

Worcester Public School  
High School Level  
School Improvement Plan  
2008 - 2010  
Claremont Academy – High School

School:

**CLAREMONT ACADEMY**

Vision Statement:

Claremont Academy provides all students with the opportunity to develop intellectually, emotionally, socially, and physically, so as to become a productive learning community.

Focus Statement:

At Claremont Academy, all students will show growth in their ability to read, write, and problem solve through the use of school wide literacy based instruction as measured by MCAS, MEPA, and various forms of formative assessment.

## School Profile Information

<b>Basic Information</b>	
Name of School	Claremont Academy
Address	15 Claremont Street
	Worcester, Massachusetts 01610
Telephone	(508) 799-3077
Fax	(508) 799-8202
School Web Page URL	<a href="http://www.wpsweb.com/claremont">www.wpsweb.com/claremont</a>
Principal	June Eressy
Phone, E-mail Address	(508) 799-3101 eressyj@worc.k12.ma.us
Alternative Contact at School	Paula Severin

# 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	June Eressy		
Assistant Principal	Paula Severin		
9th Grade Teacher	Joanne Foley Frances LaMar-Brzezecki Michael Metivier Elena Morgenlender Olga Papadopoulos Adelina Zaimi		
10th Grade Teacher	Richard Bickford Kendra Cox Chad Malone Barbara Perotto James Scanlon		
11th Grade Teacher	Phu Nguyen Kathryn Maloney Shannon Sutton		
12th Grade Teacher	Michael Brennan Deirdre Carlson Linda Tomaino		
Special Education	Kristine Hersey Arthur Jarrett Kirwin Matthews Brent McGlenn Claire Swenson		
ESL	Tutor – Mariana Dheri		
Facilitator	Nancy Bates		N/A
Music	Patricia Darby		N/A
Art	Timmary Leary		N/A
Physical Education	Paul Dowd		N/A

Health	Suzanne Garvey		N/A
Office Staff	Dolores Augustus Janet O'Connell Kathleen Quinlan		N/A
School Adjustment Counselor	Karen Dobson		N/A
Guidance Counselor	Edwin Hernandez		N/A
School Psychologist	Nancy Courville		N/A

**Enrollment, Enrollment History (October 1<sup>st</sup>)**

<b>2009</b>	<b>2008</b>
366	364

**Demographics**

<b>Race</b>	<b>% of School</b>
White/Caucasian	23.0%
African American	11.2%
Hispanic	54.1%
Asian, Pacific Islander	10.9%
Native American	.8%
Limited English Proficiency	18.6%
Eligible for Free/Reduced Lunch	82.5%
(Other as appropriate)	

**Student Information**

	<b>% of School</b>
Total number of registered students	
Number of regular education students	73.8%
Number of special education students	26.2%
Number of ESL or LEP students	68
Number of eligible for free and reduced lunch	302

**Baseline Cumulative Attendance**

<b>Year</b>	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
<b>2007-2008</b>	349	347	352	333	337	341	342	335	336	335
<b>2008-2009</b>	347	335								

**Mobility**

	Inter	Intra	Total
<b>Entry Mobility Factor</b>	1.9%	5.74%	7.65%
<b>Exit Mobility Factor</b>	2.19%	4.64%	6.83%
<b>Combined Mobility Factor</b>	4.10%	10.38%	14.48%

# 2008 Adequate Yearly Progress (AYP) Report Summary

District: Worcester Public School

School:

Did school make AYP for 2008: ELA \_\_\_\_\_ Math \_\_\_\_\_ Attendance \_\_\_\_\_ Grad Rate \_\_\_\_\_

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						
Students with Disabilities						
Limited English Proficient						
Low Income						
African American/Black						
Asian or Pacific Islander						
Hispanic						
Native American						
White						

## Introduction/Executive Summary

Claremont Academy arrived at its instructional focus through a multi-layered approach. Led by the Principal, Instructional Leadership Team (ILT), and Department Heads, all teachers were invited to list what they considered to be the school's three most significant weaknesses. Results indicated that the areas of greatest concern were writing across the curriculum; implementing reading strategies in content areas with appropriate professional development support; and lack of success in answering open response questions. The ILT, in conjunction with the Department Heads crafted an instructional focus that encompasses each of the areas of concern voiced by the faculty. In addition, our instructional focus serves the needs of all identified sub-groups listed in the AYP state report. This was brought back to the entire faculty and following discussion, consensus was attained. Members of the ILT attended the *Focus on Results conference* in July, which provided them with valuable insight as to how to successfully introduce the instructional focus to the entire faculty. During the summer, the ILT met to plan and refine the launch of the focus at the first faculty meeting. It is important to note that the ILT was given the responsibility of planning and initiating this portion of the meeting, in order to emphasize that the focus was not a "top down" edict, but a collaborative effort. This shared leadership model creates the shared vocabulary and shared vision that are essential to the school's success.

The plan was to make the instructional focus the centerpiece of our meetings for the entire year. At the initial meeting, staff was asked to examine baseline attendance data and make one observation on it. The purpose of this activity was to empower staff to find a comfort level when examining data, since this is a critical component of designing effective strategies for learning. At this meeting, members of the ILT reinforced the use of low-stakes writing in each classroom every day. A variety of strategies including journaling, exit slips, do-nows, and Dear Confused letters were introduced as effective, non-threatening ways for teachers to undertake writing every day.

The academic day has been re-designed to include common planning time for teachers, as well as an advisory period. Teachers are encouraged to engage in weekly writing contests during advisory, in order to foster a school culture that values writing. Common planning time not only offers teachers the opportunity to collaborate on one another, but provides them with the chance to collect and review data critical to student achievement. Monitoring of student progress and school performance is a key to effective implementation of the school-wide focus.

## English Language Arts Analysis

Examination of multiple sources of summative assessment, including Massachusetts Comprehensive Assessment System (MCAS), Measured Academic Progress (MAP) testing, Scholastic Aptitude Testing (SAT), and Advanced Placement Testing (AP), and various forms of formative assessment validates our instructional focus. All available data reinforces that students need to make gains in reading, writing, and problem-solving through the use of school wide literacy-based instruction.

Vocabulary development continues to be a major area of weakness in Claremont students, with over 60% of grade 9 students and 56% of grade 10 students falling in the low range in the category of Word Meaning. Obviously, the inability to understand vocabulary negatively impacts students ability to read, write, and problem solve. This underscores the need for all teachers to provide daily, multi-level opportunities for students to engage in reading, writing, and thinking. It is critical that these opportunities are offered in all classes, in all subject areas, so that students will be able to make the connections that are critical to their success.

Once again, data demonstrates that Claremont students struggle with language questions. One of the cornerstones of our School Improvement Plan is providing students with the chance to practice reading and writing on a daily basis across all disciplines. In order to do so, teachers must effectively differentiate instruction in order to not only scaffold the struggling learning, but support the high achievers as well.

PSAT, SAT, and AP data for grades 11 and 12 emphasizes that Claremont students lag behind their peers on the state and national level. We need to ensure that classes offered in the junior and senior years of high school are rigorous enough to effectively prepare our students for life in the 21<sup>st</sup> century.

Although student weakness in English Language Arts is somewhat greater in students with disabilities, it is certainly prevalent in our low income students. (There are too few English Language Learner students to form a cohort.) Given the demographics of Claremont Academy, this is a disturbing trend. The interventions proposed in this plan are designed to create the comprehensive school-wide literacy initiative that is contained in our instructional focus.

**Grade 9**

**: ELA/Reading: Data**

	<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 9 MAP Assessment</b>												
<i>Word Meaning</i>	210.5	60.8	21.6	17.6								
<i>Literal Comprehension</i>	214.3	51	27.5	21.5								
<i>Interpretive Comprehension</i>	211.7	57	21.5	21.5								
<i>Evaluative Comprehension</i>	211.9	49	33.3	17.7								
<i>Literature</i>	213.3	49										

**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***

<p><b><i>Language:</i></b> Claremont – 55% - District – 65% - State – 76%</p> <p>Claremont students scored substantially below grade level on all sections of the Grade 8 ELA MCAS. This validates our choice of an instructional focus that supports reading, writing and thinking. Both AVID and Academic Literacy classes were added this year in order to support student progress in reading and writing.</p>
<p><b><i>Reading and Literature:</i></b> Claremont – 56% - District – 62% - State – 70%</p> <p>Claremont students scored substantially below grade level on all sections of the Grade 8 ELA MCAS. This validates our choice of an instructional focus that supports reading, writing and thinking. Both AVID and Academic Literacy classes were added this year in order to support student progress in reading and writing.</p>
<p><b><i>Item Analysis (Multiple Choice &amp; Open Response):</i></b> Open Response: Claremont – 46% - District 53% - State – 59%</p> <p>Multiple Choice: Claremont – 61% - District – 67% - State – 77%</p> <p>Claremont students scored substantially below grade level on all sections of the Grade 8 ELA MCAS. This validates our choice of an instructional focus that supports reading, writing and thinking. Both AVID and Academic Literacy class were added this year in order to support student progress in reading and writing.</p>

<b>MCAS Score Analysis</b>			
<b>How many scored?</b>		<b>How many scored?</b>	
260-280	1	N/A	
240-258	18	256-258	0
220-238	24	236-238	6
200-218	9	216-218	5

**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>	218.1	56.2	25	18.8								
<i>Literal Comprehension</i>	221.9	39.6	29.2	31.2								
<i>Interpretive Comprehension</i>	218.1	48.0	29.1	22.9								
<i>Evaluative Comprehension</i>	221.3	43.8	27.0	29.2								
<i>Literature</i>	225.3	33.3	27.0	39.7								

**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***

***Language:*** Language scores were the greatest area of weakness for Claremont students, which reinforces the need for vocabulary instruction across the content areas. Claremont students scored 53% in this area, compared to District scores of 63% and State scores of 77%.

***Reading and Literature:*** Reading and literature scores exceeded those of Claremont's district counterparts, but still fell below state levels.

***Item Analysis (Multiple Choice & Open Response):*** Multiple choice scores were weaker than those in the open response category. In this area, Claremont scores were below state and district averages. In the area of open response, however, Claremont scores exceeded those of both the state and the district.

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	7	N/A	
240-258	23	256-258	6
220-238	13	236-238	3
200-218	3	216-218	3

**School Goal 1 EXTERNAL**

**Template**

One hundred 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. Our goal is to have 50% at proficient or above in reading 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?
Students will engage in low stakes writing activities in all classes on a daily basis.	Participation in National Writing Project in conjunction with Clark University Focus on Results activities led by Instructional Leadership Team	Long Term Action May, 2008 – June, 2009	Partnership with Clark University Focus on Results Coaching Cross-Fertilization with University Park Campus School	Administration Instructional Leadership Team Department Heads University Faculty	Formal and informal observations Cross-curricular writing portfolios
Writing portfolios will be utilized across all disciplines to help students set appropriate learning goals and evaluate their growth.	In-service workshops by English Department Monthly Department Meetings	Long Term Action August, 2008 – June, 2009	Writing Portfolios Common Planning Time	Administration Classroom teachers Department Heads Curriculum Liaisons Inclusion Specialists	Formal and informal observations Cross-curricular writing portfolios Student work
Provide students with direct instruction in vocabulary to support them in becoming independent, fluent readers.	Collaboration with Literacy Coach and Curriculum Liaison	Long Term Action August, 2008 – June, 2009	Common planning time Appropriate Texts	Administration Literacy Coach Classroom Teachers Curriculum Liaison	Pre and Post Testing Formal and Informal Observations

**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 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 75 % 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?
Utilize MAP scores to target specific student strengths and weaknesses in order to design curriculum that differentiates instruction.	Additional MAP training Collaboration with Literacy Coach Common Planning Time Monthly Department Meetings	Long Term Action October, 2008 – June, 2009	MAP data Common Planning Time	Administration Teachers Literacy Coach Curriculum Liaisons	Formal and informal observations Formative student assessments Common planning agendas
Discuss and analyze test scores with students and parents.	Collaboration with Literacy Coach Common Planning Time	Long Term Action October, 2008- June, 2009	MAP data Common Planning Time	Administration Teachers Literacy Coach Curriculum Liaisons	Formal and informal observations Formative student assessments Common planning agendas
Expand the AVID program so that it is utilized across all content areas.	AVID Training Collaboration with AVID Coordinator Expansion of AVID Site Team	Long Term Action August, 2008 – June, 2009	AVID Materials MAP Data Monthly Department Meetings	Administration Teachers AVID Coordinator	Course selection sheets Formal and informal classroom observations

**Grade 9**  
**Sub-groups**  
**Low Income**

One hundred percent of our low income students will show improvement in reading 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.

<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?
Familiarize students with MCAS scoring rubric so that they are able to internalize advanced and proficient exemplars.	Monthly Department Meetings, Common planning time	Long-term action August 2008-June, 2009	MCAS data Exemplars from DOE website Massachusetts Curriculum Frameworks	Administration Classroom teachers MCAS Specialist Curriculum Liaisons	Student performance based on MCAS scoring rubric Formal and informal classroom observations
Encourage students to attend out-of-school time programs	Identify students Communicate with parents the benefits of after school and summer school programs	Long-term action August, 2008 – June, 2009	Morning and Afternoon Homework Centers Saturday classes Vacation Boot Camp	MCAS Specialist Administration Classroom Teachers	Attendance sheets Pre and post testing
Design opportunities for students to practice answering open response questions.	Peer-led workshops Cross fertilization with University Park Campus School	Short Term Action January, 2009 – June, 2008	Previously administered MCAS tests Common Planning Time	Administration MCAS Specialist Classroom Teachers Department Heads	Pre and Post Testing

**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>	218.1	56.2	25	18.8								
<i>Literal Comprehension</i>	221.9	39.6	29.2	31.2								
<i>Interpretive Comprehension</i>	218.1	48.0	29.1	22.9								
<i>Evaluative Comprehension</i>	221.3	43.8	27.0	29.2								
<i>Literature</i>	225.3	33.3	27.0	39.7								

**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***

***Language:*** Language scores were the greatest area of weakness for Claremont students, which reinforces the need for vocabulary instruction across the content areas. Claremont students scored 53% in this area, compared to District scores of 63% and State scores of 77%.

***Reading and Literature:*** Reading and literature scores exceeded those of Claremont's district counterparts, but still fell below state levels.

***Item Analysis (Multiple Choice & Open Response):*** Multiple choice scores were weaker than those in the open response category. In this area, Claremont scores were below state and district averages. In the area of open response, however, Claremont scores exceeded those of both the state and the district.

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	7	N/A	
240-258	23	256-258	6
220-238	13	236-238	3
200-218	3	216-218	3

## Grade 10

### ELA/Reading School Goal 1:

**One hundred per cent 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. Our goal is to have 90% at proficient in English Language Arts 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?	
Provide opportunities for students to engage in low stakes writing assignments in all subject areas.	WPS Staff Development Monthly Department Meetings Instructional Leadership Team	Long term action August, 2008 – June, 2009	Common Planning Time Collaboration with ILT	Administration Teachers MCAS Specialist Instructional Leadership Team	Formal and informal classroom observations Student journals	
Writing portfolios will be utilized across all disciplines to help students set appropriate learning goals and evaluate their growth.	In-service workshops by English Department Monthly Department Meetings	Long Term Action August, 2008 – June, 2009	Writing Portfolios Common Planning Time	Administration Classroom teachers Department Heads Curriculum Liaisons Inclusion Specialists	Formal and informal observations Cross-curricular writing portfolios Student work	
Familiarize students with MCAS scoring rubric so that they are able to internalize advanced and proficient exemplars.	Familiarize students with MCAS scoring rubric so that they are able to internalize advanced and proficient exemplars.	Monthly Department Meetings, Common planning time	Long-term action August 2008-June, 2009	MCAS data Exemplars from DOE website Massachusetts Curriculum Frameworks	Administration Classroom teachers MCAS Specialist Curriculum Liaisons	Student performance MCAS scoring rubric Formal and informal classroom observations

**Internal Goal**

**Grade 10**

**ELA/Reading School Goal 2: One hundred per cent of our students will show improvement in reading as demonstrated by the administration of the MAP Assessment. No less than 60% 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 75% of 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?
Design lessons in all curricular areas that allow students to brainstorm, revise, and rewrite.	WPS Staff Development Monthly Department Meetings	Long term action August, 2007 – June, 2008	Common planning time Trade books Writing journals	Administration Teachers Support Staff Literacy Coach	Lesson plans Formal and informal assessments Teacher observation
Provide students with direct instruction in vocabulary to support them in becoming independent, fluent readers, writers, and thinkers	Monthly Faculty Meetings Department Meetings Instructional Leadership Team Workshops	Long term action August, 2008– June, 2009	Common planning time Appropriate vocabulary materials	Administration Classroom Teachers Curriculum Liaisons Literacy Coach	Formal and informal assessments Teacher observations
Classroom teachers in all disciplines will work with Inclusion Specialist for targeted classroom interventions.	Monthly department meetings WPS Staff Development Training with Inclusion Specialistg	Long term action August, 2008– June, 2009	Course texts, graphic organizers, SPED curriculum resources	Administration Teachers Support Staff Inclusion Specialist	Classroom observations Formal and informal assessments Lesson plans

## Grade 10

### Sub-groups

**ELA/Reading School Goal 3: 89 per cent of low income students will achieve proficiency in 2009 as measured by the MCAS test. The remaining 11% will improve within their performance category. Low income subgroup will make AYP 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?
Classroom teachers in all disciplines will utilize literature circles to better support students in deconstructing difficult text.	In service support by English Department Cross fertilization with UPCS Monthly faculty meetings	Long term action August, 2008 – June 2009	Course texts, literature circle protocols	Administration Teachers Support Staff UPCS Teachers	Classroom observations Lesson Plans Formal and informal assessments
Teach, model, and practice literacy strategies that enhance the abilities of students to use reading and writing skills across the curriculum. This includes the use of prediction, KWL, reciprocal teaching, and graphic organizers.	Instructional Focus Workshops Monthly Department Meetings Curriculum Teams at Clark University	Long term action August, 2008 – June, 2009	Partnership with Clark University Time for classroom observations Common planning time	Administration Classroom Teachers Department Heads Curriculum Liaisons	Formal and informal classroom observations
Encourage participation by targeted students in out of school time remedial sessions.	Monthly Department Meetings Common Planning Time Sessions	Long term action August, 2008 – June, 2008	Morning and Afternoon Homework Sessions Saturday School Vacation Boot Camp	Administration Classroom teachers MCAS Specialist	Attendance at remedial sessions

**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

Use of MAP and MCAS data provided information regarding student performance in mathematics in grades nine and ten. Mathematics data review of MCAS given to grades 9 and 10 revealed weakness with 88.5% of students in grade 9 and 60.8% of students in grade 10 scoring at Warning or Needs improvement. MAP data unveiled below grade level weakness as well. MAP data in grade 9 and 10 show great weakness in every subset, with more than 45% in the low range for every category. Observations from the data led to the identification of the need to utilize curriculum compacting through scaffolding learning for struggling students while supporting and enhancing applied mathematics for the high performing students.

In grade 9 MAP data show significant weakness in the subset of number sense and operations; 63.6% scored in the the low range with a mean RIT of 219.2. Additionally the 9<sup>th</sup> grade students show weakness in number sense on the MCAS test as well. Similar struggles in number sense take place at the 10<sup>th</sup> grade level with 55% scoring low and a mean RIT of 225.5. Based upon this data and the need for a solid foundation in number sense to become successful in other mathematics topics, we have found Number Sense as the focus area of need for the 9<sup>th</sup> and 10<sup>th</sup> grades. Open Response questions on the MCAS continue to trouble our students with 33% compared to the state's 56%. The school focus of reading, writing and problem solving directly mandates teachers to address this issue in the math classrooms. Students need specific instruction in the area of open response, they struggle not only in understanding the questions that are asked but also how to appropriately answer. Scaffolded instruction utilizing writing-to-learn strategies improve student success in open response, training in this takes place through the math coach and the department heads. In grade 9, the sub-group of Special education shows a significant difference in performance when examining multiple choice as compared to the aggregate population. Because of this specific strategies for reading are addressed in each class. Further, test taking strategies need to be an ongoing part of instruction. These students need to see more multiple choice questioning on formative assessment given by teachers to improve their comfort level. 10<sup>th</sup> grade MAP scores identify geometry as an area of weakness with 50% of students in the low range with a mean RIT of 221.6. Beginning in September of 2008 a numeracy class for

10<sup>th</sup> graders taught by the geometry class will utilize MAP, MCAS and teacher created formative assessment to better address individual student needs. A new geometry book has also been procured that will be used district-wide.

We have recognized that in grades 9 and 10 teachers must work intensely with students to achieve grade level performance. The development of a new school instructional focus revolving around “reading, writing, and problem solving” encourages teachers to address the focus in their classroom everyday. This instructional focus will address student weakness in Open Response writing and practical mathematical problem solving. It is critical in this endeavor that the teachers teach to the state standards based WPS curriculum and use the Connected Math Program materials in a steadfast manner to ensure students are actively engaged in the group work process. Numeracy classes also support the state grade level standards by giving students an opportunity to work more extensively with mathematical concepts that they are showing weakness.

We feel it behooves our struggling students to offer additional math classes in numeracy as part of the school day. Identified through the use of Spring 2008 MAP scores and MCAS scores from grade 8, students in grades 9 and 10 identified as showing mathematical weakness take an additional numeracy class. This class is taught by the same teacher who teaches the 10<sup>th</sup> grade geometry class. MCAS after school preparation is offered through a grant from the department of education. This tutoring runs September through November and January through May, this program, which utilizes former MCAS questions and item analysis for tutoring in areas of need. Additional MCAS tutoring is offered in the morning homework center as well. A program intended to reach specific students identified through weaknesses is being created to offer MCAS tutoring on Saturdays. This tutoring addresses the power standards within mathematics. Through our collaboration with Clark University, research-based staff development is provided for our mathematics teachers. Additionally we now have a Math Coach through Clark University who is assisting our staff with the utilization of best practices in mathematics. New math books were bought for all Algebra and Geometry classes and are being implemented during the 2008-9 school year. During the 2008-9 school year Common Planning time takes place in every grade level three times per week. Keeping with the school focus of Reading, Writing, and Problem Solving, teachers must align their curriculum to meet these needs as well; in mathematics this takes place in the form of writing-to-learn activities, open response, and practical application.

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>	Administration MCAS specialist Academic Numeracy Teacher	MA Frameworks MCAS questions	Summer 2008 – schedule June 2009 – class complete
Use MCAS and MAP data to drive instruction	<ul style="list-style-type: none"> <li>monitor individual student progress</li> </ul>	Classroom Teacher Administration	MAP program Appropriate Lab time	3 times throughout school year
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 Math coach Classroom Teacher SPED teacher	Partnership with Clark University	Long term
<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	MAP and MCAS scores CPT Department Meetings	Long term – June 2009
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>ESL Teacher</li> <li>MCAS Specialist</li> <li>Math Coach</li> </ul>	Data Clark university partnership	Ongoing
Provide resources that directly relate to grade level math goals	<ul style="list-style-type: none"> <li>Purchase new text books materials that support grade level goals</li> </ul>	<ul style="list-style-type: none"> <li>Math Liaison</li> </ul>	<ul style="list-style-type: none"> <li>funding</li> </ul>	October 2008
Provide research based sustained staff development in math instruction	<ul style="list-style-type: none"> <li>Staff training</li> </ul>	<ul style="list-style-type: none"> <li>Math liaison</li> <li>Math coach</li> <li>teachers</li> </ul>	Clark University math Institute WPS staff development offerings	Long term – June 2009
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>	<ul style="list-style-type: none"> <li>Math coach</li> <li>Sped department head</li> <li>Teachers</li> </ul>	CPT	Department meetings Dec 2008- June 2009

**Grade 9**

**Mathematics - Data**

Grade 9 MAP Assessment	FALL 2008				WINTER 2009				SPRING 2009			
	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI
<i>Number Sense and Operations</i>	219.2	63.6	20.5	15.9								
<i>Patterns Relations and Algebra</i>	225.0	45.4	36.4	18.2								
<i>Geometry</i>	221.6	50.0	38.6	11.4								
<i>Measurement</i>	217.1	68.0	16.0	16.0								
<i>Data Analysis, Statistics, and Probability</i>	223.2	52.2	36.4	11.4								

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) New textbooks are in place for all Algebra classes. All students are enrolled in an Algebra class in the 9<sup>th</sup> grade. After school tutoring is available Spetember –November and January through May for mathematics MCAS preparation. The Algebra teacher is working with a MAT student teacher, a math coach, and working with Clark University's Mathematics Team. Common Planning Team takes place 3 times a week for teachers.

**Mathematics Subject Area Sub-scores**

<i>Number Sense and Operations:</i> 37%
<i>Patterns, Relations, and Algebra:</i> 45%
<i>Geometry:</i> 47%
<i>Measurement:</i> 29%
<i>Data Analysis, Statistics, and Probability:</i> 46%
<i>Item Analysis (Multiple Choice &amp; Open Response):</i> <i>Multiple Choice:</i> 48% <i>Open Response:</i> 33%

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	0	N/A	
240-258	6	256-258	0
220-238	15	236-238	3
200-218	31	216-218	14

## Grade 9

### Mathematics School Goal 1: open response

One Hundred Percent of our students will show growth in Mathematics Open Response as measured by the MCAS. No less than 33% of students will show growth to the next performance level. The remaining 67% will show growth **within** their performance level. Our goal is to have no less than 65 % at Proficient or Above in Spring 2010.

<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?
Develop Instructional Focus based on reading, writing and problem solving	Staff meetings Critical Friends Protocol	Summer 2008 develop Fall 2008 implement Long term	Focus on Results	Instructional Leadership Team Teachers	CPT minutes Lesson Plans Teacher formative assessments
Weekly Open Response assignments in which teachers will scaffold instruction and allow time for student self reflection using a rubric	Staff meetings WPS professional development offerings	Ongoing Sept 2008-June 2009	Rubrics Clark University Partnership	Teachers	Formative assessment
Use formative assessments to analyze students' areas of weakness	Training with MCAS specialist Monthly department Meetings CPT	Long term action Sept-June 2009	Student data MA frameworks	Instructional Leadership team Grade level teams All teachers aSupport Staff	Classroom observations CPT minutes

## Grade 9

### Mathematics School Goal 2: Number Sense

One hundred percent of our students will show growth in Mathematical number sense as measured by MAP assessment. No less than 21% of students will meet or exceed their growth scores in number sense. The remaining 79% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 55 % 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?
Discuss and analyze test scores	MAP training CPT meetings with MCAS Specialist Math coach Department meetings	Long term action Sept 2008- June 2009	MAP and MCAS data Formative assessment MA frameworks WPS curriculum	Instructional Leadership Team CPT teams All teachers and support staff	CPT minutes MAP data Teacher created formative assessment Algebra Final
Focus instruction on power standards	Department meetings Math coach MCAS after school training	Long term action Sept – June 2009	MA frameworks MCAS data	Instructional Leadership Team MCAS specialist Math teachers	CPT Teacher created formative assessment
Differentiate Instruction in the classroom	Math Coach Staff meetings Department Meetings	Ongoing	New textbook MA frameworks MCAS and MAP data	Administration Teachers	Teacher created formative assessment MAP and MCAS scores

## Grade 9

### Mathematics School Goal 3: SpEd multiple Choice

One hundred percent of our SpEd students will show improvement in multiple choice as demonstrated by the administration of the MCAS. No less than 20% of students will show growth to the next performance level. The remaining 80% will show growth within their performance level. Our goal is this subgroup will make AYP in 2010.

<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?
Discuss and analyze test scores	MAP training CPT meetings with MCAS Specialist Math coach Department meetings	Long term action Sept 2008-June 2009	MAP and MCAS data Formative assessment MA frameworks WPS curriculum	Instructional Leadership Team CPT teams All teachers and support staff	CPT minutes MAP data Teacher created formative assessment Algebra Final
Remediation of skills during morning and afternoon homework center and MCAS tutoring	MCAS after school training WPS professional development offerings	Sept 2008- May2009	After school funding through Clark Partnership MCAS tutoring	MCAS Specialist After school staff	MAP data Informal observations
Integrate test taking strategies into curriculum	Common Planning Time	Ongoing Sept 2008-June2009	MCAS scores MAP scores	MCAS specialist SpEd department head SpEd teachers teachers	CPT minutes

# Grade 10

## Mathematics - 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>Number Sense and Operations</i>	225.5	55.0	25.5	19.5								
<i>Patterns Relations and Algebra</i>	227.8	47.1	31.4	21.5								
<i>Geometry</i>	230.7	47.1	31.4	21.5								
<i>Measurement</i>	223.8	53.0	37.2	9.8								
<i>Data Analysis, Statistics, and Probability</i>	228.9	45.1	31.4	23.5								

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) Using Spring 2008 MAP scores 10<sup>th</sup> grade students were identified to take a full year numeracy class in addition to their geometry class. A math coach is working the both the Algebra and Geometry teachers and a SpEd inclusion teacher is coteaching a geometry class. New books have been procured for Algebra and Geometry.

### Mathematics Subject Area Sub-scores

<i>Number Sense and Operations:</i> 51%
<i>Patterns, Relations, and Algebra:</i> 56%
<i>Geometry:</i> 38%
<i>Measurement:</i> 41%
<i>Data Analysis, Statistics, and Probability:</i> 51%
<i>Item Analysis (Multiple Choice &amp; Open Response):</i> Multiple Choice 52% Open Response 45%

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	10	N/A	
240-258	8	256-258	2
220-238	20	236-238	7
200-218	8	216-218	5

## Grade 10

### Mathematics School Goal 1: Geometry

One hundred percent of our students will show improvement in mathematics geometry as demonstrated by the administration of MCAS. No less than 31% of students will show growth to the next performance level. The remaining 69% will show growth **within** their performance level. Our goal is to have no less than 56% at Proficient or Above 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?
Procure new textbook	WPS professional development Math Coach Math Liaison	October 2008	Funding	Math Liaison	MAP and MCAS scores Final exams
Implement numeracy class for identified 10 <sup>th</sup> graders	Math Coach Clark University	Sept 2008	Teacher availability	Administration	Lesson plans Formative teacher created assessment
Scaffold instruction	WPS professional development Clark University Institutes	Ongoing Aug 2008-June 2009	MA frameworks MCAS and MAP data	Math department head Math teachers SpEd teachers	MAP and MCAS assessment Formative teacher created assessment

## Grade 10

**Mathematics School Goal 2: number sense** One hundred percent of our students will show growth in Mathematical number sense as measured by MAPAssessment. No less than 30 % of students will meet or exceed their growth scores in number sense. The remaining 70% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 65 % 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?
Discuss and analyze test scores	MAP training CPT meetings with MCAS Specialist Math coach Department meetings	Long term action Sept 2008- June 2009	MAP and MCAS data Formative assessment MA frameworks WPS curriculum	Instructional Leadership Team CPT teams All teachers and support staff	CPT minutes MAP data Teacher created formative assessment Algebra Final
Focus instruction on power standards	Department meetings Math coach MCAS after school training	Long term action Sept – June 2009	MA frameworks MCAS data	Instructional Leadership Team MCAS specialist Math teachers	CPT Teacher created formative assessment
Differentiate Instruction in the classroom	Math Coach Staff meetings Department Meetings	Ongoing	New textbook MA frameworks MCAS and MAP data	Administration Teachers	Teacher created formative assessment MAP and MCAS scores

## Grade 10

### Mathematics School Goal 3: SpEd Open Response Choice

One hundred percent of our SpEd students will show improvement in open response scores as demonstrated by the administration of the MCAS. No less than 15% of students will show growth to the next performance level. The remaining 85% will show growth within their performance level. While our current achievement for the SpEd subgroup is 2% proficient or above, this subgroup will make AYP 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?
Develop Instructional Focus based on reading, writing and problem solving	Staff meetings Critical Friends Protocol	Summer 2008 develop Fall 2008 implement Long term	Focus on Results	Instructional Leadership Team Teachers	CPT minutes Lesson Plans Teacher formative assessments
Weekly Open Response assignments in which teachers will scaffold instruction and allow time for student self reflection using a rubric	Staff meetings WPS professional development offerings	Ongoing Sept 2008-June 2009	Rubrics Clark University Partnership	Teachers	Formative assessment
Use formative assessments to analyze students' areas of weakness	Training with MCAS specialist Monthly department Meetings CPT	Long term action Sept-June 2009	Student data MA frameworks	Instructional Leadership team Grade level teams All teachers aSupport Staff	Classroom observations CPT minutes

**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>Identified students will be scheduled for additional math classes designed for remedial support.</p>	<p>In-service training by MCAS specialist  Mathematics Department Meetings</p>	<p>Long Term Action August, 2009 – December, 2009</p>	<p>EPP Portfolios Common Planning Time</p>	<p>Administration Classroom teachers Department Heads Curriculum Liaisons Inclusion Specialists</p>	<p>Master schedule EPP benchmarking (testing, portfolios)</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 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**

Mathematics: 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

Mathematics 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, including a fourth year of mathematics	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

## **FAMILY INVOLVEMENT**

At Claremont Academy, it is our goal to make sure that families are partners in their children's education. . It is essential that parents, as well as children, feel comfortable and valued at the school and understand that the principal's door is open to them at all times. The school must communicate with families about the successes and challenges that their students face and work with them to arrive at successful solutions.

Our demographics indicate that our families face many challenges: poverty, lack of affordable housing and health care, inability to speak English among them. For that reason, we must continue to maintain positive relationships with community agencies to provide wrap-around services for our families. We continue our work with the Main South Task Force in order to foster relationships that can help to address the needs of our diverse population.

Additionally, our partnership with Clark University has the power to make college "real" for our students. The sense of being part of a college community will help our students gain the motivation and confidence they need to persevere in school. Mentoring relationships with college students are helping our students to develop and understanding of what college is all about. As they become more familiar with the campus culture, Claremont students will begin to see a future for themselves in which college is within reach.

**School Involvement Goal 1: To improve the communication between school and home in order to maximize the child's learning experience.**

<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>Utilize the Connect-Ed messaging system to keep parents informed of what is happening at the school.</p>	<p>Faculty meetings</p>	<p>Long term action August 2008– June 2009</p>	<p>Connect-Ed messaging system</p>	<p>Administration Teachers</p>	<p>Connect-Ed messaging log Formal/informal feedback</p>
<p>Implement At-Risk Nights to offer parents an opportunity to meet with teachers to design interventions for success.</p>	<p>Faculty meetings Department meetings</p>	<p>Short term action January 2009 – June 2009</p>	<p>Funding</p>	<p>Administration Teachers</p>	<p>Attendance at At-Risk Nigh Formal/informal feedback</p>
<p>Create an open-door policy so that parents feel welcomed by the school community.</p>	<p>Faculty meetings Department meetings Site Council meetings</p>	<p>Long term action August 2008 – June 2009</p>	<p>Materials</p>	<p>Administration Teachers Support staff</p>	<p>Formal/Informal Feedback</p>

***School Involvement Goal 2: To establish a relationship with the Main South community that embraces social service agencies, churches, schools, and government, in order to provide access to additional opportunities for our families.***

<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?
Work collaboratively with Woodland Academy to reinforce the core values of both schools.	Staff meetings	Long term action August, 2008 – June 20089	Meeting time	Administration Teachers Support Staff	Formal and informal feedback
Continue participation in the Main South Task Force.	Monthly meetings	Long term action August, 2008 – June 2009	Meeting time	Administration Teachers Support Staff	Formal and informal feedback Meeting agendas
Foster collaboration with Clark University to support teachers, students, and families.	Main South Task Force Clark University Partnership	Long term action August, 2008 – June 2009	Meeting time	Administration Teachers Support Staff	Formal and informal feedback Meeting agendas

