

Worcester Public School  
Burncoat High School  
School Improvement Plan  
2008 - 2010

## School:

### Mission Statement:

The Worcester Public Schools provide learners with a quality education in a safe and healthy environment. We believe that students can achieve at high levels as they prepare to become productive citizens and lifelong learners in our changing technological world.

The Burncoat staff and community members encourage and expect our students to:

- Be effective readers.
- Be effective communicators.
- Be effective problem solvers.
- Be familiar with the use of technology.
- Be active school community members.

### Focus Statement:

The Instructional Focus for Burncoat High School is to work to improve all students' ability to thoroughly and successfully answer open response questions as measured by MCAS, MEPA, and various forms of formative assessment.

# School Profile Information

## Basic Information

Name of School Burncoat High School

Address 179 Burncoat Street

	Worcester, MA 01606
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(508) 799-3300

Fax

(508) 799-8206

Fax

[www.wpsweb.com](http://www.wpsweb.com)

Principal

William P. Foley

Principal

[foleyw@worc.k12.ma.us](mailto:foleyw@worc.k12.ma.us)

Phone, E-mail Address

Brian Dougal

## Worcester Public Schools Evidence Checklist

Choose the evidence that will be implemented through your plans from this approved list. Use only those items that are pertinent to your plan.

- Copies of Worcester Public School curricula including Benchmarking document
- ☒ Minutes of Instructional Leadership Team Meetings
- ☒ Summary Protocol of work accomplished at teacher teams meetings (Looking At Student Work, Data Analysis)
- ☒ School Staff FOCUS Bulletins and Ongoing Communication between Principal, ILT and Staff
- ☒ Lesson Plan Template
- ☒ MCAS Data
- ☒ MAP Data
- ☒ Student Schedules
- ☒ Information on Teacher Qualifications
- ☒ Information on Staff Attendance
- ☒ Minutes from meetings involving teachers, administration, and parents
- ☒ Records of Classroom informal observations
- ☒ Information from Interviews or surveys of teachers, parents or students
- ☒ Attendance and discipline records
- ☒ Information on participation in student assistance programs
- ☒ Information on teacher training and professional development
- ☒ Unit/Quarter Class checklists, Unit/Quarter Individual Profile of Progress, Progress Indicator, Math Logs
- ☒ Worcester Public Schools ELA Portfolios
- ☒ ISSPs
- ☒ After School/Summer School Attendance

### High School Staff Roster 2008-2009 (Correct staffing for appropriate level)

Position	Personnel	# of Students	Signature
Principal	William Foley		
Site Council Co-Chair	Lynda Forte		
Assistant Principals	Brian Dougal		
	David Nolan		
	Jean Stone		
Guidance Counselors	Rosa D'Agostino (Dept. Head)		
	Jane Dowd		
	Maxine Levy		
	Sue Michaud		
Adjustment Counselors	Dianna Robles		
	Christine Steinwand		
Art	Janice Corazzini	76	
	Margaret Grass	92	
Bilingual Education	Nancy Ortiz	35	
	Yazmik Cantillano	N/A	
Business	Paul Burgess	53	
	Delores Lupu-Felis	87	
	Sharon Mansfield	102	

	Francis Weeks	N/A	
English Language Arts	Erica Adjeman	93	
	Marilyn Aprahamian	MCAS tutor	
	Jamie Barbieri	106	
	Thomas Bostock (Dept. Head)	90	
	Louis Cote	105	
	Thomas Gibbons	N/A	
	Lynn Henrion	115	
	Lisa Loughlin	95	
	Carolyn Martello	111	
	Kathleen McCarthy	114	
	Antoinette McClain-Robinson	113	
	Thomas Nolan	96	
	Stephen Power	84	
	Ann Reitzell	88	
ESL	Catherine Fuller		
	Liola Mathieson	17	
	Benetta Kuffour	45	
	Jasmine Ortiz	40	
Health	Amy Groccia	203	

	Donald Malm	243	
	Donna Gillogly	237	
Home Economics	Lois Halley	95	
	Diane Murray	59	
Industrial Arts	Gary Magiera	80	
	Anthony Vitali	84	
Foreign Language	Thomas Davis	75	
	Adriana Dine	82	
	Frances Friedman (Dept Head)	63	
	Brenda Marrero	103	
	John Palmer	96	
	Rafaelina Tamason	118	
Library Media Specialist	Michaela Curran	N/A	
Mathematics	Raymonde Bergeron	101	
	Kimberly Capobianco	95	
	Michelle Cartagena	92	
	Mary Doyle	89	
	Sean Flynn	88	
	Ernst Gibosse	MCAS	
	Sheila Hass	98	
	Michael Juneau	81	
	John Mitchell	108	
	Walter Talbot	99	
	Matthew Tarallo	80	

	Quat Tran	80	
Music/ Theater	Mark Axelson	96	
	Deborah Cole	126	
	David Twiss	96	
Physical Education	John Milewski	234	
ROTC	Samuel Gallant	60	
	Edward Ireland	53	
Science	Kevin Cox (Dept. Head)	52	
	Kevin Cox Jr.	105	
	Judith Cradler	119	
	Karen Doyle	110	
	Christine Guillette	120	
	Karen Herbert	88	
	Edward Latinville	103	
	James Pisegna	97	
	Christopher Racine	93	
Social Studies	Scott Boosahda	122	
(Dept. Head)	Ellen Cawley	59	
	Megan Curtin	125	
	Alfred Hamel	91	
	Olga Koullisis	88	
	Antonia Mariano	91	
	Michaela Moylan	101	
	Jennifer O'Leary	121	

	Daniel Rushton	91	
	Brian Sargent	98	
Special Education	Melanie Alzaher	56	
	Richard Cincotta	44	
	Kellie Denio	64	
	Derek Gould	54	
	Francis Incutto	53	
	James Lanava	31	
	Amie Matson	46	
	Angela Muscetta-Smith	60	
	Gail Raney	30	
	Kristina Russell	45	
	Brian Russo	54	
	Jacqueline Santoro	54	
	Kathleen Shea	N/A	
	Marie Wake	60	
	Philip White (Dept. Head)	N/A	
	Michelle Wrenn	60	
Student Support Instructor	Clare Gentilucci	N/A	
MCAS Specialist	Gina Zalauskas	N/A	
Jobs for Bay Stage Graduates	Debra Feraco	74	
Dance	Joan Sheary	103	



**Baseline Cumulative Attendance**

<b>Year</b>	<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>
<b>2007-2008</b>	1187	1158	1136	1102	1115	1117	1113	1112	1098	1097
<b>2008-2009</b>	1121	1083	1103	1077	1075	1161	1067			

**Mobility**

	<b>Inter</b>	<b>Intra</b>	<b>Total</b>
<b>Entry Mobility Factor</b>	40 / 3.30%	65 / 5.36%	105 / 8.66%
<b>Exit Mobility Factor</b>	42 / 3.47%	39 / 3.22%	81 / 6.68%
<b>Combined Mobility Factor</b>	6.77%	8.58%	15.35%

## 2008 Adequate Yearly Progress (AYP) Report Summary

District: Worcester Public School

School:

Did school make AYP for 2008: ELA NO Math NO Attendance    Grad Rate YES

Adequate Yearly Progress Designation:

Did the school meet the standard for AYP?

Overall AYP	English Language Arts		Math		Attendance	
	Made AYP	CPI	Made AYP	CPI	Made AYP	CPI
Aggregate	No	82.8	No	76.2	No	94%
Students with Disabilities	No	57.1		50	No	88%
Limited English Proficient	No	53.0		40	-	-
Low Income	No	74.6	No	65.1	No	91%
African American/Black	No	78.9		70.3	-	-
Asian or Pacific Islander	No	81.8		89.6	-	-
Hispanic	No	69.0	No	60.5	No	91%
Native American	-				-	-
White	Yes	91.1	Yes	84.6	Yes	98%

## Introduction/Executive Summary

The process by which Burncoat High School came to determine our instructional focus began on the first day of the 2008 – 2009 school year. The importance of establishing a school-wide Instructional Focus based on student assessment data and the work that was to take place in conjunction with the Focus on Results initiative was discussed at length during the opening of school faculty meeting and within individual department meetings. It was explained that the purpose of the initiative was, through analysis of assessment data, to agree as a faculty upon an instructional focus and common set of instructional practices that would enhance our students' academic abilities across the curriculum providing them with a greater opportunity for success.

Our next step was to provide the faculty with assessment data, MAP and MCAS, to analyze independently then discuss within their department. Through the analysis of the data it became evident that too many of our students are struggling with problem solving in mathematics and answering open response questions, both mathematics and ELA.

As the school year progressed the discussion around instructional focus continued and everyone was asked to complete a short "Instructional Leadership Survey" that required staff members to discuss use of rubrics, use of assessment data for the purpose of instructional decision making, and asked for their opinion regarding which area of instructional focus they felt would most benefit our students' ability to achieve. At about the same time an Instructional Leadership Team was formed. This team is largely comprised of the heads of the academic departments as well as a few non-department head volunteers. The task of compiling the data garnered from the faculty survey was undertaken by the ILT.

From that survey it became evident that the vast majority of the faculty felt that our students would most benefit from a school-wide instructional focus that targeted either problem solving or open response questions. This being the case the faculty was then asked to choose one area of focus which turned out to be open response questions.

As such all staff members are now required to include in their lesson planning the manner in which they are integrating the instructional focus into their daily lessons. Moving forward we will begin to compile a set of common instructional strategies targeting the skills necessary for our students to handle open response questions in a more thorough and confident fashion.

## English Language Arts Analysis

Analysis of English Language Arts data from MCAS, MAP, MEPA and various formative assessments indicate that student achievement will be bolstered through focusing on specific skills in reading and writing. Scores in many areas for many students show a need for significant improvement, including the scores of English Language Learners and SPED students. Both MCAS and MAP test scores will be improved by the implementation of a school-wide focus on improving students' ability answer open-response questions and in reading with an emphasis on helping students to better understand the meaning of questions. 52% of students have low MAP scores and 49% of students are in the Needs Improvement or Failing status on MCAS tests. Teachers also indicate a lack of reading comprehension across the curriculum and poor writing skills when writing both open response long composition questions.

We are proposing that 75% of our students will show improvement in both MCAS and MAP tests. This will be done by providing our students with greater opportunities to read, write and think and by encouraging students to take on more responsibility for improving their test scores. We will also have students graph their MAP scores and set their own personal goals for improvement each time they take the test. Additionally, before both MAP testing and MCAS testing parents will be contacted so that they are aware of the test schedule. We believe that making parents a partner in the testing process will help students to improve their scores.

Furthermore, in order to achieve our goals effectively we have proposed several strategies for faculty. Staff development around our instructional focus will be provided to help all teachers teach students to better answer open-response questions. Additionally, a common set of instructional strategies meant to reinforce the skills students need to be able to successfully and thoroughly answer open response questions will be implemented school-wide. We also proposed more use of sample questions from MCAS tests to enhance students' familiarity with the type of questions asked.

Students will also receive explicit instruction in writing. Instruction will target improving grammar, spelling, sentence, and paragraph development, and an emphasis on vocabulary building. Students will learn to find answers in the text and how to use context clues. Instructional strategies meant to target these elements will be among those chosen to be used school-wide and will be demonstrated and discussed at monthly faculty meetings. Department meetings and development sessions will also be used for demonstration and discussion of common instructional strategies and student work.

To further our students' ability to achieve at high levels we will increase our implementation of AVID strategies. Members of four departments, as well as, many individual teachers have taken AVID training and are currently implementing many of the taught strategies. AVID based strategies include students being required to have a three-ring binder, taught the use of Cornell notes and be exposure to more inquiry and critical thinking methods. Greater implementation of parental support that is integral to the AVID program would benefit the entire student body. The AVID Coordinator and AVID Site Team are valuable resources for the entire faculty.

As a school community; Administrators, Guidance personnel, teachers, parents and students we are committed to working together to improve student achievement. A common voice will pervade the school with uniform strategies being practiced and reinforced school-wide. This shared responsibility and increased emphasis on collaboration will result in the improvement we envision for Burncoat High School.

2008-2009 – School Improvement Action Plan  
 Improve reading instruction and accelerate student that are below grade level to reach grade level.  
 Overview of School’s Reading and English Language Arts Program

<b>ELA/Reading Program</b>	<b>Actions Steps</b>	<b>Leader</b>	<b>Resources</b>	<b>Timeline/Date Completed</b>
Academic Literacy Program	<ul style="list-style-type: none"> <li>• Provide an additional period of classes for students identified a the lowest quartile of their class</li> </ul>	<ul style="list-style-type: none"> <li>• ELA Curriculum Liaison</li> <li>• ELA Department Head</li> <li>• Literacy Coach</li> <li>• Building Administrators</li> <li>• English Teachers</li> <li>• Reading Teachers</li> </ul>	Teacher approved texts Professional development opportunities Teacher collaboration	Summer 2008 - Schedule
<b>ELA/Program Objectives</b>	<b>Actions Steps</b>	<b>Leader</b>	<b>Resources</b>	<b>Timeline/Date Completed</b>
Use data to improve reading instruction	<ul style="list-style-type: none"> <li>• Review of last year’s data</li> <li>• Develop grade level goals</li> <li>• Review of this year’s data</li> <li>• Use data to develop action plan for following year</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> <li>• ELA Teachers</li> <li>• MCAS Specialist</li> <li>• Administration</li> </ul>	MAP Testing MCAS scores	Long Term
Utilize staff to coordinate resources and activities related to school-wide Instructional Focus	<ul style="list-style-type: none"> <li>• Review curriculum</li> <li>• Analyze master scheduling</li> <li>• Analyze data</li> <li>• Oversee and implement intervention plans for students</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Special Education Teachers</li> <li>• ESL</li> </ul>	Professional development	Long Term
Provide resources that directly relate to grade level goals	<ul style="list-style-type: none"> <li>• Purchase supplemental instructional materials that support grade level goals</li> </ul>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Building Administrators</li> </ul>	Department heads	Long Term
Provide research based sustained staff development in reading instruction	<ul style="list-style-type: none"> <li>• Continue implementation of Secondary Reading Grant Action Plan</li> <li>• Attend vocabulary development workshops</li> </ul>	Administrators Department heads	Teacher educational resources On line materials	Long Term
Continue sustained staff development model	<ul style="list-style-type: none"> <li>• Continue with the staff development plan that includes time for implementation,</li> <li>• 90 minute department meeting per month</li> <li>• Monitoring</li> </ul>	Administrators Department heads	Professional development	Long Term

	<ul style="list-style-type: none"> <li>• MAP Progress Monitoring</li> </ul>			
Provide staff development in the area of differentiating instruction	<ul style="list-style-type: none"> <li>• Training staff in the area of differentiating instruction</li> </ul>	Administrators Department heads	Administrators Department heads	August 2008 – June 2009
Encourage students to attend out-of-school time programs	<ul style="list-style-type: none"> <li>• Identify students</li> <li>• Communicate with parents the benefits of after school and summer school programs</li> </ul>	Administrators Department heads Guidance Classroom teachers	Educational materials Motivational incentives	Long Term

**Grade 9**

**ELA/Reading: Data**

	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</i>			
<b>Grade 9 MAP Assessment</b>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>
<i>Word Meaning</i>	217.3	43.6	25.9	30.5								
<i>Literal Comprehension</i>	217.7	41.3	24.3	34.4								
<i>Interpretive Comprehension</i>	216.0	45.6	23.9	30.5								
<i>Evaluative Comprehension</i>	217.8	39.0	25.9	35.1								
<i>Literature</i>	219.0	41.3	22.0	36.7								

**Grade 9 MCAS Data Synopsis for this year’s class (use last year’s grade 8 scores) (short analysis explaining data)**

***Reading/ELA Subject Area Sub-scores***

***Language:*** Over 60% of the possible points were earned in this area, suggesting a solid background, yet there is still plenty of room for improvement. To improve this strand, teachers will focus on vocabulary and grammar in writing and speaking in all courses.

***Reading and Literature:*** 58% of the possible points were earned in this area, providing ample room for growth in student scores. The assignment of students to academic literacy classes in addition to their regular ELA courses, increased emphasis on reading and writing across the curriculum, and professional development on literacy strategies are all intended to increase scores in this area.

***Item Analysis (Multiple Choice & Open Response):*** With 2/3 of the possible points for multiple choice questions earned, this class has given a strong performance, though there is still room for improvement, particularly in the literature strand.

<b>MCAS Score Analysis</b>			
<b>How many scored?</b>		<b>How many scored?</b>	
260-280	12	N/A	
240-258	128	256-258	12
220-238	77	236-238	11
200-218	56	216-218	23

	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</i>			
	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>
<b>Grade 10 MAP Assessment</b>												
<i>Word Meaning</i>	218.7	45.5	25.8	28.7								
<i>Literal Comprehension</i>	218.0	47.7	25.1	27.2								
<i>Interpretive Comprehension</i>	215.8	52.0	24.7	23.3								
<i>Evaluative Comprehension</i>	217.1	44.8	24.4	30.8								
<i>Literature</i>	220.0	54.5	23.7	21.9								

**Grade 10 MCAS Data Synopsis for this year’s class (use last year’s grade 10 scores) (Explain any curricular or instructional adjustments for your current Grade 10 students)**

***Reading/ELA Subject Area Sub-scores***

<p><b><i>Language:</i></b>  <i>During their most recent ELA MCAS assessment, this group received about half of the available points in this strand, about 10% less than the state average, but on par for the Worcester District. This represents an area in which these students could grow considerably, and efforts toward that end are already underway. Emphasis on writing, vocabulary, and grammar are becoming more common through professional development and a shift in culture being propelled by our Reading Leadership Team.</i></p>
<p><b><i>Reading and Literature:</i></b>  <i>In this strand this group fell below district and state averages by 3% and 16% respectively. This makes this area a most valuable target to increase these students’ scores. Despite the age of this data, it is likely still supportive of an accurate picture of this class and has been reinforced by teacher’s observations and MAP testing data. As with the language strand, efforts toward this end will include literacy work including professional development for teachers as well as common, school-wide instructional strategies means to enhance students’ reading comprehension and vocabulary.</i></p>
<p><b><i>Item Analysis (Multiple Choice &amp; Open Response):</i></b>  <i>In all three-question types, these students performed below the average for their district and state. However, they are strongest in multiple-choice questions and weakest in the writing prompt questions. This suggests that these students may have specific challenges with reading comprehension, topic sentence development, and the organization of their thoughts in written work.</i></p>

<b>MCAS Score Analysis</b>			
<b>How many scored?</b>		<b>How many scored?</b>	
260-280	28	N/A	
240-258	113	256-258	27
220-238	73	236-238	27
200-218	19	216-218	7

**School Goal 1 EXTERNAL**

One hundred percent of our students will show improvement in open response as demonstrated by the administration of the MCAS. No less than 50 percent of students will show growth to the next performance level. The remaining 50 percent will show growth within their performance level. Our goal is to have 60% of our students IMPROVE BY 10 % IN THE OPEN RESPONSE in 2009.

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Impliment a school –wide instructional focus around improving students’ ability to answer open response questions	Strategies for improving open response instruction will be shared, demonstrated and discussed at faculty and departmental meetings.	Long Term Action August 2008 – June 2009	Burncoat High School currently has a full-time MCAS coordinator to assist with this activity.	Principal, department heads, other administrators and the ILT	Classroom observations, samples of student work, data provided by the ILT
Burncoat High School will continue participation in the Literacy Grant.	Teachers will make presentations on best practices for answering open response questions.	Long Term Action August 2008 – June 2009	Burncoat High School has an ILT and literacy grant which funds various resources. We also have a partnership with the College of the Holy Cross, which provides tutors and interns.	Education Liaison and ILT members	Tracking of students who are receiving tutorial assistance, grades, information from the Data Input Coordinator
The Grade 9 team teachers will make the open response questions a priority in their instruction.	Common planning time with a focus on best practices.	Long Term Action August 2008 – June 2009	Sample MCAS student exemplars on Grade 9 classroom bulletin boards.	Grade 9 teachers, department heads, assistant principals, principal	Compare academic success with previous years; analyze MCAS items with previous MCAS years

**School Goal 2 INTERNAL**

One Hundred percent of our students will show improvement in reading as demonstrated by the administration of MAP Assessment. No less than 40% of students will meet or exceed their growth scores. The remaining 60% will show growth in their overall RIT score from fall to spring

Our goal is to have no less than 50 % at their grade level benchmark by June 2009

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Accommodate instruction and activities according to students' RIT score and differentiation.	Staff will familiarize themselves with data provided by MAP assessment and IEP accommodations at faculty meetings.	Long Term Action August 2008 – June 2009	NWEA, MAP, and data resources	MCAS Specialist, administration and department heads	Students and faculty will monitor their progress on daily assignments, quarterly and mid-term grades, and MAP.
Increase exposure to and understanding of informational texts, both fiction and non-fiction.	Faculty meetings will include a monthly strategy, which will also be addressed at department meetings.	Long Term Action August 2008 – June 2009	Classroom textbooks, information from literacy institute, graphic organizers, AVID strategies	All classroom teachers, administration, guidance counselors, other instructional staff	Teacher assessment of student work, comparing MAP scores, student monitoring of work and goal setting
Provide extensive instruction in vocabulary comprehension across the curriculum	Faculty will access vocabulary building information from AVID, MAP, TELL, online resources, and literature.	Long Term Action August 2008 – June 2009	AVID, MAP, TELL, online resources, classroom texts, literature	All classroom teachers, administration, guidance counselors, other instructional staff	Teacher assessment of student work, comparing MAP scores, student monitoring of work and goal setting

**Grade 9 3**  
**Sub Groups**  
**ELL**

One hundred percent of our ELL students will show improvement in reading as demonstrated by the administration of the MCAS. No less than 23.5 percent of students will show growth to the next performance level. The remaining 76.5 percent will show growth within their performance level. While our current achievement in reading for the ELL subgroup is 36 percent Proficient or Above on MCAS, this subgroup will make CPI of at least 62.5% in 2009 or Safe Harbor.

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
ELL staff will implement a pilot program to the three levels of ELL students in order to improve their language proficiency.	ELL staff has been instructed in the use of new ELL piloting materials.	Long Term Action August 2008 – June 2009	Pearson Publishing Company has provided the ELL 1, 2, and 3 students with a pilot program to improve their proficiency in English.	Dr. Sergio Paez, principal, foreign language department head, and ELL staff	Observation of classroom teaching and student work
All faculty will complete the TELL training and implement the ELBPO in their instruction.	All staff participated in a workshop introducing benchmarks and outcomes, and will continue to attend related workshops and trainings.	ELBO training Long Term Action August 2008 – June 2009	ELL department provided copies of the ELBO benchmarks and outcomes to each faculty member.	Dr. Hope Oliveras, department heads, ELL staff	Checking grades of ELL students for improvement, monitoring student performance on standardized tests

**ELA/Reading: Data**

Grade 10 MAP Assessment	FALL 2008				WINTER 2009				SPRING 2009			
	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI
<i>Word Meaning</i>												
<i>Literal Comprehension</i>												
<i>Interpretive Comprehension</i>												
<i>Evaluative Comprehension</i>												
<i>Literature</i>												

Grade 10 MCAS Data Synopsis for this year's class (use last year's grade 10 scores) (Explain any curricular or instructional adjustments for your current Grade 10 students)

*Reading/ELA Subject Area Sub-scores*

<i>Language:</i>
<i>Reading and Literature:</i>
<i>Item Analysis (Multiple Choice &amp; Open Response)</i>

MCAS Score Analysis			
How many scored?		How many scored?	
260-280		N/A	
240-258		256-258	
220-238		236-238	
200-218		216-218	

**Grade 10**

**ELA/Reading School Goal 1:**

**External**

**A total of 100 percent of our students will show improvement in reading and writing as demonstrated by the administration of the MCAS. No less than 50 % of students will show growth to the next performance level. The remaining 50 % will show growth within their performance level.**

<p><b>Action Steps</b> What Actions will occur? What steps will staff take?</p>	<p><b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p><b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action</p>	<p><b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?</p>	<p><b>Person Responsible</b> Who will provide the leadership? Who will do the work?</p>	<p><b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?</p>
<p>Provide opportunities for students to engage in writing in all subject areas</p>	<p>Faculty and department meetings WPS Staff Development Opportunities</p>	<p>Long-term action August 2009-June 2009</p>	<p>Departmental Planning Teacher generated lessons and assignments</p>	<p>Department Heads Teachers Administration</p>	<p>Classroom Observation Samples of student work</p>
<p>Familiarize students with MCAS scoring rubric</p>	<p>Faculty and Departmental Meetings WPS Staff Development</p>	<p>Long-term action August 2009-June 2009</p>	<p>MCAS Data Use of posted MCAS questions from previous tests</p>	<p>Classroom teachers, administration, department heads, MCAS Specialist</p>	<p>Assessment of final writing and adherence to writing rubrics</p>

**Grade 10**

**ELA/Reading School Goal 2:**

**Internal**

**One Hundred percent of our students will show improvement in applying knowledge gained through reading comprehension when answering open response questions as measured by the MCAS test.**

<p><b>Action Steps</b> What Actions will occur? What steps will staff take?</p>	<p><b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p><b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action</p>	<p><b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?</p>	<p><b>Person Responsible</b> Who will provide the leadership? Who will do the work?</p>	<p><b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?</p>
<p>Students will receive instruction in interpreting what is being asked in open response questions.</p>	<p>Monthly staff development meetings have been added to provide instructional focus with regard to open response questions.</p>	<p>Long-term Action August 2008 – June 2009</p>	<p>Previous MCAS tests; MCAS resource materials</p>	<p>Administration, department heads and faculty, instructional leadership team</p>	<p>Comparison of MCAS scores and student work</p>
<p>Students will use evidence from the text to support their responses to multi-part questions.</p>	<p>Monthly staff development meetings have been added to provide instructional focus with regard to open response questions.</p>	<p>Long-term Action August 2008 – June 2009</p>	<p>Practice test questions, student sample answers from the rubric areas</p>	<p>Administration, department heads and faculty, instructional leadership team</p>	<p>Comparison of MCAS scores and student work</p>
<p>Emphasis will be placed on proper sentence and paragraph structure, grammar, spelling and editing their work.</p>	<p>Monthly staff development meetings have been added to provide instructional focus with regard to open response questions.</p>	<p>Long-term Action August 2008 – June 2009</p>	<p>Practice test questions, student sample answers from the rubric areas, graphic organizers</p>	<p>Administration, department heads and faculty, instructional leadership team</p>	<p>MCAS scores, student work</p>

**Grade 10**

**ELA/Reading School Goal 3:**

**Sub Group**

**Students will show 75 percent improvement in answering multiple choice questions.**

<p><b>Action Steps</b> What Actions will occur? What steps will staff take?</p>	<p><b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p><b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action</p>	<p><b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?</p>	<p><b>Person Responsible</b> Who will provide the leadership? Who will do the work?</p>	<p><b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?</p>
<p>Students will receive instruction in using context clues, prefixes, and suffixes to determine word meaning.</p>	<p>Monthly staff development meetings have been added to provide instructional focus with regard to open response questions.</p>	<p>August, 2008 and ongoing</p>	<p>Teacher-generated resources, curriculum materials, MCAS tests, online resources</p>	<p>Administration, department heads and faculty, instructional leadership team</p>	<p>Student work, MAP and MCAS scores</p>
<p>Students will become familiar with figures of speech and other literary devices.</p>	<p>Monthly staff development meetings have been added to provide instructional focus with regard to open response questions.</p>	<p>August, 2008 and ongoing</p>	<p>Teacher-generated resources, curriculum materials, MCAS tests, online resources</p>	<p>Administration, department heads and faculty, instructional leadership team</p>	<p>Student work, MAP and MCAS scores</p>
<p>Students will familiarize themselves with variations on multiple choice questions, including instruction in ways to determine the best answer.</p>	<p>Monthly staff development meetings have been added to provide instructional focus with regard to open response questions.</p>	<p>August, 2008 and ongoing</p>	<p>Teacher-generated resources, curriculum materials, MCAS tests, online resources</p>	<p>Administration, department heads and faculty, instructional leadership team</p>	<p>Previous MCAS tests; MCAS resource materials</p>

**School Goal 1 EXTERNAL Grades 11/12**  
**100% of all students will achieve proficiency on the MCAS test.**

<p><b>2009 Action Steps</b>            What Actions will occur? What steps will staff take?</p>	<p><b>Professional Development</b>            How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p><b>Timeline/Date Completed</b>            When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action</p>	<p><b>Resources</b>            What are the existing and new resources that will be used to accomplish the activity?</p>	<p><b>Person Responsible</b>            Who will provide the leadership? Who will do the work?</p>	<p><b>Monitoring Effectiveness</b>            What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?</p>
<p>Writing portfolios will be utilized across all disciplines to help students set appropriate learning goals and evaluate their growth.</p>	<p>In-service workshops by English Department            Monthly Department Meetings</p>	<p>Long Term Action            August, 2008 – June, 2009</p>	<p>Writing Portfolios            Common Planning Time</p>	<p>Administration            Classroom teachers            Department Heads            Curriculum Liaisons            Inclusion Specialists</p>	<p>Formal and informal observations            Cross-curricular writing portfolios            Student work</p>
<p>Review individual student scores in order to target specific areas for remediation and schedule classes during the school day accordingly.</p>	<p>Training with Literacy Coach and MCAS Specialist,            Monthly Department meetings</p>	<p>Long term action            August 2008-            June 2009</p>	<p>MCAS data</p>	<p>Administration            Department Heads            Teachers            MCAS Specialist            Support Staff</p>	<p>Formal and informal classroom observation</p>
<p>Utilize wrap-around services to provide students and families with access to agencies who can help support their success..</p>	<p>WPS Staff Development            Training with Inclusion Specialist            Training with ELL Staff</p>	<p>Long term action            August 2008-            June 2009</p>	<p>Community Agencies            SSP Meetings            Dropout Intervention</p>	<p>Administration            Department Heads            Teachers            MCAS Specialist            Support Staff</p>	<p>Remedial Session            Attendance            Formal and informal observations</p>

**School Goal 2 INTERNAL**

ELA/Reading: One hundred per cent of all students will be enrolled in courses design to successfully prepare them for post-secondary success.

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Provide opportunities for teachers to involve parents in the expectations for student achievement.	WPS Staff Development Meetings with College Board representatives Advanced Placement Training	Long-term action August, 2008 – June, 2009	WPS Staff Development Office Partnership with Clark University Let's Get Ready	Administration Classroom teachers Guidance Counselor	Connect Ed Message Log Attendance at AP Awareness Workshops
Implement a system of open enrollment for Advanced Placement Classes	WPS Staff Development Meetings with College Board representatives Advanced Placement Training Cross Fertilization with UPCS staff	Long term action August 2008– June 2009	Class Registration Forms Increased AP Offerings	Administration Teachers Guidance Counselor Curriculum Liaisons	Increased enrollment for AP classes Increased registration for SAT classes
Review individual student scores in order to target specific areas for remediation and schedule classes during the school day accordingly.	Training with MCAS Specialist Monthly Department meetings Meetings with ILT	Long term action August, 2008 - June 2009	MCAS data	Administration Department Heads Teachers MCAS Specialist Support Staff	Formal and informal classroom observation

## School Goal 3 Sub Groups

Grade 11/12

ELA/Reading Goal 3

The number of low income students receiving acceptance to four-year colleges will increase by 25%, while the number of low income students receiving acceptance to a range of other post-secondary educational institutions will increase by 50%. One hundred per cent of low income Claremont students will pursue post-secondary education.

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
AVID program will expand to grades 11 and 12 in order to support students in achieving post-secondary success.	AVID training	Long-term action August 2008-June, 2009	Budget for AVID Appropriate scheduling Trained teachers	Administration Classroom teachers AVID Coordinator	Participation in AVID classes
Invite college admissions officers, financial aid experts, and other agencies to speak with parents and students regarding the college application process.	Collaboration with Clark University faculty Informational sessions with guidance personnel	Long-term action August, 2008 – June, 2009	Connect-Ed Messaging System	Guidance Administration Classroom Teachers	Attendance sheets
Design and implement a rigorous course schedule for all students.	Meetings with ILT Cross fertilization with University Park Campus School	Short Term Action February, 2009 – August, 2009	Common planning time	Administration Department Heads Classroom Teachers	Creation of Master Schedule

## Mathematics Analysis

Write a short narrative piece that describes the data associated with your mathematics goals (mini analysis).  
**School Goal 1 EXTERNAL** One hundred percent of our students will show improvement in mathematics as demonstrated by the administration of the MCAS. No less than 10% of students will show growth to the next performance level. The remaining 90% will show growth within their performance level. Our goal is to have 60% proficient or advanced in MATHEMATICS IN 2009

We feel the most efficient way to accomplish this goal is to increase the percentage of points scored on the math open response questions. In May 2008 we only had 51% of the possible points on open response questions correct. The state average was 63% of the possible points on open response questions. Burncoat High School's instructional focus for the year is to improve students' ability to answer open response questions. We should be able to increase the total percentage of points scored on open response questions, and improve the percentage of students scoring in the proficient or advanced categories.

**School Goal 2 INTERNAL** One hundred percent will show improvement in MATH as demonstrated by the administration of MAP Assessment. No less than 60% of students will meet or exceed their growth scores. The remaining 40% will show growth in their overall RIT score from fall to spring. Our goal is to have no less than 67% at their grade level benchmark by June 2009.

According to student growth summary Fall 2007 to Fall 2008 the percent meeting the growth target was 54.7 %. We feel with monitoring the implementation of the curriculum, and the school's instructional focus we should have 60% meet their growth targets.

**School Goal 3 Sub Groups** One hundred percent of our students with disabilities will show improvement in math as demonstrated by the administration of the MCAS. No less than 16% of students with disabilities will move from the failing to needs improvement performance level. The remaining 84% will show growth within their performance level.

In May 2008 48% of our students with disabilities were in the failing category. We feel with additional numeracy classes, and the school's instructional focus on improving the students' ability to answer open response questions. We can reduce by 16% the students with disabilities in the failing category. Students with disabilities only had 27% of the possible points on open response questions.

2008-2009 – School Improvement Action Plan  
 Improve mathematics instruction and accelerate students that are below grade level to reach grade level  
 Overview of School’s Mathematics Program

<b>Mathematics Program</b>	<b>Actions Steps</b>	<b>Leader</b>	<b>Resources</b>	<b>Timeline/Date Completed</b>
Academic Numeracy Course	<ul style="list-style-type: none"> <li>• identify students needing further math instruction and support</li> </ul>	Academic Numeracy Teacher		
Use MCAS and MAP data to drive instruction	<ul style="list-style-type: none"> <li>• monitor individual student progress</li> </ul>	Classroom Teacher Instructional Data Coach MCAS Tutor MCAS Specialist		
Staff Development	<ul style="list-style-type: none"> <li>• monitoring pacing of program</li> <li>• identify teacher needs</li> <li>• provide workshop opportunities for staff</li> </ul>	Mathematics Liaison Classroom Teacher SPED teacher		
<b>Mathematics Program Objectives</b>	<b>Actions Steps</b>	<b>Leader</b>	<b>Resources</b>	<b>Timeline/Date Completed</b>
Use data to improve mathematics instruction	<ul style="list-style-type: none"> <li>• Review of last year’s data</li> <li>• Develop grade level goals</li> <li>• Review of this year’s data</li> <li>• Use data to develop action plan</li> </ul>	Math Teacher SPED teacher		
Continue to develop and utilize staff to coordinate math resources and activities	Monthly Department meetings <ul style="list-style-type: none"> <li>• Discuss curriculum issues</li> <li>• Discuss scheduling issues</li> <li>• Analyze data</li> <li>• Oversee and implement intervention plans for students</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members</li> <li>• Administrators</li> <li>• Special Education</li> <li>• Instructional Data Coach</li> <li>• ESL Teacher</li> <li>• MCAS Specialist</li> </ul>		
Provide resources that directly relate to grade level math goals	<ul style="list-style-type: none"> <li>• Purchase supplemental instruction materials that support grade level goals</li> </ul>			
Provide research based sustained staff development in math instruction	<ul style="list-style-type: none"> <li>• Staff training</li> </ul>			
Provide staff development in the area of differentiating instruction	<ul style="list-style-type: none"> <li>• Train staff in differentiating instruction for mathematics</li> </ul>			

**School Goal 1 EXTERNAL**

One hundred percent of our students will show improvement in Math as demonstrated by the administration of the MCAS. No less than 10% of students will show growth to the next performance level. The remaining 90% will show growth within their performance level. Our goal is to have 60% at Proficiency or Above in MATHEMATICS IN 2009

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Create Math MCAS Open-Response Template	The Math Department will create a template	December 2008 – February 2009	<ul style="list-style-type: none"> <li>Department Meeting time</li> <li>Sample Templates</li> </ul>	<ul style="list-style-type: none"> <li>MCAS Specialist</li> <li>Math Department Head</li> <li>Math Department</li> <li>All Academic Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Raw Scores</li> <li>Individual Classroom Assessments</li> <li>Student samples</li> </ul>
Implement/Train students on writing techniques for Open-Response	Department Meetings	December 2008 – December 2010	<ul style="list-style-type: none"> <li>Math Classes</li> <li>MCAS – online Practice (DOE)</li> <li>Curriculum Liaison</li> </ul>	Math Department Teachers All Academic Teachers	Open Response Assessments
Increase Open Response Questions on teacher assessments	Department Meetings Literacy Strategy workshops Sharing Best Practices	December 20 08 – December 2010	<ul style="list-style-type: none"> <li>Sample Open Response MCAS Questions</li> <li>Teacher Created open-response Questions created by Math Dept. teachers</li> <li>Teachers will increase the use of Write-to-Learn activities on a daily basis</li> </ul>	Math Department All academic teachers	<ul style="list-style-type: none"> <li>Student samples</li> <li>Improved scores on open – response questions</li> <li>Math Department will collect sample assessments</li> </ul>

**School Goal 2 INTERNAL**

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MAP Assessment No less than 60% of students will meet or exceed their growth scores. The remaining 40% will show growth in their over all RIT score from fall to spring

Our goal is to have no less than 67 % at their grade level benchmark by June 2009

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will analyze their class MAPS data and modify lessons to address strengths and weaknesses	MAPS trainings MCAS Specialist/Data Coach Principal's Meetings Math Department Meetings	On-going December 2008 –December 2010	MAPS Data	All academic teachers	MAPS Testing Results by class
Teachers will develop ways to encourage students to do their best on MAPS testing	Principal's Meetings Department Meetings Parental Involvement/Communication	On-going December 2008 – December 2010	Administration Student Score Reports Grade 9 Academies School Council School Newspaper	All grade 9 and 10 teachers School Administration	MAPS Testing Results
Students will understand the importance of MAPS testing and the data it provides	Principal's Meetings Department Meetings MAPS training	On-going December 2008 – December 2010	MAPS Data Student Score reports	All grade 9 and 10 teachers School Administration	Student Survey MAPS Scores Student Discussions

## School Goal 3 Sub Groups

One hundred percent of our students with disabilities will show improvement in math as demonstrated by the administration of the MCAS . No less than 16 percent of students will move from the *failing* to the *needs improvement* performance level. The remaining 84 percent will show growth within their performance level. Our current achievement in math for the students with disabilities subgroup is 16 percent Proficient or Above on MCAS

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Students with disabilities will have equal or greater access to Numeracy and MCAS math courses than their non-disabled peers.	If not already a trained special education teacher, the Numeracy teacher will receive training or mentoring to become aware of the major issues that negatively impact disabled students' mastery of curriculum.	School year 2009-10 and beyond	- colleagues - Sp. Ed. printed resources - mentor(s)	- principal - guidance counselors - Numeracy and MCAS math teachers - mentor(s) - all teachers of math	- compare passing rate of 10 <sup>th</sup> grade MCAS students with disabilities to members of the same population who did not have a second math class in their schedule
Provide all teachers of self-contained Special Education (Sp.Ed.) program students with a math department mentor to assist instruction of more difficult math curriculum.	In-house workshop for math mentors and Sp. Ed. teachers of math.	- Workshops in Sept. and Oct. of each year. - mentoring ongoing 1-2x /week	- in-house math and Sp.Ed. staff	- principal - math department head	- compare previous MCAS item analysis to current achievement for topics that were specifically addressed through the mentoring process
Students with disabilities scores on open response questions will increase.	Continued in-house training on how to approach open response questions.	- as part of building based in-service training in the school year 2009-10	- math staff	- principal - math department head - math and Sp.Ed. staff	- total points earned by students with disabilities will increase in the year 2009 and each year of implementation

Grade 9 MAP Assessment	MEAN RIT	FALL 2008			MEAN RIT	WINTER 2009			MEAN RIT	SPRING 2009		
		LO	AV	HI		LO	AV	HI		LO	AV	HI
<i>Number Sense and Operations</i>	227.4	119/ 45%	62/ 24%	81/ 31%								
<i>Patterns Relations and Algebra</i>	229.7	101/ 39%	60/ 23%	101/ 39%								
<i>Geometry</i>	229.0	109/ 42%	58/ 22%	95/ 36%								
<i>Measurement</i>	226.4	119/ 45%	61/ 23%	82/ 32%								
<i>Data Analysis, Statistics, and Probability</i>	230.3	97/ 37%	61/ 23%	104/ 40%								

**Grade 9 MCAS Data Synopsis for this year's class (use last year's grade 8 scores) (Explain any curricular or instructional adjustments for your current Grade 9 students)**  
**Mathematics Subject Area Sub-scores**  
*Number Sense and Operations:*

*Patterns, Relations, and Algebra:*

*Geometry:*

*Measurement:*

*Data Analysis, Statistics, and Probability:*

*Item Analysis (Multiple Choice & Open Response):*

MCAS Score Analysis			
	How many scored?		How many scored?
260-280	19	N/A	
240-258	67	256-258	5
220-238	55	236-238	9
200-218	151	216-218	64

## Grade 9

**Mathematics School Goal 1: The overall percentage of students taking Algebra courses at Burncoat High School and scoring over 65 will increase from 75% in 2007-2008 to 85% in 2008-2009.**

<p><b>Action Steps</b> What Actions will occur? What steps will staff take?</p>	<p><b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p><b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action</p>	<p><b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?</p>	<p><b>Person Responsible</b> Who will provide the leadership? Who will do the work?</p>	<p><b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?</p>
<p>All Algebra students will use a common textbook.</p>	<p>Algebra teachers will familiarize themselves with the textbook and its related support materials</p>	<p>Texts will be distributed to teachers and students as early as possible school year 2008-2009.</p>	<p>Textbooks will be required for each Algebra student. Algebra teachers will confer as to their individual progress at the monthly Mathematics Department meeting.</p>	<p>Math Department head and Curriculum Liaison will ensure the supply of textbooks. Each Algebra teacher will be responsible for their own familiarization.</p>	<p>Students' final exams, Spring MAPS results, MCAS Algebra results</p>
<p>Lesson plans will be amended to adhere to the new textbook's materials and to meet the time schedules as described in the WPS Algebra curriculum.</p>	<p>Algebra teachers will individually examine the new textbooks and the WPS schedule and outline to develop their planning. Time should be allocated for Algebra Teachers to perform common planning.</p>	<p>Due to implementation of new textbooks, teachers will maintain a 10 week schedule in advance of the curriculum.</p>	<p>Current lesson plans, WPS Algebra curriculum schedule from WPS website. Time for common planning</p>	<p>Algebra teachers</p>	<p>Inspection of lesson plans by Mathematics Department Head.</p>
<p>Algebra teachers will develop and share common homework assignments, worksheets, tests and other materials</p>	<p>Each Algebra teacher will observe how effective their support materials are and share them with other teachers</p>	<p>Continuous during the school year.</p>	<p>Time for common planning. WPS Scope and Sequence.</p>	<p>Algebra teachers</p>	<p>Inspection of materials by Mathematics Department Head. Student's final exams, Spring MAPS results, MCAS Geometry results</p>

## Grade 9

**Mathematics School Goal 2: Improve open response scores from 51% to 63% of possible points on the math MCAS by spring of 2010.**

<i><b>Action Steps</b></i> What Actions will occur? What steps will staff take?	<i><b>Professional Development</b></i> How will staff acquire the necessary skills and attitudes to implement the activity?	<i><b>Timeline/Date Completed</b></i> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<i><b>Resources</b></i> What are the existing and new resources that will be used to accomplish the activity?	<i><b>Person Responsible</b></i> Who will provide the leadership? Who will do the work?	<i><b>Monitoring Effectiveness</b></i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Implement/Train students on writing techniques for open-response questions	The school wide learning initiative to improve students' ability to answer open-response questions	Continuous	Released Open-response questions	9 <sup>th</sup> grade math teachers	Spring 2010 Math MCAS Scores
Increase open-response questions on teacher made assessments	none	Continuous	Released Open-response questions	9 <sup>th</sup> grade math teachers Math Chair	Spring 2010 Math MCAS Scores
Teachers within each 9 <sup>th</sup> grade team will work together during Common Planning Time to analyze data on students' writing in order to determine what instructional strategies are appropriate for their students.	The school wide learning initiative to improve students' ability to answer open-response questions	Continuous	Common Planning Time and Department meetings to review data.	9 <sup>th</sup> grade team teachers	Spring 2010 Math MCAS Scores

## Grade 9

**Mathematics School Goal 3: All Burncoat High School students will improve their MAPS test Number Sense strand scores, comparing Autumn to Spring test results. The average score on the Number Sense strand will increase by five points during the academic year.**

<i><b>Action Steps</b></i> What Actions will occur? What steps will staff take?	<i><b>Professional Development</b></i> How will staff acquire the necessary skills and attitudes to implement the activity?	<i><b>Timeline/Date Completed</b></i> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<i><b>Resources</b></i> What are the existing and new resources that will be used to accomplish the activity?	<i><b>Person Responsible</b></i> Who will provide the leadership? Who will do the work?	<i><b>Monitoring Effectiveness</b></i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Algebra students will be assigned homework and projects involving the use of number sense skills	Algebra teachers will develop lesson plans involving the use of measurement skills.	Continuous during the school year.	Measuring tools. Common planning time for the Algebra teachers to share best practices	Algebra teachers.	Testing and grading of individual assignments by the responsible Algebra teacher. MAPS and MCAS scores.
Math teachers will analyze MAP and state frameworks to identify number sense skills	These skills are already present	Continuous during the school year.	Department meeting time	Math teachers	A simple survey of teachers should show that every math teacher is aware of exactly which math skills are reflected in the number sense strand.
Students will be exposed to and taught how to answer open-ended and multiple choice questions related to number sense skills.	Algebra teachers will extract relevant questions from past MCAS and SAT tests related to Measurement.	Continuous during the school year.	Access to past tests, common planning time.	Algebra teachers	Testing and grading of individual assignments by the responsible Algebra teacher. MAPS and MCAS scores.

## Grade 10

### Mathematics - Data

Grade 10 MAP Assessment	MEAN RIT	FALL 2008			MEAN RIT	WINTER 2009			MEAN RIT	SPRING 2009		
		LO	AV	HI		LO	AV	HI		LO	AV	HI
<i>Number Sense and Operations</i>	227.9	137/ 50%	70/ 26%	66/ 24%								
<i>Patterns Relations and Algebra</i>	230.9	112/ 41%	79/ 29%	82/ 30%								
<i>Geometry</i>	231.7	111/ 41%	66/ 24%	96/ 35%								
<i>Measurement</i>	226.5	147/ 54%	60/ 22%	66/ 24%								
<i>Data Analysis, Statistics, and Probability</i>	230.9	115/ 42%	73/ 27%	85/ 31%								

### Grade 10 MCAS Data Synopsis for this year's class (use last year's grade 10 scores) (Explain any curricular or instructional adjustments for your current class)

#### Mathematics Subject Area Sub-scores

**Number Sense and Operations:** About 41% of the possible points were earned in this category indicating that much improvement could be made. This area is the median of the five strands and, being fundamental to the proper execution of most mathematics skills, represents an important target for improvement. Teachers will emphasize the practice of skills and the application of various operations to real-world problems. For future classes, Burncoat will schedule incoming students whose data indicate they are at risk of failing their 10<sup>th</sup> grade MCAS into two math classes in order to provide enough instruction to solidify basic skills and include more advanced topics prior to the 10<sup>th</sup> grade test.

**Patterns, Relations, and Algebra:** This is the second greatest strength for this class with 52% of the possible points being earned. All students at Burncoat High School are enrolled in algebra courses during their freshmen or sophomore years. The curriculum of those courses correlates well with this strand in particular and so will likely lead to gains in this area. For future classes, Burncoat will schedule incoming students whose data indicate they are at risk of failing their 10<sup>th</sup> grade MCAS into two math classes in order to provide enough instruction to solidify basic skills and include more advanced topics prior to the 10<sup>th</sup> grade test.

**Geometry:** Geometry is by far the greatest challenge (along with measurement) indicated by this group's MCAS data with only 29% of the possible points earned in the 8<sup>th</sup> grade MCAS. This is likely due to a lack of coverage of the relevant topics prior to testing. In an effort to increase students' exposure to these topics, Burncoat will schedule incoming students whose data indicate they are at risk of failing their 10<sup>th</sup> grade MCAS into two math classes in order to provide enough instruction to solidify basic skills and include more advanced topics prior to the 10<sup>th</sup> grade test.

**Measurement:** : Like geometry, measurement represents a great challenge to this group of students, according to their 8<sup>th</sup> grade MCAS scores. This is likely due to a lack of coverage of the relevant topics prior to testing. In an effort to increase students' exposure to these topics, Burncoat will schedule incoming students whose data indicate they are at risk of failing their 10<sup>th</sup> grade MCAS into two math classes in order to provide enough instruction to solidify basic skills and include more advanced topics prior to the 10<sup>th</sup> grade test.

**Data Analysis, Statistics, and Probability:** : By about 4 points, this is this group's strength. Still, as with all other strands, there is ample room for great improvement. Work to improve students' achievement in this strand will include more thoughtful integration in math courses, emphasis on these skills in science courses, and appropriate inclusion of the relevant topics in all other courses.

**Item Analysis (Multiple Choice & Open Response):** As with other groups at Burncoat High, this group performs most strongly on multiple-choice items, with open response and short answer question performance being more poor. This suggests that more emphasis must be placed on the interpretation and application of basic mathematics skills, rather than simple calculation. This emphasis will be developed in all math courses and applied to science courses as well as appropriate topics in all other coursework.

**MCAS Score Analysis**

	<b>How many scored?</b>		<b>How many scored?</b>
260-280	70	N/A	
240-258	67	256-258	17
220-238	68	236-238	12
200-218	48	216-218	41

## Grade 10

**Mathematics School Goal 1: The overall percentage of students taking Geometry courses at Burncoat High School and scoring over 65 will increase from 59% in 2007-2008 to 75% in 2008-2009.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
All Geometry students will use a common textbook.	Geometry teachers will familiarize themselves with the textbook and its related support materials	Texts will be distributed to teachers and students as early as possible school year 2008-2009.	Textbooks will be required for each Geometry student. Geometry teachers will confer as to their individual progress at the monthly Mathematics Department meeting.	Math Department head and Curriculum Liaison will ensure the supply of textbooks. Each Geometry teacher will be responsible for their own familiarization.	Students' final exams, Spring MAPS results, MCAS Geometry results
Lesson plans will be amended to adhere to the new textbook's materials and to meet the time schedules as described in the WPS Geometry curriculum.	Geometry teachers will individually examine the new textbooks and the WPS schedule and outline to develop their planning. Time should be allocated for Geometry Teachers to perform common planning.	Due to implementation of new textbooks, teachers will maintain a 10 week schedule in advance of the curriculum.	Current lesson plans, WPS Geometry curriculum schedule from WPS website. Time for common planning	Geometry teachers	Inspection of lesson plans by Mathematics Department Head.
Geometry teachers will develop and share common homework assignments, worksheets, tests and other materials	Each Geometry teacher will observe how effective their support materials are and share them with other teachers	Continuous during the school year.	Time for common planning. WPS Scope and Sequence.	Geometry teachers	Inspection of materials by Mathematics Department Head. Student's final exams, Spring MAPS results, MCAS Geometry results



**Grade 10**

**Mathematics School Goal 2: All Burncoat High School students will improve their MAPS test Measurement strand scores, comparing Autumn to Spring test results. The average score on the Measurement strand will increase by five points during the academic year.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Geometry students will be assigned homework and projects involving the use of measurement skills	Geometry teachers will develop lesson plans involving the use of measurement skills.	Continuous during the school year.	Measuring tools. Common planning time for the Geometry teachers to share best practices	Geometry teachers.	Testing and grading of individual assignments by the responsible Geometry teacher. MAPS and MCAS scores.
Geo Sketchpad and Smart Board technology will be encouraged to be included into the class curriculum.	Training on the use of Geo Sketchpad and Smart Board for Geometry teachers.	Geo Sketchpad and Smart Board training should be implemented by 3 <sup>rd</sup> Q 2008-2009. Individual lessons are to be tested and implemented on a continuous basis during the school year.	Access to computer and Smart Board and time for training. Common planning time.	Geometry teachers.	Testing and grading of individual assignments by the responsible Geometry teacher. MAPS and MCAS scores.
Students will be exposed to and taught how to answer open-ended and multiple choice questions related to Measurement skills.	Geometry teachers will extract relevant questions from past MCAS and SAT tests related to Measurement.	Continuous during the school year.	Access to past tests, common planning time.	Geometry teachers	Testing and grading of individual assignments by the responsible Geometry teacher. MAPS and MCAS scores.

## Grade 10

**Mathematics School Goal 3: All students will improve their point total scores on MCAS questions relating to Geometry and Measurement. The percentage correct on Geometry will improve from 46% in Spring 2008 to 52% in Spring 2009, and the percentage correct on Measurement will improve from 52% in Spring 2008 to 58% in Spring 2009.**

<b><i>Action Steps</i></b> What Actions will occur? What steps will staff take?	<b><i>Professional Development</i></b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b><i>Timeline/Date Completed</i></b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<b><i>Resources</i></b> What are the existing and new resources that will be used to accomplish the activity?	<b><i>Person Responsible</i></b> Who will provide the leadership? Who will do the work?	<b><i>Monitoring Effectiveness</i></b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
MCAS open-ended Geometry problems will be integrated with the daily curriculum. Strategy to answer open-ended questions will be taught.	Geometry teachers will gather Geometry related questions from past MCAS and integrate them into their homework and testing schemes	Continuous during the school year.	Computer access to DOE website. Common planning time.	Geometry teachers.	Testing and grading of individual assignments by the responsible Geometry teacher. MCAS scores
MCAS multiple choice Geometry problems will be integrated with the daily curriculum. Strategy to answer open-ended questions will be taught.	Geometry teachers will gather Geometry related questions from past MCAS and integrate them into their homework and testing schemes	Continuous during the school year	Computer access to DOE website. Common planning time.	Geometry teachers.	Testing and grading of individual assignments by the responsible Geometry teacher. MCAS scores
Students will be given common materials including MCAS Formula Sheet, and taught how to use them.	Geometry teachers will develop handouts on answering strategies and the use of the MCAS formulas sheet.	Continuous during the school year	Common planning time. Bulk printing capability.	Geometry teachers	Testing and grading of individual assignments by the responsible Geometry teacher. MCAS scores

**Grade 11/12**

**Mathematics School Goal 1: To improve Burncoat High School's Average MATH SAT scores from 431 to the national average of 515**

<b><i>Action Steps</i></b> What Actions will occur? What steps will staff take?	<b><i>Professional Development</i></b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b><i>Timeline/Date Completed</i></b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<b><i>Resources</i></b> What are the existing and new resources that will be used to accomplish the activity?	<b><i>Person Responsible</i></b> Who will provide the leadership? Who will do the work?	<b><i>Monitoring Effectiveness</i></b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Offer more after school SAT prep courses.	none	Spring 2009 offer more than 1 section of math SAT prep  Fall 2009 offer more than one Section of math SAT prep	SAT prep materials  After school teaching stipend	Teachers of the Math SAT classes	Improved Math SAT scores
Math teachers will teach standardized test techniques in math classes	Math Dept Meetings	09-11	SAT prep materials  Lesson Plans	Math Dept Chair  Math teachers	Improved Math SAT scores
Grade 11/12 math teachers include SAT questions on quizzes and tests	none	09-11	SAT prep materials	Math Dept Chair  Math teachers	Improved Math SAT scores

## Grade 11/12

**Mathematics School Goal 2: 25% more students will pass the Math MCAS Retest on the first try.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
More students will enroll in Math MCAS after school tutoring program.	MCAS tutor training	October 2009	Math MCAS prep materials Released Math MCAS questions	MCAS afterschool site coordinator, and all math teachers	November MATH MCAS retest results
Math teachers identify students who need to take the Math MCAS retest and study the MCAS analysis to find their weaknesses	none	October 2009	May 2009 Math MCAS results	Math Chair MCAS Specialist Math Teachers	More students enrolled in MCAS after school tutoring
Grade 11/12 Math teachers of college level Advanced Algebra classes cover topics on the Math MCAS in first quarter	none	August 2009	Advanced Algebra Text Course Syllabus Lesson Plans	Math Chair Advanced Algebra Teachers	November MATH MCAS retest results

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## Grade 11/12

**Mathematics School Goal 3: 75% of the students who scored in the needs improvement performance level will pass the Math EPP test.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Math teachers will meet with students who need to take the Math EPP test and discuss the Math MCAS analysis to find the individual student's weaknesses	none	October 2009	May 2009 Math MCAS results	Math Chair MCAS Specialist Math Teachers	January 2010 Math EPP test results
Grade 11/12 Advanced Algebra teachers will start the year by teaching topics included on the MCAS test	none	October 2009	Advanced Algebra Text Course Syllabus Lesson Plans	Math Chair	January 2010 Math EPP test results
Students in the Math MCAS Needs Improvement category will enroll in Math MCAS after school tutoring program. EPP students will be grouped separately from students who failed the Math MCAS	none	October 2009	May 2009 Math MCAS results	MCAS after school site coordinator Math Teachers	Enrollment totals in MCAS after school tutoring program increases

## **FAMILY INVOLVEMENT**

Epstein has identified six (6) types of parent involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. All schools will address two (2) of these areas. All schools will write action steps for communicating with parents; in addition, each school will select an area of their choice.

Burncoat High School's Improvement Plan will address two areas of family involvement, both based on the research of Joyce Epstein of Johns Hopkins University. Goal 1 will focus on strategies to improve communication between the school and home. Goal 2 will focus on collaborating with the community: the coordination of resources and services from the community for families, students, and the school, and the delivery of services to the community. These goals are based on Epstein's model for total parent/family involvement, types 2 and 6.

**School Involvement Goal 1:**

**Rationale:** To improve communication with families about school programs and student progress through effective school-to-home and home-to-school communications.

<p><b>Action Steps</b> What Actions will occur? What steps will staff take?</p>	<p><b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p><b>Timeline/Date Completed</b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action</p>	<p><b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?</p>	<p><b>Person Responsible</b> Who will provide the leadership? Who will do the work?</p>	<p><b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?</p>
<p>Increased communication with parents of Grade 9 students</p> <ul style="list-style-type: none"> <li>• Grade 9 Academy Parents Night</li> <li>• Grade 9 Open House</li> <li>• Meetings/communication with parents of all grade 9 students who fail two or more subjects</li> </ul>	<p>Academy team meetings Guidance Meetings</p>	<p>On-going: December 08 – December 10</p>	<ul style="list-style-type: none"> <li>• Academy common planning time</li> <li>• Advertisement: Connected and mailings</li> <li>• Supply cost</li> </ul>	<p>Grade 9 Academy teachers Guidance Department Administration</p>	<p>Increase parental involvement</p> <p>Improved grades for grade 9 students</p> <p>Decreased grade 9 retention rates</p>
<p>Creation of a quarterly Informational/School Events News Letter</p>	<p>None</p>	<p>On-going: January 09 – November 10</p>	<p>Supply cost Mailing costs</p>	<p>Club advisors Athletic Coaches Faculty Administration Guidance</p>	<p>Increased attendance and involvement in school activities and events</p>
					<ul style="list-style-type: none"> <li>• Increased parental support</li> </ul>

<p>Organize informational sessions for parents in regard to testing procedures, college planning and financial aide</p> <ul style="list-style-type: none"> <li>• MCAS Parents' Night</li> <li>• EPP Information Session</li> <li>• Financial Aide Night</li> <li>• College Planning for Juniors Seminar</li> </ul>	<p>Department Meetings Faculty Meetings AVID Training</p>	<p>On-going: January 09 – December 10</p>	<p>Advertisement: Connect-Ed/mailings MEFA Counselors Production of Junior Handbooks</p>	<p>MCAS Specialist Guidance Department Talent Search Administration Faculty AVID Coordinator</p>	<p>and encouragement of students in preparing for high-stake tests as well as involvement in extra-help opportunities</p> <ul style="list-style-type: none"> <li>• Increased student participation in after-school programs</li> <li>• Increased parent involvement in college application process</li> </ul>
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***School Involvement Goal 2: Collaboration with the community. Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.***

*Rationale:*

<b><i>Action Steps</i></b> What Actions will occur? What steps will staff take?	<b><i>Professional Development</i></b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b><i>Timeline/Date Completed</i></b> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<b><i>Resources</i></b> What are the existing and new resources that will be used to accomplish the activity?	<b><i>Person Responsible</i></b> Who will provide the leadership? Who will do the work?	<b><i>Monitoring Effectiveness</i></b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
<p>Student Support Services will strengthen their relationship with Upward Bound/Dynamy programs especially in the recruitment of ninth grade students</p>	<p>Meeting and planning with Clark University Bruce Wells Scholars Upward Bound program, Worcester State College Upward Bound and Dynamy</p>	<p>On-going: December 08 – December 10</p>	<p>Collaboration with Upward Bound/Dynamy programs  Meetings with Grade 9 students</p>	<p>Upward Bound Representatives  Guidance Personnel  Grade 9 Academy Teachers</p>	<p>Increased enrollment in ninth grade students  Decreased student attrition rate in programs</p>

Teachers will incorporate the theme of community into their curriculum	* Teacher Planning * Avid Training	On-going: December 08-December 10	<ul style="list-style-type: none"> <li>• Avid Curriculum</li> <li>• Community Organizations</li> <li>• Avid Students</li> </ul>	Teachers/Students Avid Coordinator	Students will complete projects for display and assessment (ex. Mandela Projects)
Student Council and BHS organizations will increase collaborations with the community	Student Council meetings and planning time	On-going: December 08 – December 10	<p>Fundraising/donations/volunteer work done by BHS organizations</p> <p>Staff/Coach/Advisor Supervision</p> <p>WRTA Transportation</p>	Student Council advisor Club advisors Teachers Students Administration	<p>Increased student involvement in the community</p> <p>Completion of major volunteer projects that reflects a significant impact made in the community</p>
<p>Strengthen existing partnerships with community partners:</p> <p>Hanover Insurance ( Avid Program) YMCA-“Y Lead” Worcester Latino Dollars for Scholars North Worcester Business Association (NWBA) Worcester Police Liaisons Worcester Adult Education ( Night Life) Great Brook Valley-Site based Health Center WAHEC Worcester Art Museum Newspaper in Education (NIE) Teen Mothers Program Junior Achievement (Youth Leadership Course) College Board ( Virtual High School)</p>	* Newsletters, Memos, Faculty Meetings and Department Meetings will all provide new information. New staff meeting.	Ongoing: December 08 – December 10	Current communication techniques to spread word to all teachers and parents-information also communicated in Spanish via Connect Ed.	<ul style="list-style-type: none"> <li>• SLC Leaders</li> <li>• Teachers</li> <li>• Advisers</li> <li>• Principals</li> <li>• Coaches</li> <li>• Health Center Staff</li> <li>• J. A. Liaison</li> <li>• Avid Coordinator</li> </ul>	Staff and parents gain skills in working with partners, community organizations, and others to support students via increased access to services (school and community)



The school's instructional leadership team will be responsible for the collection of evidence as stated in the action steps of the plan. The team will be responsible for the next phase in the process by assisting in the monitoring of the implementation and outcome benchmarking. Implementation benchmarking measures whether you have successfully implemented your strategies and serve as a critical periodic review of those strategies and whether they are contributing to changes in your desired student outcomes.

Name	Role/Title	Signature
Megan Curtin	Social Studies Teacher	
Jane Dowd	Guidance Counselor	
Mary Doyle	Math Department Head	
Frances Friedman	Foreign Language Department Head	
Thomas Gibbons	Holy Cross Academic Liaison	
Jasmine Ortiz	ESL Department	
Nancy Ortiz	Social Studies Bilingual Teacher	
Christopher Racine	Science Teacher	
Gail Raney	Special Education Department	
Ann Reitzell	English Department	
Brian Russo	Special Education Department	