress with the dropout rate. Preparing freshmen students for success in high school to decrease the ninth grade retention rat

### **Plans**

- ✓ Special education students will be included in all academic content area classes.
- ✓ Implementation of a mentoring program for freshmen students.
- ✓ Continued outreach to and improved coordination of K-8 to High School transition program.
- ✓ Improved career awareness by developing educational and career pathways through a developmental guidance based program.

### **Goals**

- ✓ A significant number of special education, LEP, ELL, and Low Income Students will score in the Proficient category on the MCAS in English Language Arts, Mathematics, and Science.
- ✓ The Graduation rate will improve each year. The dropout rate will decline each year

# Action Plan

## Content Area: English Language Arts

**Goal 1: To increase the percentage of students who score proficient or advanced (240 – 280) on the MCAS by 4% each year.**

<b>What (Objective)</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>Artifacts</b>	<b>Timeline</b>
Students' knowledge of ELA will be reinforced with continual practice.	Analyze student work	Teacher Student	Collection of Student work MAP Scores Classroom tests	Ongoing 2009-2012
Emphasize ORQ's and the use of rubrics.	Analyze ORQ's on a continual basis Department or school approved rubrics	Teacher	MCAS Results Collection of Student work	

**Goal 2: To increase the percentage of students who score High Needs Improvement (230-238) on the MCAS by 3% each year.**

<b>What (Objective)</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>Artifacts</b>	<b>Timeline</b>
Students' knowledge of ELA will be reinforced with continual practice.	Analyze student work	Teacher Student	Collection of student work MCAS scores Classroom tests EPP scores	Ongoing 2009-2012
Inclusion of special education students in content area.	Team teaching with Special Education teacher and content teacher.	Guidance Principal	Teacher schedules	Implemented in math, English and science beginning the 2010-2011 school year
Teachers will incorporate OQR's into their instruction	Analyze ORQ's on a continual basis	Teacher Student	Collection of student work	

**Goal 3: To increase the percentage of students who score Low Needs Improvement (220-228) on the MCAS by 2% each year.**

<b>What (Objective)</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>Artifacts</b>	<b>Timeline</b>
Inclusion of special education students in content area.	Team teaching with Special Education teacher and content teacher. Student weaknesses will be addressed in the classroom. MCAS based tutoring	Guidance Principal	Collection of student work MCAS scores Classroom tests	Ongoing 2009-2012
Teachers will emphasize the use of ORQ's and rubrics	Analyze ORQ's on a continual basis	Teacher Student Department Chair	Collection of student work MCAS scores Classroom tests	Ongoing 2009-2012
Teachers will use a variety of meaningful activities that integrate content instruction with language instruction.	Provide opportunities (role playing, letter writing, models, etc.) that incorporate and utilize computers with grammar and spell check	Teacher Student Department Chair Leadership Team	Lesson plans Collection of student work	Ongoing 2009-2012

**Goal 4: To decrease the percentage of students who score Failing (200-218) on the MCAS from 6% - 0%.**

<b>What (Objective)</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>Artifacts</b>	<b>Timeline</b>
Inclusion of special education students in content area.	Team teaching with Special Education teacher and content teacher. Student weaknesses will be addressed in the classroom. MCAS based tutoring	Guidance Principal	Teacher/student schedules Collection of student work MCAS scores Classroom tests	Ongoing 2009-2012
Teachers will emphasize the use of ORQ's and rubrics	Analyze ORQ's on a continual basis	Special Education teacher and content teacher	Collection of student work/tests MCAS scores	Ongoing 2009-2012

# Action Plan

## Content Area: Mathematics

**Goal 1: To increase the percentage of students who score proficient or advanced (240 – 280) on the MCAS by 6% each year.**

<b>What (Objective)</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>Artifacts</b>	<b>Timeline</b>
Students will improve in problem solving ability and reasoning skills	Continual practice with math reasoning and problem solving skills.	Department Head Teacher	Results of open response questions MCAS results. Collection of Student work Classroom tests Department midterm and final exams	Ongoing 2009-2012
Emphasize open response, short answer, and measurement questions.	Provide full coverage of the learning standards with an emphasis on open response questions and the measurement strand. Teachers will model the test format.	Department Head Teacher	Results of open response questions MCAS results. Collection of Student work Classroom tests Department midterm and final exams	Ongoing 2009-2012

**Goal 2: To increase the percentage of students who score High Needs Improvement (230-238) on the MCAS by 4% each year.**

<b>What (Objective)</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>Artifacts</b>	<b>Timeline</b>
Emphasize open response, short answer, and measurement questions.	Provide full coverage of the learning standards with an emphasis on open response questions and the measurement strand. Teachers will model the test format.	Special Education teacher and content teacher	Results of open response questions. MCAS results. Collection of Student work. Classroom tests. Department midterm and final exams.	Ongoing 2009-2012
Students will learn and use vocabulary for better understanding of mathematical concepts, reasoning, and communication.	New vocabulary will be introduced prior to each lesson and reinforced throughout the year.	Special Education teacher and content teacher	Results of open response questions MCAS results Collection of Student work Classroom tests	Ongoing 2009-2012
Inclusion of special education students in content area	Team teaching with Special Education teacher and content teacher	Guidance Principal	Teacher/student schedules Results of open response questions MCAS results Collection of Student work Classroom tests	Ongoing 2009-2012

**Goal 3: To decrease the percentage of students who score Low Needs Improvement (220-228) on the MCAS by 3% each year.**

<b>What (Objective)</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>Artifacts</b>	<b>Timeline</b>
Improve scope and sequence of curriculum	Vertical teaming with high and K-8 teachers	Math Department Head and K-8 Teachers	Curriculum maps of all math courses	Completion June of 2011
Improve students' basic skills	Teachers will incorporate ongoing basic skill review into their daily lessons.	Special Education teacher and content teacher	Lesson plans MCAS results Collection of Student work Classroom tests Department midterm and final exams	Ongoing 2009-2012
Emphasize open response and measurement questions	Provide full coverage of the learning standards with an emphasis on open response questions and the measurement strand. Teachers will model the test format.	Special Education teacher and content teacher	Lesson plans Collection of open response questions MCAS results Collection of student work/test Department midterm and final exams	Ongoing 2009-2012
Students will learn and use vocabulary for better understanding of mathematical concepts, reasoning, and communication.	New vocabulary will be introduced prior to each lesson and reinforced throughout the year.	ELL teacher Math Teacher Department Head	Lesson plans Student work	Ongoing 2009-2012
Inclusion of special education students in content area	Team teaching with Special Education teacher and content teacher	Guidance Principal	Teacher schedules Student schedules	Ongoing 2009-2012

**Goal 4: To decrease the percentage of students who score Failing (200-218) on the MCAS by 3% each year**

<b>What (Objective)</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>Artifacts</b>	<b>Timeline</b>
Ensure that all students are receiving Algebra 1 instruction to their level and needs.	Add an Algebra 1 class that will be two year in duration. Analyze grade 8 MAP/MCAS scores.	Special Education teacher and content teacher	Results of open response questions. MCAS results Collection of Student work. Classroom tests	Ongoing 2009-2012
Offer review and MCAS remediation courses	Students will take a one semester MCAS Prep class. MCAS based tutoring	Teacher Guidance Principal	Department midterm and final exams	Ongoing 2009-2012
Inclusion of special education students in content area	Team teaching with Special Education teacher and content teacher.	Guidance Principal	Teacher schedules Student Schedules	Ongoing 2009-2012
Students test taking abilities will improve.	Teachers will model effective open response strategies for students.	Special Education teacher and content teacher	Results of open response questions. MCAS results Collection of Student work. Classroom tests	
Fine tune the sequence of courses.	A curriculum Map will be developed for each course by month, to prevent gaps for transfer students.	Teachers Math Department Head	Curriculum Map	Ongoing 2009-2012

# Action Plan

## Content Area: Science

**Goal 1: To increase the percentage of students who score proficient or advanced (240 – 280) on the MCAS by 8% each year.**

<b>What (Objective)</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>Artifacts</b>	<b>Timeline</b>
Students will improve science reasoning skills and problem solving ability.	Practice with reasoning and problem solving tactics on labs and activities. Analyze student work	Science teachers Inclusion teachers Science Department Head	Collection of Student work Midterm and Final exams scores	Ongoing 2009-2012
Emphasize Open Response questions.	Teachers will incorporate Open Response questions into daily instruction throughout the year. Open Response questions will continue to be given on every exam, utilizing a departmentalized standardized rubric.	Science teachers Inclusion teachers Science Department Head	Collection of Student work Midterm and Final exams scores	Ongoing 2009-2012
2008 MCAS data show weaknesses on Evolution and Ecology strands.	Emphasize Evolution and Ecology strands. Review MCAS results yearly to identify strengths and weaknesses.	Science teachers Inclusion teachers Science Department Head	MCAS results	Ongoing 2009-2012

**Goal 2: To increase the percentage of students who score Needs Improvement (220-238) on the MCAS by 6% each year.**

<b>What (Objective)</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>Artifacts</b>	<b>Timeline</b>
Inclusion of Special needs students in content area classrooms.	Content and inclusion teacher team teaching in Biology and Chemistry Analyze student work	Guidance Principal	Student schedules Teacher schedules	Ongoing 2009-2012
Students will use and learn vocabulary for better understanding of science concepts, reasoning and communication.	Introduce new vocabulary at the beginning of each chapter and breakdown words into word prefixes, suffixes and word roots.	Science teachers Inclusion teachers Science Department Head	Collection of Student work Unit test scores. Midterm and Final exam scores.	Ongoing 2009-2012
2008 MCAS data show weaknesses on Evolution and Ecology strands.	Review MCAS results yearly to identify strengths and weaknesses.	Science teachers Inclusion teachers Science Department Head	Collection of Student work Unit test scores. Midterm and Final exam scores.	Ongoing 2009-2012
Students will improve their skills in answering open response questions.	Continue practice with Open Response questions within the classroom and on exams. Analyze student work	Science teachers Inclusion teachers Science Department Head	Collection of Student work Unit test scores. Midterm and Final exam scores.	Ongoing 2009-2012

**Goal 3: To decrease the percentage of students who score Failing (200-218) on the MCAS by 3% each year.**

<b>What (Objective)</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>Artifacts</b>	<b>Timeline</b>
Inclusion in content area.	Content and Inclusion teacher team teaching.	Guidance Principal	Student schedules Teacher schedules	Ongoing 2009-2012
Students will improve readiness to answer Open Response questions.	MCAS Science tutoring Continue to practice Open Response questions	Science teachers Inclusion teachers Science Department Head	Collection of Student work Unit test scores Midterms and final exam scores	Ongoing 2009-2012
Students will improve their fluency in content vocabulary.	Introduce new vocabulary at the beginning of each chapter and breakdown words into word prefixes, suffixes, and word roots.	Science teachers Inclusion teachers Science Department Head	Collection of Student work Unit test scores Midterms and final exam scores	Ongoing 2009-2012
Teachers will use a variety of meaningful activities that integrate content instruction with language instruction to increase scores for ELL students.	Provide opportunities for ELL students to use simulations, models, and experiments etc. that incorporate the use of content and language. Bilingual science content tutoring	Science teachers Inclusion teachers Science Department Head Bilingual science teacher	Collection of Student work Unit test scores Midterms and final exam scores	Ongoing 2009-2012

# Action Plan

## Area: Graduation

### Goal 1: To increase the 4 year graduation rate to 69% for the class of 2010.

<b>What (Objective)</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>Artifacts</b>	<b>Timeline</b>
Better inform stakeholders of high school graduation expectations.	Present the high school graduation expectations and requirements to parents, teachers, and students in the K-8 schools.	Guidance Department	Presentations Grade 9 survey	June 2009 – June 2011
Have one individual responsible to collect data on all students who do not graduate.	Assign individual.	Dropout Prevention Person Principal	Assigned data collector	
Develop a study group to investigate reasons students drop out.	Recruit members.	Department Heads Leadership Team Principal	Dropout data	
Identify and strengthen policies that increase chances of students completing and amend policies that may interfere with graduation	Collect and analyze data.	Study group	Recommendations	
Develop cost effective and educationally sound ways for students to recover credits.	Research methods used in other districts.	Guidance Leadership Team Principal	Credit recovery recommendations	
Consider articulating credit for advanced courses in Grade 8 to High School.	Review and revise course of study.	Guidance Leadership Team Principal	Recommendations	

# Action Plan

## Area: Community/Parent Involvement

**Goal 1: To increase the number of parents attending programs and events that promotes achievement, the awareness of the educational processes, and post secondary opportunities.**

<b>What (Objective)</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>Artifacts</b>	<b>Timeline</b>
K- 8 School parents will become more knowledgeable of the depth and breadth of the high school programs	Grade 8 parent orientations at each K-8 school	Guidance Department	Presentations Number of parents attending	April – May 2009 - 2012
Grades 7-12 parents will become more knowledgeable of the post secondary opportunities available.	Early College Awareness Program College Night for Juniors Senior Parent Planning Night Financial Aid Night	Guidance Department	Presentation Number of parents attending Satisfaction Survey Increase in College Applications	April – May 2011 & 2012  February – 2011 & 2012 September 2011 & 2012 November 2011 & 2012

**Goal 2: To increase and improve communication with parents.**

<b>What (Objective)</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>Artifacts</b>	<b>Timeline</b>
Improve electronic communication with parents	Promote and improve school web site	Guidance Department Technology Consultant Director of Technology	Counter to measure use	Ongoing
Improve parent teacher communication	Train staff on Grade Quick and EdLine Train parents in the use of EdLine.	Principal Teachers/staff Department Heads Director of Technology Data Coordinator	Number of parents and staff participating.	June 2011

**Goal 3: To further develop and improve partnerships with area colleges, employers, and community agencies.**

What (Objective)	Action	Who is Responsible	Artifacts	Timeline
Expand the opportunities for high school students to participate while still enrolled in high school.	<p>Improve and expand dual enrollment program. Allow students to audit career specific courses.</p> <p>Develop after school professional internships with area employers and community agencies.</p>	Guidance Department Heads Principal	<p>Number of credit and non credit courses taken by students</p> <p>Number of students participating</p>	<p>September 2010 – June 2011</p> <p>December 2010 – December 2011</p>