

**Dean Technical High School
School Improvement Plan
Timeline and Process Checklist**

January 2012 UPDATE

SIP January Report - updates

**Dean Technical High School
School Improvement Plan
Timeline and Process Checklist**

Overall Timeline	Action	Who is Responsible	By When	Complete?
August 2011 Plan	Introduce DIP/SIP topics to principals <ul style="list-style-type: none"> • Alignment between DIP & SIP • SIP development process • Principles of SIP development 	Plan Ctte.	August 3	<input type="checkbox"/>
	Share model SIPs for guidance	Plan Ctte.	Early-August	<input type="checkbox"/>
	Review and analyze key school data	Principals	Mid-August	<input type="checkbox"/>
	Action plan and set school targets	Principals	Mid-August	<input type="checkbox"/>
	Provide core-message to use for communication	Plan Ctte.	August 22	<input type="checkbox"/>
	Complete DRAFT SIP: <ul style="list-style-type: none"> • Introduce to school staff • Submit to Assistant Superintendent 	Principals	August 29	<input type="checkbox"/>
September 2011 Implement	Provide feedback on DRAFT SIPs to Principals	Plan Ctte.	September 6	<input type="checkbox"/>
	Provide support to Principals on feedback	Plan Ctte.	Mid-Sept	<input type="checkbox"/>
	Submit FINAL SIP to Assistant Superintendent	Principals	September 16	<input type="checkbox"/>
	Review and approve SIPs	School Ctte.	October 3	<input type="checkbox"/>
	Provide core-message to use for communication	Plan Ctte.	Early Oct	<input type="checkbox"/>
	Share SIP with parents and other stakeholders	Principals	Early Oct	<input type="checkbox"/>
	Share forum and timeline for monitoring progress	Plan Ctte.	Early Oct	<input type="checkbox"/>
Sept – June 2012 Monitor Progress	School Instructional Leadership teams meet regularly (TBD) to monitor progress on plan, analyze performance data, and action plan for future improvement <ul style="list-style-type: none"> • School and district generate data for ongoing monitoring • SILT meeting topics focus on: <ul style="list-style-type: none"> <input type="checkbox"/> Generating concrete intervention and improvement strategies <input type="checkbox"/> Sharing what is working via measurable increases in student learning <input type="checkbox"/> Analyzing performance data <input type="checkbox"/> Updating quarterly data to display and share progress towards goals 	Principals with District ILT support	School year	<input type="checkbox"/>
	Share progress towards goals with key stakeholders	Principals	School year	<input type="checkbox"/>

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**Dean Technical High School
School Improvement Plan
School Year 2011-2012**

***Created by: Dean Acting Principal, School Instructional Leadership Team,
Collaborative for Educational Services (EMO) staff***

Overview of District and School Improvement Planning

District Improvement Planning: The District Accelerated Improvement Plan was created in Summer 2011 to provide a focused plan for action in the Holyoke Public Schools. The plan focuses on improvements that can move the needle to help students this school year.

The plan includes three strategic objectives and 8 initiatives:

1. Instructional Quality
 - a. District Instructional Leadership Team (DILT)
 - b. School Instructional Leadership Team (SILT)
 - c. Teachers
2. Data and inquiry
 - a. District uses data and inquiry to inform instruction and evaluate programs
 - b. School uses data and inquiry to inform instruction and evaluate programs
 - c. Teachers use data and inquiry to inform instruction
3. Focus on literacy
 - a. Develop and implement an aligned standards-based curriculum
 - b. Use common formative assessments to inform instruction
 - c. Provide tiered intervention system to target student needs, particularly ELL and Special Education students

School Improvement Planning: Dean's School Instructional Leadership Team SILT includes leadership representation from the key constituencies in the school: Acting Principal and Vice-Principals; Acting Vocational Director; ELL instructional coach; five department heads (from two vocational areas, Humanities, Math/Science, and Guidance), and a representative from Special Education. In addition, staff members from the Collaborative for Educational Services (CES)– the EMO for Dean – have been meeting with SILT members since August, soon after the district contract with the EMO was finalized. The EMO Project Director is a member of this SILT. The entire SILT worked with EMO staff in a day-long strategic planning session August 22, followed by school-wide PD August 23-25. In addition, the SILT has been meeting weekly for an hour. These SILT meetings, along with the January 2011 Redesign Plan by the District and the April 2011 proposal from the EMO, passed by the Holyoke School Committee in July, are the bases of the School Improvement Plan.

The Dean School Improvement Plan aligns with the District Improvement Plan, the School Redesign Plan (January 2011), and the proposal submitted by the EMO and is informed by the May, 2011 Monitoring Site Visit report by DESE.

In addition to addressing the three District Strategic Objectives, Dean's SIP includes three additional Core Objectives and related initiatives:

1. Increase parent, family, and community engagement in school activities, increase family and community academic and social/emotional support for the school and students, and begin to make Dean more of a full-service school.

2. Create and maintain a safe, orderly, supportive, and engaging school culture and climate - - Students, staff, family, community all feel welcomed, connected, supported, and successful.
3. Strengthen the vocational offerings and experiences to reflect high expectations and rigorous, relevant learning, with vocations tied to potential for careers and/or college.

School Analysis of Needs: Dean Technical High School is among the lowest performing high schools in the Commonwealth, and the needs for improvement are many; in June, 2010 Dean, along with Morgan Elementary School, were placed in Level 4 of the state’s Framework for District Accountability and Assistance in accordance with the newly revised law and regulations. This led to a fairly thorough analysis of needs in the school restructuring proposal (submitted January 2011) as well as the implementation of targeted strategies, such as an MCAS Bootcamp, in 2010-11.

Progress was made in some areas in 2010-11, yet the key needs of the school remain the same; data analysis from the 2010 and 2011 school years identified needs for significant improvement in:

1. Student engagement, as measured by student attendance, promotion, safety and discipline, as well as (lower rates of) suspensions, dismissals, tardiness, and dropouts. As the data below illustrates, all of these areas need considerable improvement.

It should be noted that out of school suspensions, after two years of dramatic increases, went down again to 47.6% in 2011 from 72.2% in 2010. This welcome improvement needs to be expanded to ensure optimal time on learning. Similarly, student attendance increased from 80.5% in 2010 to 83.2% in 2011; this rate, while improving, is still unacceptably low.

2. Improving substantially the 4-year and 5-year graduation rates – in 2010, there was a 34.2% 4-year and 38.2% 5-year graduation rate. (In 2009, the 4-year graduation rate was 36.7; in 2008, it was 32.7%). In short, students enrolling at Dean are almost twice as likely not to graduate than to graduate. As noted in earlier reports: “The state average cohort graduation rate is 81%. Dean’s four-year graduation rate is among the lowest in the state and the lowest of any vocational technical high school (the next lowest four-year graduation rate for a vocational high school was 62.2%).”
3. Improving substantially academic (as measured by MCAS and MAP) achievement overall and in specific areas of underperformance, subgroup progress, and achievement gaps separating groups of students.

It should be noted and celebrated that the MCAS results in ELA showed substantial improvement in 2010-11 over previous years (39% proficient or above in 2010-11, as compared with 28% in 2010, 23% in 2009, and 20% in 2008.) The math MCAS results also showed notable improvements, though not as large as ELA (34% proficient or above in 2010-11; 31% in 2010; 26% in 2009; and 24% in 2008). The percent of students scoring at proficient or above on the Science and Technology/Engineering MCAS in grade 10 remains low (12%; up from 3% in 2010), but is significantly improved from previous years. All three MCAS test results suggest that some of the innovations introduced in 2010-11, such as additional MCAS preparation classes, focus on literacy across the curriculum, and afterschool tutoring resulted in desired improvements in student scores.

4. Substantially improving outcomes for students who are low-income, LEP, and Special Education. As the Demographics Chart (on the data pages) shows, Dean had a notable increase in percent of students from 2009-10 to 2010-11 in three categories: Low-income (+9.3%), LEP (+6.1%) and Special Education (+5.4%). The data suggest that ELL students, and students classified as Special Education, are substantially less well served than the overall student population at Dean. This is shown in the MCAS data, and is evident in the graduation and

dropout rates (below).

5. Substantially improving the 9th grade year. The data suggests that the 9th graders at Dean are struggling more than the 10th-12th graders. For examples:
 - The out-of-school suspension rate for 9th graders was 62.8% in 2011, compared with 40.3% (10th), 33.9% (11th) and 38.6% (12th).
 - 45 9th graders dropped out in 2010-11, compared to 26 (10th), 17 (11th) and 14 (12th).

Analyses by the District and by DESE noted other major areas of need:

6. Improving the academic core at Dean. As noted in the January 2011 Redesign Plan, Dean has “declining enrollment and challenging outcomes across a range of indicators. In order to remain a school of choice, attractive to students and families in Holyoke, the academic core must be strengthened to ensure that students attain mastery of the state standards.” This includes:
 - a. Increasing academic requirements; for example, while Dean students take 4 years of English and math, in three of those four years, because of the on-off week rotation with shops, students actually have had half-years of each subject. The need to increase ELA and math is especially important in the 9th and 10th grades to raise basic skills and prepare students for MCAS.
 - b. Increasing supports to students who are furthest behind, and students with identified special needs or are English language learners.
 - c. Creating a stronger culture of high expectations and student success.
 - d. Improving students’ acquisition of 21st century skills and career and college readiness skills.
7. Improving the vocational offerings to be current and aligned with the regional economic and workforce development needs, and increasing the integration of vocational and academic learning.
8. Increasing parent, family, community, and business engagement
9. Increasing consistent teacher professionalism, reflected in teacher professional development; competent classroom practices; attendance, punctuality, and appearance; high expectations; and proactive, consistent application of school policies and expectations.

From these, three school wide needs, aligned with the District Strategic Initiatives, have been identified as potential levers of improvement:

1. instructional quality, high expectations and consistent student-centered instructional strategies appropriate to Dean students, many of whom are ELLs and/or are students receiving special education services;
2. data and inquiry, including appropriate use of data in every classroom to improve practice and student outcomes, a strong school Data Team, and collaborative progress monitoring by teacher Learning Teams; and
3. literacy, using a tiered (RTI) approach (aligned with the Districts’ three tiers) and including: explicit and intensive reading, writing, speaking, and listening instruction to the students furthest behind their grade level, with identified special needs, or learning English; supplemental instruction in addition to core instruction for students in need of additional support; implementation of research-based reading and writing practices across academic classrooms and shops; PD and coaching programs tailored to improve the quality of literacy instruction, assessment, and curriculum; and support to teachers in how to collect and analyze student

literacy learning data.

There are also three school-based priorities, as mentioned above:

1. Increase parent, family, and community engagement in school activities, increase support for the school and students, and begin to make Dean more of a full-service school.
2. Create and maintain a safe, orderly, supportive, and engaging school culture and climate - - Students, staff, family, community all feel welcomed, connected, supported, and successful
3. Strengthen the vocational offerings and experiences to reflect high expectations and rigorous, relevant learning, with vocations tied to potential for careers and/or college

School Theory of Action

We believe that if

1. a culture of student engagement and support, high expectations for staff and students, and personal and professional accountability is introduced, fostered, and sustained through closely aligned supervision and professional development (i.e. staff development sessions in the summer and school year, Learning Teams focused on improving practice and student outcomes, and instructional coaching);
2. systems for consistent, student-centered management and implementation of services to all vocational and academic areas and to students with limited English proficiency and students receiving special education services are designed and implemented collaboratively by the EMO and school administration;
3. highly-qualified staff with training appropriate to a culturally and linguistically diverse population are hired, trained, and supported;
4. tiered instruction, assessment, and use of district data resources appropriate to a highly mobile, diverse population, and classroom curriculum are introduced and modeled in professional development, fostered through walk-throughs, formal supervision and professional development, coaching, and learning teams to the point of routine practice;
5. the school administration and EMO collaborate on leadership of SILT revision of curriculum to prioritize reading and writing across the curriculum, 21st century skills and preparation in vocational and academic classrooms; and
6. EMO and school leaders construct a network of partnerships with parents, families, and partners to link the school with community and vocational resources,

THEN Dean Technical High School will become an exemplary technical school where high attendance and graduation rates, and optimal academic and technical performance will ensure that all students are prepared to enter the workforce or the military, and/or pursue post-secondary education successfully.

These conditions address the three dimensions of the Holyoke District Improvement Plan:

- Quality instruction, supported by a culture of high expectations, students engagement, and accountability, hiring of highly-qualified staff, and implementation of systems for service provision, problem resolution, and quality assurance for a highly mobile student population
- Use of data to drive policy, program, and practice, supported by training in informal assessment,

ongoing use of data by the SILT, and teacher use of district data resources

- Literacy: reading and writing across the curriculum, vocational-academic integration, and tiered instruction.

This theory of action leads to specific *conditions needed for success*. These conditions are reflected in our Strategic Objectives.

- Every student known by at least one adult in the building, higher student attendance rates as defined by the MAGs, and elimination of patterns of habitual truancy and tardiness.
- Explicit efforts to engage parents and families, business community, and employers as members of the Dean family.
- Consistent, fair, and transparent implementation of high expectations, school wide discipline policies, and dress code in every classroom and shop.
- Lesson design informed by knowledge of who our students are, consistent student engagement in all classrooms and shops.
- Reading, writing, speaking, and listening explicitly and consistently taught across the curriculum, in classes and shops
- Student progress monitoring at the classroom, learning team, grade, and school level and routine use of student data to co plan and implement mini-units, project-based learning, and student- and parent-engagement initiatives, by multi-disciplinary learning teams (made up of academic and shop faculty)
- Professional development system support for teachers: presentations/facilitated sessions, coaching, and facilitated learning teams
- Each and every teacher accountable for student success.

KEY DATA

1. Student Engagement and Persistence

Grade Level	Indicator	MAG*	Latest	Historic		
		2011-12	2010-11	'09-'10	'08-'09	'07-'08
Grades 9-12	Student attendance	87%	83.2%	80.5%	79.6%	82.1%
	Teacher Attendance	98%	Was not reported			
	Student retention rate	11%		16.2%	21.7%	18.1%
	Drop-out rate	10%		14.1%	12.4%	16.1%
	Graduation rate – 4 year	50%	Rate TBD – there were 56 graduates + 23 certificates of attendance	34.2%	36.7%	32.7%
	Graduation rate – 5 year	75%		38.2%		
	Out-of-School suspension rate	48%	47.6%	72.2%	62.9%	48.4%
	Mobility Rates - % Churn			31.1%	27.9%	30.7%

* These Measurable Annual Goals (MAGs) were submitted by the district as part of the Redesign Plan from January 2011. The 2011-12 goals should be adjusted up or down, based on 2010-11 results (with the agreement of HPS)

2. MCAS

			MAGs-2011-12	2010-11	'09-'10	'08-'09	'07-'08
Grade 10	ELA	MCAS proficient and above		39%	28%	23%	20%
		SGP	40	35.5	29.0	17.0	N/A
		CPI	69.2	72.3	68.4	61.5	62.7
	Math	MCAS proficient and above		34%	31%	26%	24%
		SGP	40	49.5	31.0	31.0	N/A
		CPI	68.7	62.8	62.9	59.8	57.6
	Sci and Tech / Engineering	MCAS proficient and above		16% ¹	3%	4%	5%
		SGP		N/A	N/A	N/A	N/A
		CPI		61.3	48.3	51	43.5
	Bio-logy	MCAS proficient and above		7%			
		SGP		N/A			
		CPI		39.1			

¹16% is for all students who took this MCAS. For 10th grade only, in the spring testing, 12% were proficient or above

3. MCAS BY SUB-GROUPS

ELA - SPRING 2011 PRELIMINARY RESULTS

	% Proficient or higher	% Needs Improvement	% Warning / Failing	CPI	N included	Median SGP	N in SPG
All students	39	41	20	72.3	120	35.5	92
Students with disabilities	12	42	45	56.7	40	38	25
Non-disabled	152	40	8	80.3	80	34	67
Non-ELL	48	40	12	78.7	94	34	84
ELL	8	42	50	56.3	26		8
High Needs	36	42	22	70.9	110	38	84
Non-High Needs	70	30	0	90	10		8
Low Income	37	43	20	72	107	38	84
Non-low income	54	23	23	75	13		8
Hispanic/ Latino	37	42	21	71.2	110	35.5	84
White	60	30	10	85	10		8
Title 1	39	41	20	72.3	120	35.5	92

MATH – SPRING 2011 PRELIMINARY RESULTS

	% Proficient or higher	% Needs Improvement	% Warning / Failing	CPI	N included	Median SGP	N in SPG
All students	34	31	35	62.8	119	49.5	90
Students with disabilities	3	33	64	44.9	39	38	24
Non-disabled	49	30	21	71.6	80	54	66
Non-ELL	41	33	26	67.9	95	51	75
ELL	4	25	71	42.8	24		15
High Needs	30	33	37	60.6	110	48	83
Non-High Needs					9		7
Low Income	31	32	37	60.6	108	48	83
Non-low income	64	18	18	84.1	11		7
Hispanic/ Latino	31	32	37	60.9	110	50	83
White					9		7
Title 1	34	31	35	62.8	119	49.5	90

**SCIENCE AND TECHNOLOGY / ENGINEERING –
 SPRING 2011 PRELIMINARY RESULTS For ALL STUDENTS**

	% Proficient or higher	% Needs Improvement	% Warning / Failing	CPI	N included	Median SGP	N in SPG
All students	16	65	19	61.3	91		
Students with disabilities	0	53	47	50.8	30		
Non-disabled	25	70	5	66.4	61		
ELL	0	31	69	48.1	13		
Non-ELL	19	71	10	63.5	78		
High Needs	12	67	21	58.8	82		
Non-High Needs					9		
Low Income	12	68	20	59.3	81		
Non-low income	50	40	10	77.5	10		
Hispanic/ Latino	14	67	20	59.6	81		
White	40	50	10	75	10		
Title 1	16	65	19	61.3	91		

BIOLOGY – SPRING 2011 PRELIMINARY RESULTS

	% Proficient or higher	% Needs Improvement	% Warning / Failing	CPI	N included	Median SGP	N in SPG
All students	7	28	64	39.1	137		
Students with disabilities	0	29	71	33.2	52		
Non-disabled	12	28	60	42.6	85		
Non-ELL	11	39	49	46.3	89		
ELL	0	8	92	25.5	48		
High Needs	7	27	66	37.8	131		
Non-High Needs					6		
Low Income	7	27	66	37.8	127		
Non-low income	10	50	40	55	10		
Hispanic/ Latino	4	27	69	37.5	121		
White	29	36	36	62.5	14		
Title 1	7	28	64	39.1	137		

4. Graduation and Drop Out Rates by ELL and Special Education Sub-Groups

4-year / 2010	# in cohort	% Graduated	% Non-Completers	% Dropped Out
All students	199	34.2	4.5	37.7
ELL	55	25.5	7.3	43.6
Special Education	59	11.9	5.1	44.1
5-year / 2009				
All students	196	40.8	5.6	44.9
ELL	54	24.1	9.3	63
Special Education	52	19.2	11.5	65.4

4. NWEA MAP – Spring 2011

GRADE	AREA	MEAN RIT	Number of students
9 th Grade	Reading	204.5	167
9 th Grade	Math	218	165
10 th Grade	Reading	209.9	128
10 th Grade	Math	220.4	128

5. DEMOGRAPHICS

Selected Population	2009-10	2010-11	2011-12 (as of 9/20/11)
First Language not English	71.6%	72.7%	
Hispanic	89.9%	90.1%	
White	8.3%	8.3%	
Limited English Proficient	23.6%	29.7%	31.6%
Low-income	81.6%	90.9%	
Special Education	33.3%	38.7%	40.3%
Full Inclusion		108 students	128 students
Partial Inclusion		28 students	30 students
Substantially Separate		64 students	77 students

Performance Targets

District Performance Targets (based on 2010 data):

- District MCAS ELA proficiency will increase by the end of SY2011-12
 - 1st graders reading on grade level (I or J) will increase by 10 percentage points
 - 3rd grade MCAS proficiency will increase to 34% from 25%
 - 5th grade MCAS proficiency will increase to 31% from 23%
 - 7th grade MCAS proficiency will increase to 40% from 32%
 - 8th grade MCAS proficiency will increase to 52% from 44%
 - 10th grade MCAS proficiency will increase to 60% from 53%
- District MCAS Math proficiency will increase by the end of SY2011-12
 - 3rd grade MCAS proficiency will increase to 34% from 25%
 - 5th grade MCAS proficiency will increase to 31% from 23%
 - 7th grade MCAS proficiency will increase to 40% from 32%
 - 8th grade MCAS proficiency will increase to 52% from 44%
 - 10th grade MCAS proficiency will increase to 60% from 53%

School performance targets (annual outcomes)

- ELA
 - % of students scoring Proficient or higher on MCAS will increase to 41% from 39% in 2010 and 28% in 2009 by the end of SY2011-12. (The target is lower than normal because ELA has already exceeded the school's MAGs for 2011-12)
 - % of students who are ELL, low income, in special education, and/or high needs scoring Needs Improvement or above on MCAS will increase, in each sub-group, by 10%
 - 10th Grade MCAS CPI will be at 72.3 or higher
 - The 9th grade MAP mean RIT score will increase to 209.5 from 204.5 (end of year)
 - The 10th grade MAP RIT will increase to 213 from 209.9 (end of year)
 - 45% of 10th grade students will earn a score of at least 218 of the MAP (reading) by

the end of the year (compared to baseline of 33%)

- MATH
 - % of students scoring Proficient or higher on MCAS will increase to 37% from 34% in 2010 and 31% in 2009 by the end of SY2011-12.
 - % of students who are ELL, low income, in special education, and/or high needs scoring Needs Improvement or above on MCAS will increase by 10%
 - 10th Grade MCAS CPI will increase to 68.7 from 62.8 in 2010.
 - The 9th grade MAP mean RIT score will increase to 221 from 218 (end of year)
 - 52% of 10th grade students will earn a score of at least 228 of the MAP (math) by the end of the year (compared to baseline of 44%)
- Science and Technology / Engineering
 - % of students scoring Proficient or higher on MCAS will increase to 20% from 16% in 2010 and 3% in 2009 by the end of SY2011-12.
 - % of students who are ELL, low income, in special education, and/or high needs scoring Needs Improvement or above on MCAS will increase by 8%
 - 10th Grade MCAS CPI will be at 63 or higher
- Student Engagement and Persistence
 - Attendance in 2011-12 will increase to 87% from 83.2% in 2011 and 80.5% in 2010
 - Retention will decrease to 11% from 16.2% in 2010
 - Drop-out rate will decrease to 10% from 14.1% in 2010
 - 4-Year Graduation Rate will increase to 40% from 34.2% in 2010
 - Out-of-School suspension rate will decrease to 40% from 47.6% in 2011 and 72.2% in 2010
- Other Performance Targets are included in the Measureable Annual Goals (MAGs) submitted to the state as part of the Dean Re-Design plan, and will be included in the performance targets of the school for 2011-12
- Benchmarks for the common assessments that are being developed for Dean and Holyoke High will be established as the assessment are completed.

Strategic Objective #1: Build instructional quality

District Activities:

- Forming a district-wide instructional leadership team
- Forming school-based instructional leadership teams
- Defining effective instruction
- Implementing a walkthrough tool that measures effective instruction
- Using data from walkthroughs and assessments to examine and improve instructional quality

School Non-Negotiables

- **Build instructional leadership team** capacity to plan, monitor and support quality instruction, access for all learners, and improved student performance, and to build teacher capacity to design and deliver quality instruction and access for all learners.
- **Build a common understanding of what is effective instruction**
- **Use data and inquiry to identify student needs and improve instruction**

SIP January Report - updates

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?	STATUS – 12/23/11
	<i>Early evidence of change</i>				
<i>INSTRUCTIONAL LEADERSHIP</i>	<i>INSTRUCTIONAL LEADERSHIP</i>				
<i>Instructional Leadership and systems and structures for improving outcomes for all students assessed by the EMO and identified changes made and implemented</i> See Strategic Plan to Strengthen the English Language Education Program at Dean Vocational Technical High School	<i>EMO assesses the systems, structures and leadership in place at the school; work on establishing or improving these areas begun</i>	<i>EMO Project Manager and Team</i>	<i>Beginning 8/15/11 to end of year</i>	<i>Ongoing</i>	Analysis done of systems and services + strategic plans developed for ELL and Special Education; analysis of instructional leadership and staff development needs in these areas in progress. See Strategic Plan to Strengthen the English Language Education Program at Dean Vocational Technical High School
<i>SILT² and Data Team are re-established and adopts and uses an inquiry process, evident in meeting agendas and minutes from all SILT and Data Team meetings, that includes gap analysis, identification of interventions to be implemented, progress monitoring, and identification of skills and knowledge to be acquired and refined by leadership and instructional staff through supervision and professional development.</i>	<i>SILT and Data Team membership, mandate and meeting schedule are established</i>	<i>Principal, EMO Project Director</i>	8/22	Yes	Completed; however, clarity is still needed about the mandate (e.g. scope of responsibility /advisory or decision-making)
	<i>Agreement is reached re: meeting norms and agenda development process that will support team implementation of inquiry process, functioning systems, and clear communication of expectations and consequences.</i>	<i>Principal, EMO Project Director</i>	8/22	Yes	Completed
	<i>SILT presents expectations to all faculty</i>	<i>SILT</i>	8/25/11	Yes	Completed
	<i>School ILT, including representatives from EMO, adopts and uses an inquiry process that includes gap analysis, identification of</i>	<i>EMO with SILT, Data</i>	10/20/11	☐	Through Data Team, decision made to use Nancy Love’s framework in “Using Data to Improve Learning for All.” Books for study

²The SILT includes leadership representation from the key constituencies in the school: Acting Principal and Vice-Principals; Acting Vocational Director; instructional coach; four department heads (from two vocational areas, Humanities, and Math/Science), representatives from Guidance and Special Education, and the Project Director from the EMO for Dean

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?	STATUS – 12/23/11
<p>All supervision and professional content and delivery explicitly address the interventions identified by the SILT.</p> <p>All SILT and Data Team meeting agendas are outcome-driven and the content of meetings includes current student and teacher data addressing DEAN MAGs and student achievement and engagement indicators identified in the School Improvement Plan.</p> <p>All SILT agendas, discussion, and meeting minutes explicitly address best practices in policy, program, and instructional and discipline practice for students with limited English proficiency.</p> <p>SILT agendas, discussion, and meeting minutes explicitly cite best practices in policy, program, and instructional practice and school policy for students receiving special education services.</p> <p>QUALITY INSTRUCTION AND ACCESS</p> <p>Explicit systems have been developed to ensure that appropriate services are provided to students with limited English proficiency or receiving special education services; these systems have been observed, further developed as needed and tested</p>	<p>interventions to be implemented, progress monitoring tools, and identification of skills and knowledge to be acquired by leadership and instructional staff to increase student achievement and tools for monitoring the acquisition of these skills and knowledge; this process is supported by the school Data Team</p> <p>Agendas for weekly SILT and Data Team meetings, as well as the work of the school administration, are structured to focus on SIP measurable outcomes, evident in monitoring of data from walk-through observations, benchmark assessments, informal assessments, and teacher surveys, and adjustment of interventions and staffing based on the data</p>	<p>Team</p> <p>Principal, EMO Project Director</p>	<p></p> <p>10/20/11</p>	<p></p> <p><input type="checkbox"/></p>	<p>arrived in late Oct.; EMO to provide PD to Data Team in the framework. Data Team doing some gap analysis, beginning with ELA; analysis of skills and knowledge needed by leadership and staff to increase achievement part of work of coaches and PD from the EMO; much more to be done.</p> <p>Initial agendas for SILT focused some on the analysis and improvement of instruction, and some on operational issues. SILT decided to separate out those functions and focus on instructional improvement and interventions starting at the end of October.</p> <p>Over 35 walk-through observations Benchmark assessments – initially done for math courses; ELA under development within the district. Informal assessments done in classes; part of monitoring of lesson plans and of walk-throughs CES developing teacher surveys based on MAGs Since the start of school, there have been adjustments of interventions and staffing in response to student need. This will continue. The strategic plans for ELE and Special Ed will also lead to important adjustments</p>
	<p>Agendas for weekly SILT meetings include best practices for ensuring that the needs of students with limited English proficiency and students who receive special education services are met consistently and appropriately</p>	<p>Principal, EMO Project Director</p>	<p>10/20/11</p>	<p><input type="checkbox"/></p>	<p>At the 10/27 SILT meeting, it was agreed that future meetings would focus on the key goals of the SIP, including meeting the needs of ELE and Special Education students</p>

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?	STATUS – 12/23/11
<p>for consistency, quality, and compliance by building and Central Office administrators, and by the EMO.</p> <p>Walk-through observations confirm increased student engagement and use of effective instructional strategies in 75% of classrooms.</p>	<p>Agendas for weekly SILT meetings address the development and implementation of policies and procedures to ensure systematic, efficient delivery of special education services, services to students with limited English proficiency, academic curriculum, and vocational curriculum.</p>	<p>Principal, EMO Project Director</p>	<p>10/20/11</p>	<p>□</p>	<p>As noted above, at the 10/27 SILT meeting, it was agreed that future meetings would focus on the key goals of the SIP, including meeting the needs of ELE and Special Education students</p>
QUALITY INSTRUCTION AND ACCESS					
<p>Walk-through observations confirm that 75% of teachers differentiate instruction for students with limited English proficiency.</p> <p>Progress notes indicate that appropriate accommodations are being provided to at least 90% of students receiving special education services</p> <p>Student time on learning is increased, as evidenced by new schedule, walk through observation data, and decreased tardiness and disciplinary action</p> <p>Students requiring additional academic assistance for classes, credit recovery, learning acceleration, or the MCAS are provided with opportunities during the day, during the C Block, and out to school time.</p>	<p>Systems for assessing, placing, and supporting all students with appropriate services assessed; needed changes that can be made immediately are done, such as aligning the schedule with the state and district requirements for students with limited English proficiency or receiving special education services</p>	<p>EMO Project Director and Content Experts</p>	<p>Begin immediately; Started 12/08/11 ongoing</p>		<p>EMO content experts, HPS content supervisors and Dean Dept. Heads analyze the services for students with limited English proficiency and those receiving special education services. Strategic plans developed to address needed changes; many changes completed by end of October, others will be completed following review and approval of strategic plans by HPS. See Strategic Plan to Strengthen the English Language Education Program at Dean Vocational Technical High School</p>
<p>STRATEGIC PROFESSIONAL DEVELOPMENT</p>	<p>Assessment of teachers' training, experience, and abilities to meet the needs of ELLs assessed (including qualifications as aligned with state PD requirements for teaching ELLs); plan developed and implemented for completing Category Trainings, and for support of RtI, differentiation, and culturally-responsive practices</p>	<p>SILT, EMO Project Director and ELL Content Expert, with Central Office</p>	<p>Begin immediately; plan developed by 10/30; plan inc. PD completed by end of year</p>		<p>This has been completed as part of strategic planning. Plan to be presented on 11/9/11.</p>
<p>Systemic professional development (presentations, coaching, and learning teams) provides teachers</p>	<p>Assessment of current types of instruction, support and extra help that are being provided to learners with special needs; this</p>	<p>SILT, EMO Project Director and</p>	<p>Begin immediately; plan</p>		<p>Completed as part of Strategic Planning – to be presented 11/9/11</p>

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?	STATUS – 12/23/11
<p>and administrators with training and preparation aligned with indicators of effective instruction to be observed by supervisors during walk through observations.</p> <p>Systemic professional development (presentations, coaching, and learning teams) routinely uses student work and current assessment data to strengthen staff expertise.</p> <p>A research-based framework documents a professional development system of presentations, coaching, and learning teams which provide teachers and administrators with training and preparation aligned with best practices for students with limited English proficiency or receiving special education services.</p>	<p>includes an assessment of teachers' qualifications and the school's alignment with goals of student IEPs; plan developed and implemented to improve services, as needed, to students with special needed.</p>	<p>SPED expert, with Central Office</p>	<p>developed by 10/30; plan inc. PD completed by end of year</p>		
	<p>There are observable practices in most classrooms for student engagement, use of effective instructional strategies, and differentiation for all students, including students with limited English Proficiency and students receiving special education services</p>	<p>SILT</p>			<p>Area needs considerable work. Note that not all members of the SILT team are trained in conducting observations or even allowed to do walkthroughs.</p>
	<p>Schedule is reorganized to increase time on learning every day; schedule also provides additional instructional time to all 9th and 10th graders in ELA and math</p>	<p>Principal and EMO</p>	<p>8/24</p>	<p>Yes</p>	<p>Completed – as documented in Rediker</p>
	<p>Academic support programs (MCAS Boot camp; Connections; Jumpstart; Credit Recovery; Graduation Coaches) continued and strengthened</p>	<p>Principal and EMO</p>	<p>Begun in Fall, 2011</p>		<p>1. MCAS Boot camp started in Nov for the re-test in ELA and Math; 2. Jumpstart has funding and will be held again in Summer, 2012; 3. Credit recovery policies and procedures developed; 4. HS Graduation coaches in place (10 teachers with 10 students each). Mentoring has been occurring since early October w/grad coaches.</p>
	<p>Honors classes and enrichment opportunities added to Program of Studies and schedule</p>	<p>Principal and EMO</p>	<p>8/24</p>	<p>Yes</p>	<p>Completed Work must be done on the 2012-2013 Program of Studies. An initial draft is completed that includes the graduation requirements.</p>
<p>STRATEGIC PROFESSIONAL DEVELOPMENT</p>					

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?	STATUS – 12/23/11
<p>CURRICULUM IMPROVEMENT AND ALIGNMENT</p> <p>Unit and lesson plans based on Ribas template, backwards planning from standards, and best practices, used throughout the school</p> <p>Alignment between Dean and Holyoke High School academic program increases.</p> <p>Vertical curriculum alignment with K-8 schools increases</p>	<p>Initial professional development provided to SILT and faculty during August 23-25. Sessions address knowing our learners, engaging students in classroom and school, and selecting instructional strategies appropriate to diverse student groups.</p> <p>Subsequent professional development addresses tools and process that will be used for classroom walk-throughs and issues identified in walk through observations including classroom management, de-escalation, student advisories, access to core curriculum for all learners, and content-specific instruction and curriculum gaps evidenced by MCAS gap analysis</p>	<p>EMO Project Director; EMO Professional Development staff</p>	<p>8/23-8/25/11</p> <p>10/7/11 11/4/11 1/6/12 2/17/12</p>	<p>yes</p> <p><input type="checkbox"/></p>	<p>Summer PD Completed</p> <p>10/7 PD completed, with focus on classroom management, based on class observations and teacher requests</p> <p>11/4 PD completed, with focus on developing and effectively using language and content objectives and essential questions -- needs identified in walk-throughs</p>
	<p>Collins Writing professional development introductory training is provided to all instructional staff; implementation supported by SILT and department heads. Follow-up training to be planned</p>	<p>Principal and Dept. Heads</p>	<p>8/29/11 for PD</p> <p>01/2012</p>	<p>Yes</p>	<p>Summer PD completed. A follow-up PD by John Collins has been completed on January 6, 2012.</p>
	<p>Learning Teams (which are professional learning communities made up of academic and shop teachers who have some students in common) meet biweekly; EMO staff, which introduced the Learning Teams in the August Institute, provide on-going professional development support in meeting content, protocols, roles, and responsibilities</p>	<p>Principal, EMO Professional Development Director</p>	<p>Biweekly, from week of 9//11 through June of 2012</p>	<p>Begun and on-going</p>	<p>Learning team established in the summer; Teams have met 3 times a month since 9/18, and focused on specific agendas and materials about student engagement and teaching/learning, designed and facilitated by the EMO</p>
	<p>Academic and shop teachers are active participants in Learning Team meetings, using protocols drawn from National School Reform Faculty and other sources, provided by EMO staff</p>	<p>EMO Professional Development Director</p>	<p>Ongoing from 9/19</p>	<p>Begun and on-going</p>	<p>Academic and vocational teachers all involved in Learning Teams; protocols developed and provided by EMO</p>
	<p>Learning Team meetings include review of</p>	<p>EMO PD</p>	<p>Ongoing</p>	<p>on-going</p>	<p>Learning Teams had initial focus on creating</p>

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?	STATUS – 12/23/11
<i>Documented by Team Logs</i>	<i>student work, progress monitoring, and/or co planning across disciplines</i>	<i>Director</i>	<i>from 10/20/11</i>	<input type="checkbox"/>	a safe, supportive, engaging classroom and school environment; starting at the end of Oct., the focus is on student work and learning, including across disciplines.
	<i>Instructional coaching of individual teachers takes place biweekly for 2.5 months per teacher, addressing student engagement, and planning and delivery of tiered instruction</i>	<i>EMO Professional Development Director</i>	<i>Ongoing from 10/20/11</i>	<input type="checkbox"/>	EMO has deployed 4 Instructional Coaches; each teacher will have 7 weeks of coaching; the first set of teachers are half-way through the 7-week cycle
	<i>Leadership Team seminar meets monthly with EMO consultant (Zacarian) in Leadership Seminar establishing common understanding of effective instruction for Dean students, and strategies for fostering positive change in instructional practice, program, and policy to enhance student engagement and success</i>	<i>EMO staff and Principal</i>	<i>Monthly, October-June</i>	<input type="checkbox"/>	Initial planning only has taken place.
CURRICULUM IMPROVEMENT AND ALIGNMENT					
	<i>SILT supervisors or principal review teacher unit and lesson planning documents, based on template from Ribas Associates training, to ensure quality of objectives</i>	<i>Vocational / humanities / math-science department heads for most; others to Principal</i>	<i>Ongoing from 9/6/11</i>	<input type="checkbox"/>	Lesson plans submitted weekly. Reviewed and commented on by principal but dept. heads and the voc. director should be included in this process.
	<i>Individual SILT members and teacher leaders lead curriculum revision and renewal to address alignment with 2011 MA Frameworks (moving towards Common Core) and to create vertical and horizontal integration with the K-8 schools and with Holyoke High</i>	<i>Principal, SILT, and EMO staff</i>	<i>Ongoing from 10/20</i>	<input type="checkbox"/>	Work in progress with Holyoke High and Central office staff
	Short-term outcomes: By the end of this year:				

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?	STATUS – 12/23/11
	<p><i>100% of interventions adopted during 2011-2012 are based on data.</i></p> <p><i>All SILT members, all teachers on Remediation plans and all newly-hired staff have completed Category trainings; all other teachers have completed at least 3 Categories.</i></p> <p><i>The principal will spend at least three to five hours each week in classrooms.</i></p> <p><i>The principal, vice-principals, academic coordinators and department heads will have documented instruction in at least 2 classrooms per administrator per week, based on formal observation or the Walkthrough process.</i></p> <p><i>At least 75% of the teachers will indicate that administrative presence in classrooms, including walk through observations, is associated with improved instruction, as demonstrated by surveys.</i></p> <p><i>85% of staff teaching ESL and SEI classes demonstrate effective sheltering techniques as demonstrated by walkthroughs.</i></p> <p><i>Teacher attendance will have increased.</i></p> <p><i>Student absence rates will have decreased.</i></p> <p><i>Benchmark common assessments will show targeted increase for all learners in math and ELA.</i></p>				

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?	STATUS – 12/23/11
	<i>75% Students with limited English proficiency will demonstrate annual progress on MEPA scores.</i>				

SIP January Report - update

Strategic Objective #2: Use data and inquiry

District Activities

- Developing and implementing a common district-wide inquiry process focused on improving instruction
- Consistently collecting, analysing and using quality data at the district, school and classroom level
- Using data from formative assessments to examine and improve instructional quality

School Non-Negotiables

- Use an inquiry process in SILT, data team, and Learning Team settings to analyze data focused on improving instruction
- Develop a system to input and verify quality of school data
- Administer ELA, math, and science assessments
- Administer vocational-specific skill assessments and compile data for analysis
- Collect and analyze data on student attendance and retention, graduation rates, post-graduation plans, work-based learning, and other areas specific to Dean.
- Analyze data by sub-groups to ensure identification of needs, efficacy of intervention strategies, and impact on student outcomes.

Evidence of Change	Activity	Person(s) Responsible	Target Date	Completed	STATUS – 12/23/11
	<i>Early Evidence of Change</i>				
<i>Formative assessment plan is in place and communicated to all building staff</i>	<i>SILT meets with Principal and EMO Project Director to review formative assessment expectations</i>	<i>Principal, ILT, EMO Project Director</i>	Week of 9/26/11	Yes	
	<i>SILT confirms annual outcome targets as contained in the Measureable Annual Goals</i>	<i>Principal, SILT</i>	Week of 9/26/11	Yes	

	<i>SILT confirms short-term outcome targets</i>	<i>Principal, SILT (based on district guidelines)</i>	October 2011	Yes	SILT reviewed and confirmed the School Improvement Plan, with the short-term outcome targets
	<i>SILT confirms full-year assessment calendar</i>	<i>Principal, SILT</i>	Week of 9/26/11	Yes	Assessment calendar for MCAS, MEPA, MAP, MELO, and re-tests set
	<i>All faculty are informed re annual assessment calendar and targets.</i>	<i>Principal</i>	Week of 9/26/11	Yes	Staff informed of overall targets and calendar; additional work needed to ensure teacher knowledge of all assessment targets, and then use of data from the assessments
<p><i>Formative assessments are administered to all students</i></p> <p><i>Teachers have timely access to student data from time of assessment administration</i></p>	<p><i>Plan in place for administration of assessments (develop schedules, gather materials, etc.)</i></p> <p><i>Assessments are carried out according to the calendar with at least 85% of students participating in all assessments</i></p>	<i>Principal, EMO, SILT</i>	Per 2011-12 MCAS / MAP / MEPA calendar	On going	<p>See calendar</p> <p>MAP completed by 96.7% (Math) and 94.5% (Reading) for those students eligible for MAP testing.</p> <p>Data on MEPA test have 15 students taking the Fall MEPA R/W tests (2 different levels) and 18 students have had MELA-Os (of which 15 of those 18 were tested and 3 were MCAS Alt students). 1 student did not complete the MEPA test due to absences.</p>
	<i>Assessments are administered according to calendar, including making provisions for make-ups for absent students</i>	<i>Principal, Guidance</i>	Per calendar		Fall MAP testing is completed and Winter MAP is scheduled for Jan 11 – January 30, 2012.
<p><i>100% of data is verified for quality at the school level and submitted to the district within 10 days of completion of assessments</i></p>	<i>Receive and review district data planning and submission tools</i>	<i>Principal, ILT</i>	Upon receipt from district		
	<i>Submit data to school leadership according to protocols established by district</i>		Within 10 school days of assessment		
	<i>Review and submit data to district according to protocols</i>	<i>Principal and EMO Project</i>			Initial data submission delayed; now caught up

		<i>Director</i>	completion		
<i>Student needs for additional assistance in literacy, numeracy, and other areas assessed on regular basis</i>	<p><i>The MAP, MEPA and LAS are administered and used to determine levels of needs for students in literacy, numeracy and other areas.</i></p> <p><i>Teachers are trained in using and interpreting these tests.</i></p> <p><i>Teachers are coached and supported in using informal assessments in their classrooms to assess student strengths and needs</i></p>	<i>Principal and EMO Project Director</i>	<p>Test Administration as per testing calendar;</p> <p>PD and coaching on-going by coaches from CES</p>	YES	<p>Tests that should be administered have been administered; results shared with teachers to determine needs and interventions. More work needed in analyzing data to determine levels of needs for students. What can we report?</p> <p>9th and 10th grade Math and ELA teachers have been trained on drilling down the MAP data.</p> <p>Use of informal assessments is part of the 7-week coaching of teachers.</p>
<i>Data is used to help substantially improve outcomes for students who are low-income, LEP, and Special Education, and to close the achievement gap.</i>	<p><i>Data Team, SILT, and Learning Teams disaggregate and examine data by subgroups, and implement and evaluate interventions to raise the achievement of all students, with a focus on students who are low-income, LEP, and Special Education (and who are furthest behind their peers).</i></p> <p><i>Specific departments (e.g. Special Education; ESL/ELL) will be tasked with designing and testing tiered interventions to improve outcomes and make progress in closing achievement gaps</i></p>	<i>Principal and EMO Project Director (with Data Team; SILT; and department heads)</i>	After each set of test results received		Top level analysis are being performed but a drill down analysis by sub group still needs to be done.
<i>“Early warning” indicators are routinely used to identify students most at-risk and identify interventions and other supports</i>	<i>Risk factors and early warning indicators are analyzed –esp. for rising 9th graders, for repeaters, and for sub-group most at-risk – and interventions identified and implemented; these include: mentoring by High School Graduation Coaches; summer Jump Start; afterschool Connections; athletic tutoring MCAS Boot Camp; Credit Recovery; enrichment and extension activities and interventions.</i>	<i>Principal, EMO Project Director, Data Team</i>	Before school begins for most students; as soon as records and test results are available for new	Ongoing	<p>Utilized DESE’s Early Warning Index – inc. 8th grade MCAS</p> <p>Risk factors and early warning indicators are analyzed –esp. for rising 9th graders, for repeaters, and for sub-groups most at-risk – and interventions identified and implemented; these include: mentoring by High School Graduation Coaches; summer Jump Start; afterschool Connections; athletic tutoring; MCAS Boot Camp; Credit Recovery; enrichment and extension activities and interventions specific to</p>

			students		different student populations. Appropriate placement of students in courses.
<i>Inquiry process and protocols are in use at SILT, Data Team, and Learning Team meetings, and by individual teachers, monitoring intervention and formative assessment data</i>	<p><i>Learning team protocols for team data review meetings have been introduced in professional development and supported through guided practice in learning team coaching</i></p> <p><i>Inquiry process for use by individual teachers has been introduced in professional development and supported with coaching and supervision.</i></p> <p><i>PD and Coaching given to the school Data Team in using a specific protocol and process for collecting, analyzing, and reporting on data so it is most useful to improve teacher practice and student outcomes</i></p>	<i>EMO Professional Development staff</i>	<p>Biweekly Learning Team meetings</p> <p>PD for Data Team begun in January 2012.</p>		While this was introduced in Learning Team meetings, still needs more attention (See PD and the Coaching handout).
<i>Supervisors observe progress monitoring in 90% of classrooms; in classroom where the monitoring is not occurring or effective, supervisors or CES coach teachers in effective use of formative assessments</i>	<p><i>Walk through observations and lesson plan review document teachers' use of formative assessment to plan and deliver lessons.</i></p> <p><i>Academic and vocational teachers assess students' prior knowledge using reading, writing, speaking, and listening formative assessments.</i></p> <p><i>SILT reviews student data syntheses provided by data team, monitors teacher implementation and monitors student success in meeting targets.</i></p>	<i>SILT with EMO</i>	Ongoing		<p>Walk-throughs suggest needed areas:</p> <ul style="list-style-type: none"> ➤ Work on making content and language objectives more student-oriented and accessible. Use the objectives to frame learning; engage students – to know what the objectives are; be able to say what they are learning today. ➤ Use more rigorous and higher-level questions and questioning techniques (most questions at the knowledge levels of Blooms) ➤ Increase variety of learning strategies and modalities – especially important in the long periods that we have <p>SILT has done some review of student data provided by Data Team, but this area needs much more attention.</p>
<i>Data walls are in use in 80% of</i>	<i>Data walls are used to monitor student progress.</i>	<i>All staff Principal</i>	<i>Ongoing</i>		Completed through December – for attendance and

<i>classrooms/shops.</i>			<i>from 10/10</i>		behavior primarily. With MAP data and 1 st Quarter grades, will start including academic data as well
<i>Learning Team logs indicate growth in teachers' observational skills</i>	<i>Each teacher monitors two students especially closely at the start of the school year, using interviews, student records, and classroom observation to assess engagement, skill level, assets and skills to be developed, and profile as a learner, then works with the learning team to use the inquiry process to question assumptions, examine student work, and plan instruction informed by knowledge of the learner</i>	<i>All staff EMO staff</i>	<i>Ongoing Interviews from 10/6</i>		Initial student interviews were done by some staff. Work on this still needs to be done.
	<p><i>Short Term Outcomes. By the end of the year:</i></p> <p><i>100% of interventions recommended by SILT are based on data.</i></p> <p><i>Those disciplines that have common benchmark assessments collect data in accordance with the district benchmark assessment calendar.</i></p> <p><i>75% of teachers utilize an array of assessment data to make instructional choices as reported by ELA, Math, ELL and SPED supervisors and coaches</i></p> <p><i>SILT, the DATA team, and Guidance have timely access to assessment data.</i></p> <p><i>Formative common assessment data are available to teachers in a timely manner.</i></p> <p><i>School delivers data with 95% accuracy as measured.</i></p> <p><i>90% of eligible students take math and ELA MAP benchmarks by October 29.</i></p> <p><i>Agendas and minutes from SILT and data</i></p>				<p>Grade 9 and 10 ELA teachers are using MAP data and student goal setting sheets; to carry out individual formative assessment conferences with students; to look at strengths and areas of concern; and to have student set performance goals.</p> <p>Substantially separate teachers use the portfolio process for graphing student performance and independence.</p> <p style="text-align: center;">□</p>

	<p><i>team meetings will show data in use in discussion and decision making.</i></p> <p><i>Notes from learning team meetings indicate that data are part of the planning, implementation, and evaluation of inquiry-based classroom, school, and parent and family team initiatives by individual teams.</i></p> <p><i>Increase in teachers' collection and use of formative assessment data in lesson design and delivery is evident to observers in learning walkthroughs.</i></p> <p><i>Teacher surveys indicate an increase in the number of teachers who cite the inquiry process as the core process for improving teaching and learning</i></p>			<p>Not yet</p> <p>Not yet done.</p>
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SIP January Report - updates

Strategic Objective #3: Focus on literacy

District Activities

- Measuring and monitoring student progress in literacy
- Improving achievement of students who struggle through the implementation and monitoring of interventions in literacy
- Identifying skills required for increasing student achievement in literacy and providing teachers with professional development and instructional coaching

School Non-Negotiables

- Measure and monitor all students' progress in literacy.
- Identify struggling readers and schedule appropriate interventions with the most qualified literacy staff available.
- Ensure ELLs and students with special needs have access to the classes and literacy strategies needed for success.
- Administer assessments and analyze data to improve instruction to meet student needs.
- Provide job-embedded coaching and professional development to improve the quality of literacy instruction.
- Implement subject-specific and school-wide literacy and cognitive development practices, such as the Rebis strategies, the Collins Writing methods, and disciplinary literacy practices.

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete?	STATUS – 12/23/11
<i>Explicit instruction in reading, writing, speaking, and listening is observed by supervisor in walk through of 90% of academic and shop classrooms by 1/1/12</i>	<i>Collins Writing professional development day</i>	<i>Principal</i>	<i>8/29</i>	<i>Yes</i>	Completed
	<i>Coaches support explicit writing instruction, applying Collins model and open-response question answering, in</i>	<i>EMO staff</i>	<i>9/15/11-6/15/12</i>		CES coaches are not yet including explicit literacy instruction, including

<p><i>Within learning teams, ELA teachers introduce new skills, to be practiced the following month in shops; shop teachers' feedback loop informs ELA teachers re students needing reteaching</i></p>	<p><i>academic classrooms and shops, focus on open response questions</i></p>				<p>in writing, as part of the coaching</p>
	<p><i>Departmental follow-up Collins training</i></p>	<p><i>EMO staff and John Collins</i></p>	<p><i>By Dec. 20, 2011</i></p>		<p>John Collins P.D. contracted by EMO for January 5-6, 2012.</p>
	<p><i>Students in all ELA classes will read a book each quarter independently; ELA teachers will provide instruction in using the context and in improving vocabulary and comprehension</i></p>	<p><i>English teachers</i></p>	<p><i>One book each quarter</i></p>		<p>Book of the quarter are being done. Samples of Book of the Quarter Assignments have been collected.</p> <p>Walk throughs in ELA classes provide evidence that vocabulary and context instruction is happening.</p>
	<p><i>Teachers model open response questions in all subject areas and students complete open response questions monthly</i> <i>ELA will focus on fiction; other content areas and shops will focus on non-fiction</i> <i>Teachers score responses using a common rubric; additional instruction provided to students based on rubric scores.</i> <i>DATA base facilitation in developing a building-specific literacy plan.</i></p>	<p><i>SILT</i></p>	<p><i>Ongoing from 9/15</i></p>		<p>Samples of ORQs from teachers are being collected on a monthly basis.</p> <p>What is the data used to develop the plan and what is the building-specific plan?</p>
<p><i>Learning Team logs document examining student work</i></p>	<p><i>Learning Team protocols guide teams in examining student written work together, focus on open response questions</i></p>	<p><i>EMO staff</i></p>	<p><i>11/11-6/15/12</i></p>		<p>Currently, written work is not on the agenda for Learning Teams.</p>
<p><i>Professional development sessions address literacy</i></p> <p><i>Walk through observations document co planned literacy instruction across academic and shop classes</i></p>	<p><i>Professional development/coaching content instruction addressing reading, speaking, and listening</i></p> <p><i>Systems of coaching, demonstrating lessons, PLCs and seminars increasing teacher expertise in literacy and numeracy</i></p>	<p><i>EMO staff</i></p>	<p><i>11/4/11-6/15/12</i></p>		<p>11/4/11 PD specifically addressed developing and using effective content and language objectives in all subject areas to support student engagement and learning, esp., in literacy and language</p> <p>No one is demonstrating lessons. John</p>

	<p>PD, coaching, and technology support in collecting and analyzing students in numeracy and literacy</p> <p>High quality evidence based PD programs will increase teachers 'content knowledge</p>				<p>Collins has demonstrated 3 lessons.</p> <p>What data other than MAP is being utilized?</p> <p>No evidence of PD provided for increasing content knowledge.</p>
	<p><i>Learning Team protocols organize teams' co-planning of reading, writing, speaking, and listening instruction across the curriculum</i></p> <p>Creating PLCs of vocational and academic teachers that develop integrated curriculum and co-teaching.</p> <p>Collaborative teams develop projects lessons, mini units/curriculum with academics and shops.</p>	<i>EMO staff</i>	<i>9/15/11-6/15/12</i>		<p>Learning teams are not co-planning.</p> <p>No integrated curriculum and no co-teaching have occurred.</p>
<p><i>Boot Camp weeks serve at risk 11th and 12th graders who have not scored 220</i></p> <p><i>Boot Camp participants demonstrate improvement on MCAS</i></p>	<p><i>MCAS Boot Camp provides intensive training to at risk 11th and 12th graders prior to ELA MCAS</i></p>	<i>Principal</i>	<i>2 weeks prior to MCAS testing</i>	<i>Fall – Yes</i>	<p>Math and ELA Boot camp for November re-test planned. Due to 3 snow days in early Nov., and a full day PD, intensive implementation begins on 11/7 (rather than 10/31 as planned)</p>
<p><i>Improved performance on formative assessments and MCAS/MAP</i></p>	<p><i>Implementation of READ 180</i></p>	<i>Teachers</i>	<i>Ongoing from 9/1/11</i>	<i>Partially</i>	<p>As of Dec. 21, 2011 students have not been identified as needing this intervention and not been taken out from shop classes.</p>
	<p><i>Intensive support for students in literacy, as needed (including additional 35 minutes in C Block)</i></p>	<i>Teachers</i>	<i>Ongoing from 10/5/11</i>		<p>See above</p>

	<i>Two additional periods added during 10th grade shop week for ELA and math, doubling the time on learning in these areas</i>	<i>Principal, teachers</i>	<i>Ongoing from 9/1/11</i>	Yes	Completed and implemented
	<i>Increased focus on PLATO and other credit recovery and learning acceleration software use</i>	<i>Principal, teachers</i>	<i>Ongoing from 10/15/11</i>	Partially	Students are using PLATO for credit retention. The expansion of PLATO from last year has not occurred.
	<i>Graduation coaches will work with up to 100 students who have been identified as at greatest risk of failure</i>	<i>Principal</i>	<i>Ongoing from 9/15/11</i>	Yes – begun	10 staff members (combination of academic teachers, shop teachers, and guidance counselors) mentoring students deemed at greatest risk of failure / of not graduating
	<p>Short Term Outcomes. By the end of the year:</p> <p><i>All students will be able to write an effective paragraph as per Collins method</i></p> <p><i>100% of teachers will incorporate reading and writing in the classroom</i></p> <p><i>100% of students will respond to all open response question on MCAS</i></p> <p><i>All teachers will be trained in how to effectively teach students how to respond open response questions; all teachers will know how to use, and will use a common writing rubric</i></p> <p><i>Non-fiction open response questions will improve from 2.18 to 2.25; fiction from 1.8 to 2.08</i></p> <p><i>Correct answers to questions on ELA</i></p>				

MCAS, based on Standard 4 (vocabulary) will increase from 57 to 60 %

MCAS ELA scores will rise: a) CPI, all students all grades, rises to 74; b) CPI, high needs students, all grades, rises to 72; c) percentage of students, all grades, Warning/Failure, less than 20%; d) percentage of high needs students, all grades, Warning/Failure, less than 22%; and e) median student growth percentile, all students and high needs students, 40%

Using Risk factors, 100% of students will be identified as needing interventions in literacy; appropriate interventions are implemented (e.g. MCAS Boot Camp; Credit Recovery; Read 180; enrichment and extension activities and interventions specific to different student populations.)

100% of 10th grade students will take English and math for a full year (a change from every other week due to shops)

All ELL students will receive the mandated hours of ELA and literacy instruction

All ELL students who are identified as needing reading intervention (NOT due to limited English proficiency) will participate in intervention programs, such as Read 180 and intervention blocks

All students with special needs will receive literacy services as determined

<p><i>by the IEP process.</i></p> <p><i>90% of the 9th and 10th grade students who are below grade level on the MAP, and students who fail the ELA MCAS and who take part in targeted interventions will make at least a year's growth in reading between the fall and spring MAP testing or will make measureable gains on the MCAS.</i></p>				
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Strategic Objective 4

School Strategic Objective

- Increase parent, family, and community engagement in school activities, increase support for the school and students, and begin to make Dean more of a full-service school.

Key School Activities

- Positive communication with parents and families from Day One
- Multiple opportunities for parents, family, and/or caregivers to be engaged in the school in meaningful ways (traditional and nontraditional ways)
- Multiple opportunities for educators to collaborate with families and community agencies on improving student engagement and outcomes

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?	STATUS – 12/23/11
<p><i>Written plan developed and implemented to increase parent and community involvement</i></p>	<p><i>Assess current efforts and initiatives for family outreach and community involvement at Dean</i></p> <p><i>Develop and implement a plan that builds on current strengths and is aimed at substantially increasing parent and community involvement</i></p> <p><i>Plan to provide multiple opportunities for parents, family, and/or caregivers to be engaged in the school in meaningful ways (not necessarily the traditional ways)</i></p>	<p><i>EMO with School Improvement Committee and new School-Community Taskforce</i></p>	<p>Plan developed by 11/15</p>		<p>Plan under development. Should be ready early December.</p> <p>School Improvement Committee met during the month of September, October and November 2011. Attendance ranged from 3 to 6 parents.</p> <p>Parent Liaison position became vacant as of November 3, 2011.</p>

<p><i>Promising practices in the Full Service Community School Model and in existing partnerships investigated for implementation</i></p> <p><i>Outreach, parent engagement, instructional, and other staff report more and higher quality interactions with families and the community</i></p> <p><i>Dean continues to build positive community connections</i></p>				<p>Posting for the position is currently out and interviews will be held in the next few weeks in coordination with Title I staff from the Administration office.</p> <ul style="list-style-type: none"> •Activities held in the school that involved parents: •Open House – October 13, 2011 •Breast Cancer Awareness Fundraiser by Cosmetology during the month of October •Halloween Dance – October 29, 2011 •First Annual JROTC Christmas Party – December 22, 2011 •Auto Body Open House – <p>Dean Staff encouraged using Edline to communicate with parents about the students’ performance.</p> <p>Main Office has Spanish speaking staff on site to assist with translations.</p> <p>ELE Strategic Plan addresses the need for a school policy and process for translation activities.</p>
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	<p><i>Meet with key staff from the Peck school; learn about the Full Service model, what has worked, and can be built upon at Dean.</i></p> <p><i>Meet with existing Dean partners; learn what has been working and what hasn't</i></p>	<p><i>EMO Project Director, Principal</i></p>	<p>11/15/11</p>	<p>Project Director met school Principal and Project Director.</p> <p>Project Director attended Full Partnership Meeting at Peck School on December 8, 2011</p> <p>Project Director met with River Valley to explore ways for partnership in mental health services and preventive work for students at Dean.</p> <p>Project Director met with Holyoke Health Fitness to discuss partnership opportunities.</p> <p>Meetings held with Teen Clinic, Holyoke Health Center, Girls Inc.</p> <p>Four meetings of School Improvement Committee held</p>
	<p><i>Build the capacity of staff engaged in outreach to family and community</i></p> <p><i>Build the capacity of teachers to engage with parents and the community</i></p>	<p><i>EMO PD staff and School-Community Taskforce</i></p>	<p>Begin with 8/23-25 PD; then on-going</p>	<p>EMO did some work with the staff engaged in outreach; more needed. Set-back - the Parent/ Family Title 1 outreach worker left on 11/2 for another position</p> <p>Plans for family outreach part of August</p>

					PD and of initial Learning Teams. Teachers report increased engagement with families. Largely due to that outreach, including letters sent by teachers, over 300 family members attended the October Open House
	<i>Develop / build on positive connections to the wider community – employers, health and human service, faith-based organizations, etc.</i>	<i>EMO with School Improvement Committee and new School-Community Taskforce</i>	January 1, 2012		EMO has been engaged in outreach to CBOs, local colleges, employers, workforce and economic development agencies and others.
	<i>Expand use of school as a community center for learning, within constraints of budget, unions, and opportunities</i>	<i>EMO Project Director and SILT</i>			Conversations with HCC about use of Dean for articulated courses; meeting with Morten Sternheim and colleagues from U-MA about a Solar Learning Lab project on October 26, 2011.
	<p><i>Short Term Outcomes. By the end of the year:</i></p> <p><i>Three parent-family nights or events will be held, with increasing attendance at each.</i></p> <p><i>25 parents will be involved with the School Improvement Committee</i></p> <p><i>There will be measurable and increased teacher outreach to parents – e.g. all graduation coaches with correspond with families; Learning Teams will adopt outreach goals; shops will increase outreach</i></p> <p><i>Any student who missed school on a</i></p>				<p>Graduation coaches are reaching out to parents of their students.</p> <p>Ongoing by Outreach Worker Mr. Martinez.</p> <p>Position posted and interviews to be held in the next few weeks.</p>

regular basis will be contacted(or multiple attempts will be made) by Outreach worker using the district-mandated process

Title 1 Parent Liaison will make contact with at least half the families and will invite to activities, School Improvement Committee, shop advisory committees, and other opportunities

All Vocational teachers will conduct outreach to key businesses for service on advisory committee; internships and co-ops; partnerships.

Through EMO, Dean will conduct targeted outreach to and partnerships with the Chambers of Commerce, Hampden County REB, trade associations, STCC and HCC, Mayor's Economic Development Advisory Committee, Holyoke Employment Partnership, and other key potential partners

Through EMO, Dean will conduct targeted outreach to and partnerships with community-based organizations who can provide support to the school or students, such as Girls Inc., Boys and Girls Club

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SIP January Report - updates

Strategic Objective 5

School Strategic Objective

Create and maintain a safe, orderly, supportive, and engaging school culture - - Students, staff, family, community all feel welcomed, connected, supported, and successful

Key School Activities

- Maintain a safe and orderly environment, conducive to learning and student growth
- Implement consistent use of norms, rules and consequences
- Establish strategies and initiatives so all students are well-known and mentored by at least one caring adult in the school
- Develop more youth leadership, voice, connection to school, and investment in learning
- Infuse culturally and linguistically responsive practices throughout the school
- Continue an explicit and intensive focus on improving student attendance and on reducing dropout rate

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete?	STATUS – 12/23/11
<p><i>There is a consistently safe, supportive, and engaging environment at Dean, with all school members sharing responsibility.</i></p>	<p><i>All staff take responsibility for knowing their students well and monitoring their level of security and connectness</i></p> <p><i>All staff members take responsibility for orderliness in the halls, shops, cafeteria, etc.</i></p> <p><i>Students, through school structures that build their engagement (see below), take responsibility for the safety and security of the school</i></p>	<p><i>Everyone, with monitoring by EMO and school administration</i></p>	<p>From the beginning of school, for the year</p>		<p>There is a self-reported increase by staff in taking responsibility to know their students better. Also, the HS Graduation coaches are providing mentoring for 100+ students. Faculty/Staff participation at sporting events has been boosted with the new initiative, “Athletic Support Squad”.</p> <p>Staff members are mandated to monitor the hallways between classes and any staff member who does not have a homeroom is required to usher students along in the halls.</p>

	<i>Develop specific student organizations (or build on existing ones, such as ROTC) that assume some of the responsibility</i>				Additional resource officers add safety and security to the building. Student Council and Class Officers have been elected. They met with members of the Leadership Team (Discipline Committee) to discuss strategies to improve Dean. They are currently compiling information to bring back to the Discipline Committee.
<i>There is a consistent use of common norms, rules and consequences across the school</i>	<i>Norms, rules and consequences are developed / agreed to across the school; these are positive/asset-based and there is alignment across the school by the first day of school</i> <i>As needed, develop and clearly articulate additional norms (e.g. about bullying)</i> <i>Ensure fair and consistent application of all norms, rules and consequences</i>	<i>EMO Project Director and SILT</i> <i>School administrators and EMO</i>	By start of school, 2011 On-going		Norms, rules, and consequences were set by SILT and EMO before school started and were conveyed to all staff. However, the school continues to have problems with the fair and consistent application of norms and rules – both in the classrooms and school-wide. This is currently the focus of developing and implementing new strategies, under a consistent behavioral management framework.
<i>One hundred students assessed to be at-risk are mentored by HS Graduation Coaches</i>	<i>Ten teachers are selected as High School Graduation Coaches; each forms a mentoring relationship with 10 students deemed at-risk</i>	<i>Doug Arnold, with EMO and Principal</i>	9/20/11	Yes	This has been launched and will continue for the year
<i>Advisories in place so all students are known well by at least one adult in the school and students feel connected to Dean and peer group</i>	<i>Student Advisories, run by pairs of teachers / staff that form the fundamental 'family unit' at Dean; foci on: group building; self-perpetuating rituals and routines; academic advisement; personal conferencing; mapping the future and career planning; and honoring student voice</i>	<i>EMO PD staff and SILT</i>	Advisory training in January; targeted implementation in second semester	No	This objective and activities may be delayed, with implementation next September 2012. Experience with trying to implement an enrichment period suggests that staff will need a fair amount of training and support to implement effective advisories.
<i>Strategies, activities, and routines in place to develop Dean identity, norms, and relationships</i>	<i>Points of connection developed – opportunities to develop a group identity, norms, and relationships (e.g. uniforms; productive competition</i>	<i>Everyone, with monitoring by EMO and school</i>	From the beginning of school, for the		Some progress made, but not to the extent desired by the end of the year. Some important rituals and activities

	<p><i>between vocational areas or grades; enhance / expand clubs, enrichment activities, and afterschool activities) There are rituals, celebrations, and gatherings – by shops, grades or whole school</i></p> <p><i>Daily rituals continued in all classes – e.g. activators / do-nows</i></p> <p><i>Institute monthly recognition ceremony for grade, shop, or school - - recognize individuals, shops, teams, advisories for specific actions; “Shout outs” for all members of the Dean family</i></p>	administration	year		<p>implemented to honor student accomplishments and adherence to rules: a. Shops and many academic classes named “Student of the Month” for each shop since September b. Guidance continues to organize an ice cream social for all the students with perfect attendance each month c. “Shout-outs” to students for accomplishments or improvements now included in morning announcements;</p> <p>A pizza party was held for our students who passed the Math MCAS, initiated by Mrs. Ocaña. Ice cream socials for perfect attendance continue to happen.</p>
<p><i>Youth are active participants in leadership and involvement roles at Dean</i></p>	<p><i>Dean explicitly and purposefully develops youth leadership and voice through student representation within school governance and/or student advisory board or student council; student choice in clubs, activities, enrichment; community service learning – within the school and in the community – actively supported</i></p>	<p><i>Everyone, with monitoring by EMO and school administration</i></p>	<p>From the beginning of school, for the year</p>		<p>Student Council re-established; Students lead the Pledge of Allegiance and morning announcements.</p> <p>There is a need to increase clubs, activities, and enrichment. CSL (Community Service Learning) has not been implemented at all.</p>
<p><i>Culturally and linguistically responsive practices are infused in school</i></p>	<p><i>There are explicit norms about inclusion and teachers receive category training and other trainings specifically geared to increasing engagement and achievement of ESL students</i></p> <p><i>Teachers receive PD and support to use culturally responsive practices, materials, and assessments in order to encourage students to scaffold on their background knowledge, work in familiar ways and build on their deeply rooted cultural and linguistic paradigms</i></p>	<p><i>EMO and school administration</i></p> <p><i>EMO Professional Development</i></p>	<p>From the beginning of school, for the year</p> <p>PD begun in August; continued with coaching and LTs in the year</p>		<p>This area is a specific and intensive focus of the work of the EMO. There has been PD and coaching in responsive practices, and evidence of this is part of what is assessed in walk-throughs.</p> <p>The EMO and HPS just developed a strategic plan for the ELE Department that includes work with content teachers in these areas. Still - Very much needs to be done (See Dean ELE Strategic Plan)</p> <p>Category trainings are publicized to all staff members, and the deadline for completing 3 trainings is June, 2012 and is strongly reinforced.</p>

<p><i>There is an explicit and intensive focus on improving student attendance and on reducing dropout rate</i></p>	<p><i>Implement the HSGI / Mass Grad initiative, including Graduation Coaches and Credit Recovery Teachers and Coordinator</i></p> <p><i>Design and implement (or continue) targeted engagement and dropout prevention strategies, (e.g. Connections; JumpStart; regular progress reports for parents and students; authentic opportunities for developing skills and work experience.)</i></p>	<p><i>Doug Arnold, with EMO and Principal</i></p> <p><i>Principal, EMO and SILT</i></p>	<p>9/15 begin; on-going for year</p> <p>Begin Summer, 2011; on-going for year</p>		<p>HSGI work at Dean has all been launched and will continue for year. More focus on credit recovery.</p> <p>Some targeted engagement and dropout prevention strategies are in place (Graduation Coaches; Jumpstart; MCAS boot camp), but this area needs more development in the coming months.</p>
	<p>Short Term Outcomes. By the end of the year:</p> <p><i>There will be a measureable reduction in disciplinary incidents, including suspensions, due to a consistent use of common norms, rules and consequences across the school; e.g. out-of-school suspension rate will decrease to 40% from 47.6% in 2011 and 72.2% in 2010</i></p> <p><i>The number of form 2s will decrease this year as a result of all teachers following the accepted disciplinary procedures in the classroom.</i></p> <p><i>All students will be connected to and known well by at least one staff member of the school: One hundred students assessed to be at-risk will be mentored by HS Graduation Coaches; all students will participate in teacher-student advisories</i></p> <p><i>All students with a Graduation Coach</i></p>				

will have met with their coach at least 30 times.

At least twenty students will complete a Credit Recovery course in order to earn credits for a class failed in the past.

All teachers and students will have established norms in their classrooms that are revisited throughout the year.

All teachers trained in the use of the eight cognitive strategies will demonstrate the use of them throughout the year in their classes. All students will understand the rituals and routines in each class through consistent use of the strategies. Newly hired teachers will receive training to understand the strategies and incorporate them into their classes.

Improving the school culture, student connections to staff, and student engagement will lead to:

- Attendance in 2011-12 will increase to 87% from 83.2% in 2011 and 80.5% in 2010*
- Retention will decrease to 11% from 16.2% in 2010*
- Drop-out rate will decrease to 10% from 14.1% in 2010*
- 4-Year Graduation Rate will increase to 40% from 34.2% in*

	2010				
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<p>Pending the results of the previous analyses, quality audit of 11/29/2011 and other data will be used to help to determine what shops might be expanded, updated, closed, restructured or merged with other shops.</p>	<p><i>students; (d) the percentage of students receiving their first choice of a shop based upon the results of the exploratory, and whether student choices or lack of choice affected dropout and graduation rates; (e) competency gain, course completion, and GPA; and (f) graduation rates for Dean students in various shops, etc.</i></p> <p><i>The results of the previous analyses, quality audit, and other data will be used to help to determine what shops might be expanded, updated, closed, restructured or merged with other shops.</i></p>		<p>PENDING results of report</p>		<p>December 2011.</p> <ul style="list-style-type: none"> b. Post-secondary education plans for the class of 2010 and 2011 was completed and filed as part of the CVTE Grad Follow-up Report with DESE by Vocational Director on 11/23/2011. c. Articulation agreements with STCC and HCC and copies of agreements and student certifications are on file with Vocational Director and in guidance as part of student file. d. Needs to be done for class of 2015.
	<p><i>Formation of a Task Force (previously called the Blue Ribbon Committee) that will be charged with making substantial recommendations in the organization of the school's Chapter 74 programs that better reflect industry needs, and are informed by prior analyses and the Quality Assessment. The work of the committee will also be informed by using up-to-date labor market analysis for Hampden County</i></p>	<p><i>EMO Project Director, Acting Vocational Director</i></p>	<p><i>Task Force convenes by 12/1</i></p> <p><i>Recommendations by February, 2012</i></p>		<p>This will also be slightly delayed, since it builds from the assessment (above). Task Force still needs to meet. Still an aim to have recommendations by Feb, 2012.</p>
	<p><i>Convene a team of staff and employer partners to identify and visit vocational technical high schools with similar demographics, such as Worcester Technical High School, to study shop configurations, curricula, and the effective use of business and community resources</i></p>	<p><i>EMO Project Director, Acting Vocational Director</i></p>	<p><i>Dec-Jan. 2011-12</i></p>		<p>On track for Dec and Jan</p> <p>Dates and sites have yet to be addressed?</p>

	<i>Current advisory committees substantially expanded to include more employers and colleges and to be active contributors to the growth, funding, and accountability of the shops</i>	<i>EMO Project Director, Acting Vocational Director</i>	<i>By January, 2012</i>		<i>EMO and Vocational Director currently assessing the standing advisory committees and will develop plan for expansion of committees and expansion of expectations for members.</i>
<i>The school schedule includes additional periods for academics in the 9th and 10th grades and additional vocational time in 11th and 12th</i>	<i>Exploratory reduced to one period every other week allowing additional periods for academics in the 9th grade 10th grade vocational week includes two periods (for ELA and math); this reduces shop time to 3 blocks from 5. In 11th and 12th grade, additional hour a week added to vocational time.</i>	<i>EMO Project Director; Principal; Vocational Director</i>	<i>By start of school</i>	<i>Yes</i>	<i>All parts have been implemented.</i>
<i>New structure in place for exploratory program, and exploratory offerings for students in substantially separate classrooms are expanded</i>	<i>New structure designed and implemented for vocational technical exploratory program Students will initially spend one period every other week day in each shop; in the exploratory program students will spend two weeks in their top six exploratory choices. Students at the end of the exploratory will be evaluated and scored using a standardized rubric that contains the following four elements: conduct; effort and attitude; grades; and attendance. Students will then be admitted into the shop of their choice based on the point total they received in all shops combined. A program to expand the exploratory offerings for students in substantially separate classrooms will be developed</i>	<i>EMO Project Director; Principal; Vocational Director</i>	<i>New structures implemented in Sept, 2011 End of semester Pilot in first semester</i>	<i>Yes</i>	<i>This has been implemented On track for end of semester Pilot is being implemented; first shop rotation completed and assessments of the program being completed by vocational teachers. Further development of plans for the integration of these students into Chapter 74</i>

	<i>and piloted; this is required by DESE</i>				shops is part of strategic plan and completed 11/4/11
<i>There is an expansion in the number and quality of work-based learning experiences, co-ops, etc.</i>	<p><i>Vocational teachers are stipend to spend additional time developing internships and co-op placements</i></p> <p><i>There is a substantial increase in quality, learning-rich work-based learning (including an increased use of the MA Work Based Learning Plan)</i></p> <p><i>With local employers, colleges, and workforce agencies (REB), begin to articulate and implement coherent pathways to careers and college – in 2011-12, begin with Health careers pathway + one other.</i></p>	<i>Principal, EMO staff, Vocational Director and Department Heads</i>	<i>Ongoing from 11/1</i>		<p>This was planned to begin 11/1, with the assumption Perkins funding would be approved by then. This will begin as soon as funding is available.</p> <p>There continues to be a need for a substantial increase in work-based learning (internships, co-ops, etc.). Perkins will provide some stipends for the development of these opportunities.</p> <p>Initial meetings around the development of pathways held with HCC, the REB, and key employers – esp. in health services.</p>
<i>The quantity and quality of academic-vocational curriculum and teaching integration is increased from previous years, resulting in higher student learning and engagement</i>	<p><i>Targeted professional development and common planning time supports integration of math and ELA into shop instruction, and into project-based learning</i></p> <p><i>Collins Writing Method, Open-Response Questions, and Rebis strategies implemented across the academic and vocational areas</i></p> <p><i>The Senior Project continued and strengthened to further integrate academic and vocational education and to include 21st Century research, writing, technology, and presentation skills; academic and vocational teachers assume joint responsibility in helping students to develop their senior project.</i></p>	<i>Academic and Vocational Department chairs, EMO staff and Project Director</i>	<p><i>PD begun Aug. 24-26; PD and coaching ongoing during year</i></p> <p><i>Academic-vocational curriculum and teaching integration supported throughout year</i></p>		<p>No integration happening at this time. Collins Writing Method PD completed on November PD day.</p> <p>All shops are required to use ORQs and follow-up Collins Writing Method PD schedule for January 6, 2012.</p> <p>Senior Projects continued.</p> <p>Project-based learning training has not yet happened.</p>

	<p><i>Train staff in developing and using integrated standards-based projects and problem-based learning for use across the curriculum.</i></p>			<p>YES?</p>	
	<p>Short Term Outcomes. By the end of the year:</p> <p><i>Each shops' advisory committee will have been expanded to include more employers and other required partners; at least three partnering businesses will make contributions of funds or equipment</i></p> <p><i>Through EMO and Vocational Director, Dean will have conducted targeted outreach to and partnerships with the Chambers of Commerce, Hampden County REB, trade associations, STCC and HCC, Mayor's Economic Development Advisory Committee, Holyoke Employment Partnership, and others</i></p> <p><i>A new school schedule will have been implemented in September that includes additional periods for academics in the 9th and 10th grades and additional vocational time in 11th and 12th</i></p> <p><i>A new structure will have been implemented for vocational technical exploratory program; this includes a program to expand the exploratory offerings for students in substantially separate classrooms</i></p> <p><i>Vocational teachers will use the Ribas</i></p>				<p>In progress.</p> <p>In progress.</p> <p>A new school scheduled is in place.</p> <p>Integration of Ribas training of “Cognitive Strategies” is a continuation from 2010. These strategies are incorporated in the Dean Tech lesson plan template. Needs to be reinforced with planned additional PD. Collins will return in January 2012.</p> <p>Senior Project information not yet available.</p> <p>All aspects of the MA Work Based Learning Plan are not fully functional.</p> <p>Co-op placements have increased over last year but have not yet reached 100% increase.</p>

<p><i>cognitive strategies throughout the school year 2011-2012, as assessed by walk-throughs</i></p> <p><i>All students will write paragraphs in shop using the Collins Writing method in order to increase their ELA writing skills, as assessed by walk-throughs and samples of student writing</i></p> <p><i>100% of 12th graders will successfully complete their Senior Project</i></p> <p><i>There will be a 100% increase from 2010-11 in quality, learning-rich work-based learning, including internships, co-op placements, and work-based learning using the MA Work Based Learning Plan)</i></p> <p><i>Structural supports for increased internships and co-ops will be developed and in place. This includes: a data base which can be used for coop positions in the various shops; a brochure for co-op; a revision of the co-op handbook</i></p>				<p>Revisions and increase use of data base are tied to increase canvassing by vocational instructors, interim vocational director, and strengthening of advisory boards.</p>
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