



**Holyoke 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"/>

**Holyoke High School
School Improvement Plan
School Year 2011-2012**

Created by: Holyoke High School Instructional Leadership Team

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: Each School Improvement Plan in the district aligns to the District Improvement Plan. While each school has its unique character, it is critical for the district to operate as one whole to support all students. The basic principles each school should keep in mind for SIP planning are:

- SIP must address each strategic objective
- School improvement goals must be specific and measurable
- The more inclusion at the school level, the better
 - Involvement of School ILT is ideal
 - School ILT members include:
 - Principal
 - Coaches (2)
 - One representative each from Special Education team and ELL team
 - One representative each from K–2, 3–5, and 6–8
 - Representative from Guidance team
 - ‘At large’ representative
- Schools should not take on lots of “other” initiatives, unless a solid plan is in place to achieve the objectives and outcomes laid out in the district plan

School Analysis of Needs:

The 2011 MCAS data shows that HHS has made Annually Yearly Practice (AYP) in all categories of ELA. Our 2011 Composite Performance Index (CPI) is 91. Although this is a very high performance rating and we did increase our 2010 CPI from 87.7, we did not meet our ELA target of 95.1. Our ELA SGP for 2011 is 34. We need to increase ELA performance achievement in all subgroups of MCAS

In order to achieve this goal two new courses were developed. A Reading and Writing Enrichment course will provide students who were low performing on the 8th grade MCAS and/or MAP a reading and writing intervention using the Achieve 3000 program. Students who were in high needs improvement or above will take a semester course which focuses on advanced writing.

HHS did not meet our 2011 AYP in math. The aggregate, low income and Hispanic groups all failed to meet AYP. However, HHS did meet our target in the subgroup white. This information tells us we need to look deeper into our data on these subgroups.

We have identified incoming 8th graders who have scored lower than 230 on the 8th grade MCAS, or who have failing grades and placed them in ASSISTments. This is a computer based program that blends math tutoring assistance with math assessment reporting.

We have identified students who have failed the 2011 MCAS and are placing them in a math intensive course to prepare them for the November retest. We have also identified students in the Needs Improvement category and placed them in a Standards Based Math for Proficiency Attainment course.

Along with these math and ELA initiatives, Leadership at HHS realizes the need to increase the 4 and 5 year graduation rate, decrease the dropout rate, and reduce the 9th grade retention rate. Ten graduation coaches have been hired to work closely with 100 HHS at-risk students (who have been identified). We will also aggressively use Credit Recovery to advance retained students back into their graduation cohort group. By focusing on our ELA and math interventions, implementation of graduation coaches, and aggressively using Credit Recovery we feel this will help decrease the dropout rate, reduce the 9th grade retention rate and increase our graduation rate.

School Theory of Action:

We believe that if:

- HHS staff uses data to inform instruction and learning with a focus on our SPED and ELL population ; and
- HHS staff identifies, implements and uses effective teaching strategies; and
- we implement the initiatives noted above in the analysis of needs; then

Every student will graduate from Holyoke High School ready for college success without remediation and for career success as a citizen in a global society.

Grade Level	Indicator	Latest	Historic			
		2010-11	'09-'10	'08-'09	'07-'08	
Grades 9-12	Student attendance	88.7%	88.1%	88.8%	89.0%	
	Teacher attendance	96.81%				
	Graduation rate		67.0%	62.4%	64.0%	
	Out-of-School suspension rate	40%	39.1%	40.6%	41.2%	
Grade 10	ELA	MCAS proficient and above	76 %	66%	69%	58%
		SGP	34	41.0	42.0	N/A
		CPI	90.9	87.7	87.4	84.3
	Math	MCAS proficient and above	65%	66%	52%	46%
		SGP	56	56.0	42.0	N/A
		CPI	83.1	82.9	74.9	73.3
	Sci.	MCAS proficient and above	27	31%	25%	20%
		SGP	N/A	N/A	N/A	N/A
		CPI	60.8	67.7	65.6	61.3

ELA MCAS	2011 CPI	2010 CPI	2009 CPI
ELL	65.9	62.1	62.5
SPED	66.3	67.1	62.5
WHITE	98.6	95.5	96.9

MATH MCAS	2011 CPI	2010 CPI	2009 CPI
ELL	61.4	47.9	50
SPED	57.4	55.6	56.7
WHITE	98.2	92.6	85.6

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 scores will increase to ___ from ___ by the end of SY2011-12
 - 9th grade [assessment TBD] proficiency will increase to ___ from ___
 - 10th grade MCAS proficiency and above will increase to 82 from 76
 - 11th grade [assessment TBD] proficiency will increase to ___ from ___
 - 12th grade [assessment TBD] proficiency will increase to ___ from ___
- Math scores will increase to ___ from ___% by the end of SY201-12
 - 9th grade [assessment TBD] proficiency will increase to ___ from ___
 - 10th grade MCAS proficiency and above will increase to 70 from 65
 - 11th grade [assessment TBD] proficiency will increase to ___ from ___
 - 12th grade [assessment TBD] proficiency will increase to ___ from ___
- _____
 - Holyoke High School's ELLs' performance on the Spring 2012 MEPA will improve as follows:
 - 88% of the students starting the year at Level 1 will increase at least one level.
 - 93% of the students starting the year at Level 2 will increase 1-2 levels.
 - 88% of the students starting the year at Level 3 will increase 1-2 levels.
 - 90% of the students starting the year at Level 4 and 5 will receive FLEP status.

School performance targets (short term outcomes)

- ELA - 100% of 9th and 10th graders who were at AV (percentile scores between 66 and 33) and HI (percentile scores above 66) on the fall MAP ELA assessment will increase their scores by at least half of the average annual growth for their grade levels on the January MAP.
- 75% of the 9th and 10th graders who were at LO (percentile scores equal to or less than 33) according to the fall MAP scores will increase by at least 50% of the

average annual growth for the grade levels on the January MAP.

- MATH - 100% of 9th and 10th graders who were at AV (percentile scores between 66 and 33) and HI (percentile scores above 66) on the fall MAP ELA assessment will increase their scores by at least half of the average annual growth for their grade levels on the January MAP.
- 75% of the 9th and 10th graders who were at LO (percentile scores equal to or less than 33) according to the fall MAP scores will increase by at least 50% of the average annual growth for the grade levels on the January MAP

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 an instructional leadership team
- Build a common understanding of what is effective instruction
- Use data and inquiry to identify student needs and improve instruction

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?
<i>School ILT is formed as a problem-solving team designed to build the capacity of staff to improve student achievement.</i>	<i>SILT is formed</i>	<i>Principal</i>	<i>9/15/11</i>	<input checked="" type="checkbox"/>
	<i>SILT mandate and meeting schedule is established</i>	<i>Principal</i>	<i>9/15/11</i>	<input checked="" type="checkbox"/>
	<i>Agenda development process is decided</i>	<i>Principal</i>	<i>9/15/11</i>	<input checked="" type="checkbox"/>
	<i>First meeting has been held</i>	<i>Principal</i>	<i>9/15/11</i>	<input checked="" type="checkbox"/>
	<i>With guidance from the DILT, the SILT will develop a walkthrough tool that defines and measures effective instruction</i>	<i>Principal & DILT</i>	<i>9/23/11</i>	<input type="checkbox"/>
<i>SILT makes informed instructional decisions based on data provided from data team walkthrough tool</i>	<i>Principal and SILT complete at least 5 walkthroughs weekly using the walkthrough tool</i>	<i>Principal & SILT</i>	<i>Beginning as soon as we receive the tool</i>	<input type="checkbox"/>
	<i>Principal and SILT determines needs for and approaches to next steps of teacher professional learning about effective teaching strategies</i>	<i>Principal & SILT</i>	<i>Bi-weekly Starting 9/23/11</i>	<input type="checkbox"/>
	<i>SILT shares data gathered from walkthroughs with faculty at faculty and departmental meetings.</i>	<i>Principal & SILT</i>	<i>10/17/11</i>	<input type="checkbox"/>
<i>Faculty and departmental meetings are used as PLC's to present "best teaching practices" for all students</i>	<i>HHS will use the book <u>Teach Like a Champion</u> during its faculty, departmental and professional development initiatives to discuss effective teaching strategies</i>	<i>Principal & SILT</i>	<i>10/07/11 10/17/11 & all faculty meetings</i>	<input type="checkbox"/>
	<i>80% of HHS content teachers will receive PD on Category IV training</i>	<i>Principal and Roberta Frederick</i>	<i>08/29/11 & 11/04/11</i>	<input type="checkbox"/>

<i>All students will be appropriately placed in Tier II and Tier III interventions.</i>	<i>SILT will examine data to identify students needing appropriate interventions.</i>	<i>SILT guidance</i>	<i>09/23/11</i>	
	<i>Interventions will be scheduled and available to students during, before and after school.</i>	<i>Principal SILT Guidance counselors</i>	<i>10/01/11</i>	
	<i>Ongoing diagnostic assessments will be developed to determine student progress and academic improvement.</i>	<i>Principal SILT</i>	<i>10/14/11</i>	
<i>Instructional changes are occurring in classrooms, as evidenced by walkthroughs and SILT survey, by Jul 1</i>	<i>As per contact teachers will be observed and provided with meaningful information directly related to DILT & SILT initiatives</i>	<i>Principal Department Chairs Asst. Principals</i>	<i>Ongoing</i>	<input type="checkbox"/>
	<i>Principal & SILT will meet bi-weekly to assess progress with instructional changes taking place in all classrooms.</i>	<i>Principal & SILT</i>	<i>Ongoing</i>	<input type="checkbox"/>
				<input type="checkbox"/>

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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 ILT, PLC, data team settings to analyze data focused on improving instruction
- Develop a system to input and verify quality of school data
- Administer ELA and math assessments and use data templates to submit assessment data to data warehouse

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?
<i>School based Data Team will provide the ILT and school community data analysis that will be the core to driving instruction</i>	<i>School Data Team is formed</i>	<i>Principal/Data Chair</i>	<i>09/15/11</i>	<input type="checkbox"/>
	<i>Data Team mandate and meeting schedule is established</i>	<i>Data team</i>	<i>10/01/11</i>	<input type="checkbox"/>
	<i>Data Team develops agenda for meetings</i>	<i>Data team</i>	<i>10/01/11</i>	<input type="checkbox"/>
	<i>Meetings held bi-weekly</i>	<i>Data team</i>	<i>Ongoing</i>	<input type="checkbox"/>
<i>Formative and summative data is used to inform instruction and learning</i>	<i>Benchmark and summative assessments are developed for ELA, science and math.</i>	<i>ELA, math, and science department chairs, district leaders- C. Mahoney, M. Cole, H. Gibson</i>	<i>Need dates from district leaders</i>	<input type="checkbox"/>
	<i>ELA, math and science assessments are implemented in accordance with the district assessment calendar</i>	<i>ELA, math, and science department chairs, district leaders- C. Mahoney, M. Cole, H. Gibson</i>	<i>District Assessment Calendar</i>	<input type="checkbox"/>
	<i>Data from assessments is shared within departments, with the SILT and the school community</i>	<i>ELA, math, and science department chairs, Principal</i>	<i>Monthly Faculty & Departmental meetings</i>	<input type="checkbox"/>
<i>100% of data is verified for quality at the school level and submitted to the district within 10 days</i>	<i>Receive and review district data planning and submission tools</i>	<i>Principal, Data Team, Data Clerks</i>	<i>Pending district dates</i>	<input type="checkbox"/>
	<i>Submit data to school leadership according to protocols established by district</i>	<i>Teachers and ELA/math department</i>	<i>Pending district dates</i>	<input type="checkbox"/>

		<i>chairs</i>		
	<i>Review and submit data to school leadership according to protocols established by district</i>	<i>EL, Math & Science Dept. Chairs</i>	<i>Within 10 days of completed assessment</i>	<input type="checkbox"/>
<i>Benchmarks, end of year targets, and district targets are clearly articulated and shared with all staff</i>	<i>Monthly data review meetings carried out according to protocol</i>	<i>Principal, , SILT, Data Team</i>	<i>10/30/11</i>	<input type="checkbox"/>
	<i>Inquiry process is in place and used at SILT, Data Team and PLC meetings to monitor ELA and math data</i>	<i>Principal, SILT, Data Team</i>	<i>10/30/11</i>	<input type="checkbox"/>
	<i>Principal, SILT and Data team review data and share with faculty on a quarterly basis</i>	<i>Principal, SILT, Data Team</i>	<i>At quarterly faculty meetings</i>	<input type="checkbox"/>

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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

- Identify struggling readers and schedule appropriate interventions with the most qualified literacy staff
- 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

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?
<i>Intervention plan is in place, interventions are initiated by August 31, 2011</i>	<i>Students are identified by prior year scores on MCAS and MAP for immediate intervention in grade 9(Achieve 3000)</i>	<i>Principal, Guidance, Marie Cole</i>	<i>08/31/11</i>	Y
<i>Enrichment in reading and writing is provided to those students who scored in high needs improvement or above by August 31, 2011</i>	<i>Students are identified by prior year scores on MCAS and MAP and placed in writing enrichment program (Literature on Screen)</i>	<i>Principal, Guidance, Marie Cole</i>	<i>08/31/11</i>	Y
<i>All students will be placed in intervention and enrichment programs and be monitored through out the year.</i>	<i>Monitor progress of students in interventions.</i>	<i>Angela Sweeney Linda Forget</i>	<i>Quarterly- at quarterly grading times.</i>	<input type="checkbox"/>
	<i>Replace students in appropriate intervention/enrichment according to benchmarks/testing.</i>	<i>Angela Sweeney Linda Forget</i>	<i>Quarterly- at quarterly grading times</i>	<input type="checkbox"/>
	<i>All SPED students will be identified and correctly placed in inclusion classrooms.</i>	<i>Geri Zuber</i>	<i>09/23/11</i>	<input type="checkbox"/>
	<i>All ELL & ELL/SPED students will be identified and provided with appropriate testing for correct placement.</i>	<i>Vida Zavala David Valade ELL Dept. Chair</i>	<i>10/01/11</i>	<input type="checkbox"/>
<i>Formative and summative data is used to inform instruction, learning and core curriculum.</i>	<i>Analyze data including MCAS scores, MAP scores benchmark tests, unit exams, progress reports and quarterly grades.</i>	<i>Teachers Department Chairs</i>	<i>Monthly Departmental Meetings</i>	<input type="checkbox"/>
<i>90% of ELA teachers are effectively implementing core instruction as evidenced by walk throughs, observations, and evaluations.</i>	<i>Analyze data from walk through tool, teacher observation and evaluation documents.</i>	<i>Department Chair Asst. Principals Principal</i>	<i>Ongoing</i>	

School Based Strategic Objective: Focus on Math

School Strategic Objective

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

Key School Activities

- Identify students who are need of math interventions.
- Schedule students accordingly with appropriate interventions

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?
<i>Students are appropriately placed in Tier II and III interventions i.e. Math Lab, Math Intensive, Standards Based Math Class</i>	<i>Examine master schedule to make sure all students are appropriately placed in core and intervention classes</i>	<i>Principal SILT Guidance</i>	<i>09/15/11</i>	<i>Y</i>
	<i>Monitor mathematic achievement using benchmark and unit assessments.</i>	<i>Math Teachers Linda Forget Math Dept. Chair Principal</i>	<i>In accordance with district assessment dates</i>	<input type="checkbox"/>
	<i>All SPED students will be identified and correctly placed in inclusion classrooms.</i>	<i>Geri Zuber</i>	<i>09/23/11</i>	<input type="checkbox"/>
	<i>All ELL & ELL/SPED students will be identified and provided with appropriate testing for correct placement.</i>	<i>Vida Zavala David Valade ELL Dept. Chair</i>	<i>10/01/11</i>	<input type="checkbox"/>
				<input type="checkbox"/>
<i>Formative and summative data is used to inform instruction, learning and core curriculum.</i>	<i>Departmental meetings and PD days will be used to share information on assessments to strengthen core instructional practices as well as core curriculum.</i>	<i>Math teachers Mary Ann Dunn</i>	<i>Monthly Departmental Meetings</i>	
<i>90% of teachers are effectively implementing core instruction as evidenced by walk throughs, observations, and evaluations.</i>	<i>Analyze data from walk through tool, teacher observation and evaluation documents.</i>	<i>Department Chair Asst. Principals Principal</i>	<i>Ongoing</i>	

School Based Strategic Objective: Comprehensive Guidance Program

School Strategic Objective

- Implementation of Comprehensive School Guidance Program

Key School Activities

- Form district-wide Comprehensive Guidance Planning Team of which HHS staff is a member.
- Develop Comprehensive Guidance Modeling Plan

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?
<i>15% increase in advancing retained students to their original graduation cohort</i>	<i>Identify retained and/or failing student; connect students with graduation coaches and advise students on taking Credit Recovery.</i>	<i>Guidance, Department Chairs, Teachers, Assistant Principals, Principal</i>	<i>09/15/11</i>	<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
<i>Guidance counselors integrating a college and career readiness curriculum using individual and classroom instruction.</i>	<i>Develop guidance curriculum.</i>	<i>District Comprehensive Guidance Committee, HHS Guidance Counselors</i>	<i>09/30/2011</i>	<input type="checkbox"/>
	<i>Schedule of counselors in classroom and with related activities.</i>	<i>Guidance Chair</i>	<i>09/30/211</i>	<input type="checkbox"/>
	<i>Pilot curriculum and review data on implementation.</i>	<i>Guidance Chair & counselors</i>	<i>Completed by 06/15/2012</i>	<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>