

Worcester Public School
High School Level
School Improvement Plan
2008-2010
Doherty Memorial High

1

Version 7

October 2008

School:

Doherty Memorial High School

Vision Statement:

Doherty Memorial High School is a community of learners, committed to working together to develop the skills, attitudes and beliefs necessary for all students to successfully participate in the array of excellent programs offered by the school. Families, students, staff, and community members work collaboratively to ensure the success of all members of the school community in a welcoming, caring and supportive environment.

Focus Statement:

Doherty Memorial High School is implementing a school-wide effort to demonstrate measurable growth in students' ability to read critically and respond thoughtfully in writing as evidenced by progress on external measures, such as the MCAS and the PSAT, and internal measures, such as the MAP and other common assessments.

School Profile Information

Basic Information	
Name of School	Doherty Memorial High School
Address	299 Highland Street
	Worcester, MA 01602
Telephone	508-799-3270
Fax	508-799-3276
School Web Page URL	www.wpsweb.com/doherty/default.html
Principal	Sally Maloney
Phone, E-mail Address	508-799-3270; maloneys@worc.k12.ma.us
Alternative Contact at School	Peter Bowler

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

Position	Personnel	# of Students
Principal	Sally Maloney	1472
Assistant Principal	Peter Bowler	375
Assistant Principal	Edward Capstick	340
Assistant Principal	John O'Malley	377
Assistant Principal	Bernard Reese	380
Art	Atchue, Laurie	120
AVID	Apostol, Victor	91
Coping Room Instructor	Hargrove, Michael	N/A
English/Language Arts	Caputo, Audrey	88
English/Language Arts	Doyle, Catherine	105
English/Language Arts	Fay, James	98
English/Language Arts	Holland, Gail	111
English/Language Arts	Lewis, Christine	121
English/Language Arts	MacMillan, Patricia	126
English/Language Arts	Mulcahy, Kerry	103
English/Language Arts	Patterson, Nicole	94
English/Language Arts	Quill, Micaela	89
English/Language Arts	Riggs, Nancy	117
English/Language Arts	Robert, Matthew	94
English/Language Arts	Rushton, Patricia	74
English/Language Arts	Soares, Kerin	111
English/Lang. Arts & Curriculum facilitator	Waters, Carolyn	53
English/ Language Arts	Whalen, Catherine	106

ESL	Griffin, Veronica	77
Guidance	Barouk, Ivette	330
Guidance	Fairfull, Judy	150
Guidance	Knox, Mary	330
Guidance	Prior, Eileen	335
Guidance	Pulda, Patricia	328
Health & Safety	Garcia, Jose	125
Family / Consumer Science	Breen, Kathleen	86
Jobs for Bay State Graduates	Cooksey, Todd	78
Mathematics	Dacey, James	121
Mathematics	DeSimone, Victoria	79
Mathematics	Freyenhagen, Rebecca	127
Mathematics	Hagopian, Timothy	91
Mathematics	Kabala, Catherine	113
Mathematics	Levinson, Todd	82
Mathematics	Markgren, Lucas	110
Mathematics	McNamara, David	101
Mathematics	Moriarty, Christopher	110
Mathematics	Razzaq, Renah	123
Mathematics	Spellane, Philip	123
Mathematics	Torres, Charles	118
Mathematics	Weisenberg, Jeffrey	89
Mathematics	Wetmiller, John	98
Mathematics	Whalen, Edward	144
Music	Sullivan, Daniel	127
Music	Whittaker, Russell	34
MCAS Specialist	McKeon, Barbara	23

Physical Education	Dalve, Kathleen	114
Physical Education	Fenner, Wendy	119
Physical Education	Murphy, James	125
Reading / Language Arts	Shea, Patricia	54
School Psychologist	Morrissey, Carlo	N/A
Science	Aujla, Satinder	111
Science	Butcher, Carrie	107
Science	Chico, Norma	97
Science	Fay, Linda	111
Science	Hill, Stacey	94
Science	Kambosos, Katerina	26
Science	King, Brian	113
Science	Long, W. Steven	114
Science	Pedican, Abigail	84
Science	Rivera, Debbie	107
Science	Severin, Samuel	69
Science	Simmarano, Vincent	91
Science	Smith, Jesse	93
Science	Staley, John	47
Social Studies	Boyd, Andrew	109
Social Studies	Bucciaglia, Steven	97
Social Studies	Burison, Marie	101
Social Studies	Garcia, Michael J.	117
Social Studies	Gervais, Timothy	130
Social Studies	Krause, Harold	131
Social Studies	Lynch, Daniel	127
Social Studies	Mawson, David	124

Social Studies	O'Neil, Thomas	125
Social Studies	Plant, Angela	125
Social Studies	Ramirez, Vincent	79
Social Studies	Toloczko, Joe	112
Social Studies	Whelan-True, Mary	113
School Adjustment Counselor	Whalen, Christine	N/A
Special Education	Coonan, Daniel	40
Special Education	Dailey, Kathleen	40
Special Education	Giaquinto, Mark	48
Special Education	Gibree, Lisa	30
Special Education	Grow, Sharon	44
Special Education	Kernaghan, Ann	40
Special Education	Malm, David	51
Special Education	Mulcahy, Sean	15
Special Education	Roche, David	35
Special Education	Senior, Kathleen	10
Clinician – Step Program	Malerbi, Marcy	N/A
Technology	Cochran, Annette	123
Technology	Hankey, William	101
Technology	LeBlanc, Gerald	82
Technology	Sanford, Susan	105
World Languages	Armen, Judy	91
World Languages	Aybar, Wilson	150
World Languages	Bifano, Lina	120
World Languages	Guzman, Rose	130
World Languages	O'Doherty, Sean	123
World Languages	Szklarz, Carmela	105

World Languages	Thompson, Steliane	96
World Languages	Wheeler, David	115
Media Center	Frew, Joanne	N/A
Speech Therapist	Baker, Denise	N/A
Team Evaluation Chairperson	Hebert, Hope	N/A
Teacher of Visually Impaired	Dougherty, Cheryl	N/A

Enrollment, Enrollment History (October 1st)

2009	2008
	1473

Demographics

Race	% of School
White/Caucasian	47.9 %
African American	15.1 %
Hispanic	27.2 %
Asian, Pacific Islander	9.4 %
Native American	0.3%
Limited English Proficiency	10.0 %
Eligible for Free/Reduced Lunch	47.3 %
(Other as appropriate)	

Student Information**Total Number/% of School**

Total number of registered students	1473
Number of regular education students	1251/84.9%
Number of special education students	222/15.1%
Number of ESL or LEP students	148/10.0%
Number of eligible for free and reduced lunch	697/47.3%

Baseline Cumulative Attendance

Year	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2007-2008	1414	1396	1388	1360	1370	1371	1379	1370	1356	1354
2008-2009	1373	1322								

Mobility

	Inter	Intra	Total
Entry Mobility Factor	33 / 2.24%	56 / 3.80%	89 / 6.04%
Exit Mobility Factor	29 / 1.97%	55 / 3.73%	84 / 5.70%
Combined Mobility Factor	62 / 4.21%	111 / 7.54%	174 / 11.74%

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2008 Adequate Yearly Progress (AYP) Report Summary

District: Worcester Public School

School: Doherty Memorial High School

Did school make AYP for 2008: ELA

Aggregate: YES Subgroups: NO

 Math

Aggregate: YES Subgroups: NO

 Attendance

Aggregate: YES Subgroups: NO

 Grad Rate Yes

Adequate Yearly Progress Designation:

Restructuring Year 1 - Subgroups

Did the school meet the standard for AYP?

Overall AYP	English Language Arts		Math		Attendance	
	Made AYP	CPI	Made AYP	CPI	Made AYP	%
Aggregate	YES	87.8	YES	81.6	YES	96.0
Students with Disabilities	YES	74.5	YES	58.3	YES	95.0
Limited English Proficient	-	63.0	-	60.0	-	-
Low Income	NO	82.3	NO	71.5	YES	95.0
African American/Black	YES	80.4	NO	67.2	YES	98.0
Asian or Pacific Islander	-	84.4	-	86	-	-
Hispanic	NO	80.9	NO	71.2	NO	93.0
Native American	-	-	-	-	-	-
White	YES	94.4	YES	91.0	YES	98.0

Introduction/Executive Summary

Doherty Memorial High School is a large urban high school with an enrollment of 1,473 students. Of this student population, 47.9% are White/Caucasian, 15.1% are African American, 27.2% are Hispanic, 9.4% are Asian/Pacific Islander and 0.3% are Native American. In addition, 47.3% are eligible for Free/Reduced lunch, 10.0% are defined as Limited English Proficient and 15.1% are Special Education students. Our student population is diverse and we appreciate the value added to our educational program that is the result of having many cultures represented at our school.

The formulation of this plan began in the fall of 2008 based on our cycle V data. We began by examining the Measures of Academic Progress (MAP) data and eighth grade MCAS scores of our current ninth and tenth grade students in addition to the tenth grade MCAS data of our current eleventh and twelfth grade students. We analyzed this data overall and by subgroups and reviewed all item analysis reports. In addition, we reviewed student work samples, teacher assessments and reports.

Doherty Memorial High School has made AYP in the aggregate in Mathematics and in English Language Arts. Doherty has not met its Adequate Yearly Progress (AYP) in low income, African American and Hispanic subgroups for Mathematics and low income and Hispanic subgroups for English Language Arts. Analysis of data indicates that for cycle VI, in order to make AYP in English Language Arts we must increase our CPI by 2.71 in our aggregate at mid-cycle VI and by 4.06 by the end of cycle VI. In Mathematics, we must increase our CPI by 4.08 in our aggregate at mid-cycle VI and by 6.13 by the end of cycle VI. All subgroups must demonstrate significant improvement by the end of cycle VI. We recognize that we must continue to reflect upon our data to address areas of student need in order to make AYP and meet the goal of having all students perform at the Proficient Level by 2014 as required by the NCLBA. The English Language Arts portion of the plan reflects the need to increase language capacity and student ability to interact with the text (fiction/nonfiction). The Mathematics portion of the plan reflects the need to improve numeracy skills and the ability to read, analyze, and interpret data in various forms in all content areas.

The entire faculty was involved in reviewing the data, generating goals, identifying possible causes for these areas of weakness and developing strategies to address these areas of need. Members of the Instructional Leadership Team reviewed all information gathered from the faculty and used this information to formulate this plan. The faculty met by departments to review student portfolios and the areas for which they have taken responsibility for completing. In addition, each department reviewed the NEASC rubric and is using it to assist them in creating common assessments. The student work generated for these portfolios and for these common assessments will be reflective of the goals set forth in this plan and will provide the opportunity for cross-curricular collaboration to support the English and mathematics abilities of our students.

The Instructional Leadership Team met to develop action steps needed for implementation of this plan with particular emphasis on the needs of all subgroups. Our team focused on instructional and assessment strategies and the professional development needed to implement these. For each of our goals, the team generated action steps, listed professional development needed, created a timeline, identified resources required, identified person(s) responsible, and indicated methods of monitoring effectiveness.

For our Family Improvement Goal, we involved members of our Reading Leadership Team, faculty, and parents and community members who are part of our Site Council. Our goals in this area are consistent with the Joyce Epstein model of Family Involvement and will help to support the student learning objectives. All of the goals of this plan serve to strengthen the collaboration among all members of our school community and support the development of Doherty Memorial High School as a community of learners.

English Language Arts Analysis

Doherty Memorial High School's English Language Arts (ELA) goals for grades 9-12 focus on the analysis of data from a variety of sources including the Measured Academic Progress (MAP) data, the Massachusetts Comprehensive Assessment System (MCAS) data, common assessments, and individual classroom assessment. Data analysis from cycle V indicates in order to meet AYP for cycle VI, we must focus our efforts on improving students' ability to read critically and respond thoughtfully in writing.

Evaluation of the MAP data of our grade 9 students and grade 8 MCAS scores of these same students indicate the need for instruction targeting reading and open response. Increased use of differentiated reading instruction provides flexible grouping patterns to address the various needs of grade 9 ELA students. Academic literacy classes and English Language Lab classes provide additional reading strategies to support students and allow for the use of various intervention strategies to target struggling readers.

The grade 10 goals in ELA focus on increasing students' ability to read critically and respond thoughtfully in writing. There is an indicated need for increased opportunities for students to interact with the text through close reading. An increased use of writing assessment, as demonstrated in the student portfolios, will allow students to identify, analyze, and apply knowledge of the purposes, structure, and elements of fiction and nonfiction or informational materials and provide evidence from the text to support their understanding.

The grade 11/12 goals are based on student scores on previous MAP and MCAS assessments. The goals focus on the need to increase student ability in the areas of reading comprehension and language capacity.

Our goals involve supporting the increased development in language: vocabulary/concept development and interaction with genre/fiction/nonfiction. All of our goals serve to support the school-wide focus of increasing the students' ability in all content areas. We believe that the increased ability to read critically and respond thoughtfully in writing will support our students' success in all areas of study and as life-long learners.

Our ELA goals reflect the standards set forth by the Massachusetts English Language Arts Curriculum Frameworks. Specifically, they reflect the need to address the following standards:

Students will understand and acquire new vocabulary and use it correctly in reading and writing. (Standard 4)

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation (Standard 8)

Students will identify, analyze, and apply knowledge of the characteristics of the different genres. (Standard 10)

Students will identify, analyze, and apply knowledge of a theme in a literary work and provide evidence from the text to support their understanding. (Standard 11)

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding. (Standard 12)

Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding. (Standard 13)

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

ELA/Reading Program	Actions Steps	Leader	Resources	Timeline/Date Completed
Academic Literacy Program	<ul style="list-style-type: none"> • Provide an additional period of classes for students identified as the lowest quartile of their grade 	<ul style="list-style-type: none"> • ELA Curriculum Liaison • ELA Department Head • Building Administrators • English Teachers • Reading Teachers • Reading Leadership Team • Academic Literacy Teachers 	<ul style="list-style-type: none"> • Time in the schedule to offer the classes • Reading materials • Academic support materials • Time for additional professional development • Funding for additional professional development 	<ul style="list-style-type: none"> • Classes scheduled daily • Long –term • Fall 2008-Spring 2010 • Ongoing
ELA/Program Objectives	Actions Steps	Leader	Resources	Timeline/Date Completed
Use data to improve reading instruction	<ul style="list-style-type: none"> • Review of last year’s data • Develop grade level goals • Review of this year’s data • Use data to develop action plan for following year 	<ul style="list-style-type: none"> • ELA Teachers • Reading Leadership Team • MCAS Specialist • Reading Specialist • Academic Literacy Teachers • AVID Teacher • Special Education Teachers 	<ul style="list-style-type: none"> • MCAS data • MAP data • Classroom assessment • Reading materials • Reading Intervention Strategies • Time to meet to review data 	<ul style="list-style-type: none"> • Monthly meetings • Long term • Fall 2008-Spring 2010 • Ongoing

<p>Continue to develop and utilize staff to coordinate resources and activities in the building for the literacy school wide models</p>	<ul style="list-style-type: none"> • Discuss curriculum issues • Discuss scheduling issues • Analyze data • Oversee and implement intervention plans for students 	<ul style="list-style-type: none"> • Administrators • Special Education Teachers • ESL Teachers • Media Specialist • MCAS Specialist • AVID Teacher • Reading Leadership Team • Curriculum Facilitator 	<ul style="list-style-type: none"> • Time for collaboration by course/grade/level • NWEA training • Reading intervention strategies 	<ul style="list-style-type: none"> • Monthly meetings • Staff development days • Long term • Fall 2008-Spring 2010 • Ongoing
<p>Provide resources that directly relate to grade level goals</p>	<ul style="list-style-type: none"> • Purchase supplemental instructional materials that support grade level goals 	<ul style="list-style-type: none"> • Grade Level/Course Teachers • Building Administrators • Reading Leadership Team • Curriculum Facilitator • MCAS Specialist • ELA Department Head • ELA Curriculum Liaison 	<ul style="list-style-type: none"> • Reading intervention strategies • AVID training • Literacy strategies • Supplemental materials/MCAS data • MAP data • Time to meet by grade/course level 	<ul style="list-style-type: none"> • Long term • Fall 2008-Spring 2010 • Ongoing
<p>Provide research based sustained staff development in reading instruction</p>	<ul style="list-style-type: none"> • Continue implementation of Secondary Reading Grant Action Plan • Attend vocabulary development workshops 	<ul style="list-style-type: none"> • Reading Leadership Team • Reading Specialist • MCAS Specialist • ELA Teachers • ELA Department Chair • Curriculum Facilitator • Building Administrators • AVID Coordinator 	<ul style="list-style-type: none"> • Reading intervention Strategies • Time for training • ELL training • Funding to attend reading workshops 	<ul style="list-style-type: none"> • Monthly meetings • Staff development days • Fall 2008-Spring 2010 • Ongoing

		<ul style="list-style-type: none"> • ELA Curriculum Liaison 		
Continue sustained staff development model	<ul style="list-style-type: none"> • One hour department meeting per month • MAP Progress Monitoring • Continue with the staff development plan that includes time for implementation, reflection, sharing with peers, and observation of peers • MAP Progress Monitoring 	<ul style="list-style-type: none"> • Curriculum Facilitator • Building Administrators • MCAS Specialists • AVID Coordinator • Department Chairs 	<ul style="list-style-type: none"> • Funding for professional development • Time for additional staff development • NWEA training 	<ul style="list-style-type: none"> • Monthly meetings • Staff development days • Fall 2008-Spring 2010 • Ongoing
Provide continued staff development in the area of differentiating instruction	<ul style="list-style-type: none"> • Training staff in the area of differentiating instruction 	<ul style="list-style-type: none"> • Reading Leadership Team • MCAS Specialist • ELA Teachers • Reading Specialist • Special Education Teachers • Curriculum Facilitator • AVID Coordinator 	<ul style="list-style-type: none"> • Funding for professional development • Time for additional staff development • Instructional materials 	<ul style="list-style-type: none"> • Monthly meetings • Staff development days • Fall 2008-Spring 2010 • Ongoing
Encourage students to attend out-of-school time programs	<ul style="list-style-type: none"> • Identify students • Communicate with parents the benefits of after school and summer school programs 	<ul style="list-style-type: none"> • MCAS Specialist • Guidance counselors • All Teachers • Department Chairs • Building Administrators • Translators • ELA Liaison • AVID Coordinator • Curriculum Facilitator 	<ul style="list-style-type: none"> • Newsletters, mailings • Connect Ed • Time to meet with students 	<ul style="list-style-type: none"> • Monthly meetings • Staff development days • Fall 2008-Spring 2010 • Ongoing

**Grade 9
: ELA/Reading: Data**

	FALL 2008				WINTER 2009				SPRING 2009			
Grade 9 MAP Assessment	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI
Lang: Vocab/Concept Dev.	219.6	38.8	26.2	34.8								
Understand Text Imag/Lit	219.7	37.8	27.2	34.8								
Understand Text Inform/Expos	218.4	41.5	23.5	34.8								
Genre/Fict/Nonfiction	219.9	40.8	20.5	38.5								
Style & Language	222.2	35.5	21.5	42.8								

**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>Language: Our current 9th grade students scored 4.26 of the 6 available points, an average of 71% on the 8th grade test.</p>
<p>Reading and Literature: Our current 9th grade students scored 30.8 of the 46 available points, an average of 67%.</p>
<p>Item Analysis (Multiple Choice & Open Response): On the spring 2008 grade 8 MCAS our current grade 9 students averaged 71 % or 25.5 out of 36 possible points on the multiple choice section. They averaged 60% or 9.6 out of 16 possible points on the open response section. Based on the low percents in the open response, 9th grade ELA teachers are focusing on open response questions.</p>

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	42 / 11%	N/A	
240-258	218 / 56%	256-258	36 / 9%
220-238	85 / 23%	236-238	22 / 6%
200-218	39 / 11%	216-218	25 / 7%

Grade 9

ELA/Reading School Goal 1:

One hundred percent of our students will show improvement in READING as demonstrated by the administration of MCAS No less than 60% of students will show growth to the next performance level. The remaining 40% will show growth within their performance level. Our goal is to have no less than 75 % at Proficient or above in 2010.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed 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	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Provide increased opportunities for students to interact with the text through close reading activities and open response questions.	<ul style="list-style-type: none"> • Share Best Practices • Academic Literacy Strategies • Reading Intervention Strategies • Collegial coaching • Read-to-Learn/Learn-to-Read strategies • Learn-to 	<ul style="list-style-type: none"> • Long-term • Fall 2008-Spring 2010 	<ul style="list-style-type: none"> • Reading materials • Anchor papers • Time to share strategies across content areas 	<ul style="list-style-type: none"> • ELA Department Chair • ELA teachers • Curriculum Facilitator • MCAS Specialist • Reading Leadership Team • Special Education Teachers • ESL Teacher 	<ul style="list-style-type: none"> • MAP data • District-wide common assessments • School-wide common assessments • Individual classroom assessments • Student portfolios

	<p>Write/Write-to-Learn strategies</p> <ul style="list-style-type: none"> • Read –Alouds/ Think-Alouds • Differentiated Reading Instruction • Reading across the content areas strategies 			<ul style="list-style-type: none"> • ELA Liaison • Academic Literacy Teachers • AVID Coordinator/ teacher 	
<p>Increase the use of differentiated reading instruction within the content areas to provide for a variety of flexible grouping patterns to support student use of a range of reading strategies.</p>	<ul style="list-style-type: none"> • Share Best Practices • Reading intervention strategies • Read-to-Learn/Learn-to-Read strategies • AVID strategies • Differentiated Reading Instruction • Read-Alouds/ Think-Alouds 	<ul style="list-style-type: none"> • Long-term • Fall 2008-Spring 2010 	<ul style="list-style-type: none"> • Reading materials • AVID training • Time for collaboration by course/grade/level • Time to share Best Practices 	<ul style="list-style-type: none"> • All Teachers and Department Chairs • Curriculum Facilitator • MCAS Specialist • Reading Leadership Team • Special Education Teacher • ESL Teacher • ELA Liaison • Academic Literacy Teachers • AVID Teacher • AVID Coordinator • Administration 	<ul style="list-style-type: none"> • MAP data • Classroom assessments • Student portfolios • Teacher lesson plans • Common assessments • Common lesson activities and assessments
<p>Continue to provide multiple intervention strategies for struggling readers targeted to student needs through academic literacy classes, Language Arts Lab, ELA classes, AVID</p>	<ul style="list-style-type: none"> • Share Best Practices • Read-to learn/Learn-to read strategies • Reading 	<ul style="list-style-type: none"> • Long-term • Fall 2008-Spring 2010 	<ul style="list-style-type: none"> • Reading materials • MAP data • Common assessment data 	<ul style="list-style-type: none"> • MCAS specialist • Guidance Department • Reading Specialist 	<ul style="list-style-type: none"> • Increased number of students enrolled in academic literacy classes,

classes, MCAS after school program, summer program support, and in-school support program	<p>intervention strategies</p> <ul style="list-style-type: none"> • ELL training • AVID training 		<ul style="list-style-type: none"> • Time for intervention programs • Tutors • AVID classes • Academic Literacy classes 	<ul style="list-style-type: none"> • Curriculum Facilitator • Tutors • ELA teachers • Special Education teachers • AVID Coordinator 	<p>AVID classes, tutoring, after school MCAS programs, Language Arts Lab</p> <ul style="list-style-type: none"> • MAP scores • District-wide common assessments • School-wide common assessments • Individual classroom assessments • Student portfolios
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? MAP data, student portfolios, classroom assessments, common assessments, and district-wide common assessments</p>					

Grade 9

ELA/Reading School Goal 2:

One hundred percent of our students will show improvement in open response as demonstrated by the administration of the ELA common assessments. Our goal is to have 75% at 2 or above on the NEASC rubric in Communication in June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed 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	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Provide increased opportunities for students to	<ul style="list-style-type: none"> • Share Best Practices 	<ul style="list-style-type: none"> • Long term • Fall 2008- 	<ul style="list-style-type: none"> • Anchor papers • Rubrics 	<ul style="list-style-type: none"> • ELA Department 	<ul style="list-style-type: none"> • MAP scores • Student

<p>identify data, details, facts, and examples from the text using the eight strategies good readers use in order to form a thesis that demonstrates understanding.</p>	<ul style="list-style-type: none"> • Reading /Writing Across the Curriculum Workshops • Write-to-Learn/Learn-to Write strategies • Read-to-Learn/Learn-to-Read strategies 	<p>Spring 2009</p> <ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Time for Cross-curricular training • Funding for Cross-curricular training • Nonfiction reading materials 	<p>Chair</p> <ul style="list-style-type: none"> • ELA teachers • MCAS Specialist • Special Education Teachers • Curriculum Facilitator • Reading Leadership Team • All teachers • Reading Specialist • AVID elective teacher 	<p>portfolios</p> <ul style="list-style-type: none"> • Common classroom assessments • District-wide common assessments
<p>Increase the use of Costa's level 2 questions to provide a range of opportunities for students to practice open response and demonstrate higher order thinking</p>	<ul style="list-style-type: none"> • Share Best Practices • Reading /Writing Across the Curriculum Workshops • Write-to-Learn/Learn-to Write strategies • Read-to-Learn/Learn-to-Read strategies • Costa's level of questions • Bloom's taxonomy 	<ul style="list-style-type: none"> • Long term • Fall 2008 - Spring 2009 • Ongoing 	<ul style="list-style-type: none"> • Anchor papers • Rubrics • Time for Cross-curricular training • Funding for Cross-curricular training 	<ul style="list-style-type: none"> • ELA Department Chair • ELA teachers • MCAS Specialist • Special Education Teachers • Curriculum Facilitator • Reading Leadership Team • All teachers • Reading Specialist • AVID elective teacher 	<ul style="list-style-type: none"> • MAP scores • Student portfolios • Common classroom assessments • District-wide common assessments
<p>Provide increased opportunities for students to identify and use the genre specific process for reading,</p>	<ul style="list-style-type: none"> • Share Best Practices • Reading /Writing 	<ul style="list-style-type: none"> • Long term • Fall 2008 - Spring 2009 	<ul style="list-style-type: none"> • Reading materials • Anchor papers 	<ul style="list-style-type: none"> • ELA Department Chair 	<ul style="list-style-type: none"> • MAP scores • Student portfolios

analyzing, and responding in writing to nonfiction	Across the Curriculum Workshops	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Rubrics Time for Cross-curricular training Funding for Cross-curricular training 	<ul style="list-style-type: none"> ELA teachers MCAS Specialist Special Education Teachers Curriculum Facilitator Reading Leadership Team All teachers Reading Specialist AVID elective teacher Content Area Teachers 	<ul style="list-style-type: none"> Common classroom assessments
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? MAP data, student portfolios, common classroom assessments</p>					

Grade 9

ELA/Reading School Goal 3:

One hundred percent of our Hispanic students will show improvement in reading as demonstrated by the administration of the MAP assessment. No less than 80% of students will meet or exceed their growth score. The remaining 20 % will show growth in their overall RIT score from fall to spring.

Action Steps	Professional Development	Timeline/Date Completed	Resources	Person Responsible	Monitoring Effectiveness
What Actions will occur? What steps will staff take?	How will staff acquire the necessary skills and attitudes to implement the activity?	When will this strategy or action begin and end? Please indicate if this is a long term	What are the existing and new resources that will be used to accomplish the activity?	Who will provide the leadership? Who will do the work?	What ongoing formative evidence will be gathered to show this activity is making a

		(more than one year) or short term action			difference in student outcome?
Provide increased opportunities for students to interact with the text through close reading activities and open response questions.	<ul style="list-style-type: none"> • Share Best Practices • Academic Literacy Strategies • Reading Intervention Strategies • Collegial coaching • Read-to-Learn/Learn-to-Read strategies • Learn-to-Write/Write-to-Learn strategies • Read –Alouds/Think-Alouds • Differentiated Reading Instruction • Reading across the content areas strategies 	<ul style="list-style-type: none"> • Long-term • Fall 2008-Spring 2009 	<ul style="list-style-type: none"> • Reading materials • Anchor papers • Time to share strategies across content areas 	<ul style="list-style-type: none"> • ELA Department Chair • ELA teachers • Curriculum Facilitator • MCAS Specialist • Reading Leadership Team • Special Education Teachers • ESL Teacher • ELA Liaison • Academic Literacy Teachers • AVID Coordinator/teacher 	<ul style="list-style-type: none"> • MAP data • District-wide common assessments • Common assessments • Individual classroom assessments • Student portfolios
Increase the use of differentiated reading instruction within the content areas to provide for a variety of flexible grouping patterns to support student use of a range of reading strategies.	<ul style="list-style-type: none"> • Share Best Practices • Reading intervention strategies • Read-to-Learn/Learn-to-Read strategies • AVID strategies • Differentiated Reading Instruction • Read-Alouds/Think-Alouds 	<ul style="list-style-type: none"> • Long-term • Fall 2008-Spring 2009 	<ul style="list-style-type: none"> • Reading materials • AVID training • Time for collaboration by course/grade/level • Time to share Best Practices 	<ul style="list-style-type: none"> • All Teachers and Department Chairs • Curriculum Facilitator • MCAS Specialist • Reading Leadership Team • Special Education Teacher • ESL Teacher • ELA Liaison • Academic Literacy Teachers 	<ul style="list-style-type: none"> • MAP data • Classroom assessments • Student portfolios • Teacher lesson plans • Common assessments • Common lesson activities and assessments

				<ul style="list-style-type: none"> • AVID Teacher • AVID Coordinator • Administration 	
Continue to provide multiple intervention strategies for struggling readers targeted to student needs through academic literacy classes, Language Arts Lab, ELA classes, AVID classes, MCAS after school program, summer program support, and in-school support program	<ul style="list-style-type: none"> • Share Best Practices • Read-to learn/Learn-to read strategies • Reading intervention strategies • ELL training • AVID training 	<ul style="list-style-type: none"> • Long-term • Fall 2008-Spring 2009 	<ul style="list-style-type: none"> • Reading materials • MAP data • Common assessment data • Time for intervention programs • Tutors • AVID classes • Academic Literacy classes 	<ul style="list-style-type: none"> • MCAS specialist • Guidance Department • Reading Specialist • Curriculum Facilitator • Tutors • ELA teachers • Special Education teachers • AVID Coordinator 	<ul style="list-style-type: none"> • Increased number of students enrolled in academic literacy classes, AVID classes, tutoring, after school MCAS programs, Language Arts Lab • MAP scores • District-wide common assessments • Departmental common assessments • Individual classroom assessments • Student portfolios
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? MAP data, student portfolios, classroom assessments</p>					

ELA/Reading: Data

Current Grade 10 9th grade data for current grade 10

Grade 10 MAP Assessment	FALL 2007				WINTER 2008				SPRING 2008			
	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI
Lang: Vocab/Concept Dev.	218.7	39.3	27.3	33.3	222.0	37.8	27.0	35.1	223.4	38.6	24.7	36.5
Understand Text Imag/Lit	220.6	35.7	27.9	36.3	219.8	40.5	28.9	30.5	222.3	36.8	28.4	34.7
Understand Text Inform/Expos	219.2	38.4	28.8	32.7	220.4	38.6	28.4	32.9	221.3	39.6	28.1	32.3
Genre/Fict/Nonfiction	220.2	36.3	32.1	31.5	222.3	38.1	22.7	39.2	223.5	37.1	24.8	38.0
Style & Language	222.1	36.9	21.9	41.1	222.0	40.8	22.2	37.0	225.7	35.7	21.4	42.9

**Grade 8 MCAS Data Synopsis for this year's grade 10 class (short analysis explaining data)
Reading/ELA Subject Area Sub-scores**

<p>Language: Out of possible 5 possible points our current 10th graders averaged 67% or 3.4 of 5 points on the 8th grade test</p>
<p>Reading and Literature: Out of possible 47 possible points our current 9th graders averaged 65% or 30.6 of 47 points on the 8th grade test</p>
<p>Item Analysis (Multiple Choice & Open Response): On the spring 2007 grade 8 MCAS our current grade 10 students averaged 73% or 26.3 out of 36 possible points on the multiple choice section. They averaged 49% or 7.8 out of 16 possible points on the open response section. Based on the low percent in the open response 9th grade ELA teachers are putting more of an emphasis on open response questions.</p>

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
Lang: Vocab/Concept Dev.	222.2	39.8	26.5	33.6								
Understand Text Imag/Lit	221.3	45.1	16.2	38.6								
Understand Text Inform/Expos	220.4	41.9	28.3	29.8								
Genre/Fict/Nonfiction	221.2	44.8	18.3	36.9								
Style & Language	223.7	41.9	19.5	38.6								

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:

Our current 11th grade students scored 3.5 of the 5 available points, an average of 71%.

Reading and Literature:

Our current 11th grade students scored 31.5 of the 47 available points, an average of 67%.

Item Analysis (Multiple Choice & Open Response):

On the spring 2008 grade 10 MCAS our current grade 11 students averaged 71 % or 25.5 out of 36 possible points on the multiple choice section. They averaged 61% or 9.7 out of 16 possible points on the open response section. Based on the low percents in the open response 10th and 11th grade ELA teachers are focusing on open response questions.

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	51 / 16%	N/A	
240-258	168 / 54%	256-258	32 / 10%
220-238	88 / 27%	236-238	26 / 8%
200-218	13 / 4%	216-218	9 / 3%

Grade 10

ELA/Reading School Goal 1:

One hundred percent of our students will show improvement on Open Response as demonstrated by the administration of the MCAS. No less than 60% of students will show growth to the next level. The remaining 40% will show growth within their performance level. Our goal is to have 75% at proficient in ELA MCAS in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed 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	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Provide increased opportunities for students to identify data, details, facts, and examples from the text using the eight strategies good readers use in	<ul style="list-style-type: none"> Share Best Practices Reading /Writing Across the 	<ul style="list-style-type: none"> Long term Fall 2008-Spring 2009 Ongoing 	<ul style="list-style-type: none"> Anchor papers Rubrics Time for Cross-curricular 	<ul style="list-style-type: none"> ELA Department Chair ELA teachers MCAS 	<ul style="list-style-type: none"> MAP scores Student portfolios Common classroom

order to form a thesis that demonstrates understanding.	<ul style="list-style-type: none"> Curriculum Workshops Write-to-Learn/Learn-to Write strategies Read-to-Learn/Learn-to-Read strategies 		<ul style="list-style-type: none"> training Funding for Cross-curricular training Nonfiction reading materials 	<ul style="list-style-type: none"> Specialist Special Education Teachers Curriculum Facilitator Reading Leadership Team All teachers Reading Specialist AVID elective teacher 	<ul style="list-style-type: none"> assessments Departmental common assessments
Increase the use of Costa's level 2 questions to provide a range of opportunities for students to practice open response and demonstrate higher order thinking	<ul style="list-style-type: none"> Share Best Practices Reading /Writing Across the Curriculum Workshops Write-to-Learn/Learn-to Write strategies Read-to-Learn/Learn-to-Read strategies Costa's level of questioning Bloom's taxonomy 	<ul style="list-style-type: none"> Long term Fall 2008-Spring 2009 Ongoing 	<ul style="list-style-type: none"> Anchor papers Rubrics Time for Cross-curricular training Funding for Cross-curricular training 	<ul style="list-style-type: none"> ELA Department Chair ELA teachers MCAS Specialist Special Education Teachers Curriculum Facilitator Reading Leadership Team All teachers Reading Specialist AVID elective teacher 	<ul style="list-style-type: none"> MAP scores Student portfolios Common classroom assessments District-wide common assessments
Increase the opportunity for students to read critically and respond thoughtfully in writing across the content areas	<ul style="list-style-type: none"> Share Best Practices Looking at student work Rubrics Write-to- 	<ul style="list-style-type: none"> Long term Fall 2008-Spring 2010 Ongoing 	<ul style="list-style-type: none"> Class time for writing Student work samples/anchor papers Rubrics 	<ul style="list-style-type: none"> All content teachers Special Education Teachers Reading Leadership Team AVID teachers 	<ul style="list-style-type: none"> MCAS data Student portfolios /student work Classroom assessments

	Learn/Learn-to-Write strategies			<ul style="list-style-type: none"> • Academic Literacy teachers • MCAS Specialist • Curriculum Facilitator 	
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes?					
MCAS data, MAP data, student portfolios, and classroom assessment					

Grade 10

ELA/Reading School Goal 2:

One hundred percent of our grade 10 students will show improvement in reading as demonstrated by the administration of the MAP assessment. No less than 80% of students will meet or exceed their growth score. The remaining 20 % will show growth in their overall RIT score from fall to spring.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed 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	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Provide increased opportunities for students to interact with the text through close reading activities and open response questions.	<ul style="list-style-type: none"> • Share Best Practices • Academic Literacy Strategies • Reading 	<ul style="list-style-type: none"> • Long-term • Fall 2008-Spring 2009 	<ul style="list-style-type: none"> • Reading materials • Anchor papers • Time to share strategies across content 	<ul style="list-style-type: none"> • ELA Department Chair • ELA teachers • Curriculum Facilitator 	<ul style="list-style-type: none"> • MAP data • Common assessments • Individual classroom assessments

	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Collegial coaching • Read-to-Learn/Learn-to-Read strategies • Learn-to Write/Write-to-Learn strategies • Read –Alouds/ Think-Alouds • Differentiated Reading Instruction • Reading across the content areas strategies 		<p>areas</p>	<ul style="list-style-type: none"> • MCAS Specialist • Reading Leadership Team • Special Education Teachers • ESL Teacher • ELA Liaison • Academic Literacy Teachers • AVID Coordinator/ teacher 	<ul style="list-style-type: none"> • Student portfolios
<p>Increase the use of differentiated reading instruction within the content areas to provide for a variety of flexible grouping patterns to support student use of a range of reading strategies.</p>	<ul style="list-style-type: none"> • Share Best Practices • Reading intervention strategies • Read-to-Learn/Learn-to-Read strategies • AVID strategies • Differentiated Reading Instruction • Read-Alouds/ Think-Alouds 	<ul style="list-style-type: none"> • Long-term • Fall 2008-Spring 2009 	<ul style="list-style-type: none"> • Reading materials • AVID training • Time for collaboration by course/grade/level • Time to share Best Practices 	<ul style="list-style-type: none"> • All Teachers and Department Chairs • Curriculum Facilitator • MCAS Specialist • Reading Leadership Team • Special Education Teacher • ESL Teacher • ELA Liaison • Academic Literacy Teachers • AVID Teacher 	<ul style="list-style-type: none"> • MAP data • Classroom assessments • Student portfolios • Teacher lesson plans • Common assessments • Common lesson activities and assessments

				<ul style="list-style-type: none"> • AVID Coordinator • Administration 	
Continue to provide multiple intervention strategies for struggling readers targeted to student needs through academic literacy classes, Language Arts Lab, ELA classes, AVID classes, MCAS after school program, summer program support, and in-school support program	<ul style="list-style-type: none"> • Share Best Practices • Read-to learn/Learn-to read strategies • Reading intervention strategies • ELL training • AVID training 	<ul style="list-style-type: none"> • Long-term • Fall 2008-Spring 2009 	<ul style="list-style-type: none"> • Reading materials • MAP data • Common assessment data • Time for intervention programs • Tutors • AVID classes • Academic Literacy classes 	<ul style="list-style-type: none"> • MCAS specialist • Guidance Department • Reading Specialist • Curriculum Facilitator • Tutors • ELA teachers • Special Education teachers • AVID Coordinator 	<ul style="list-style-type: none"> • Increased number of students enrolled in academic literacy classes, AVID classes, tutoring, after school MCAS programs, Language Arts Lab • MAP scores • Common assessments • Individual classroom assessments • Student portfolios
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? MAP data, student portfolios, classroom assessments, school-wide common assessments					

Grade 10

ELA/Reading School Goal 3:

One hundred percent of our Hispanic students will show improvement in reading as demonstrated by the administration of the MAP assessment. No less than 80% of students will meet or exceed their growth score. The remaining 20 % will show growth in their overall RIT score from fall to spring.

Action Steps	Professional Development	Timeline/Date Completed	Resources	Person Responsible	Monitoring Effectiveness
What Actions will occur? What steps will staff take?	How will staff acquire the necessary skills and	When will this strategy or action begin and end?	What are the existing and new resources that will be used to	Who will provide the leadership? Who will do the work?	What ongoing formative evidence will be

	attitudes to implement the activity?	Please indicate if this is a long term (more than one year) or short term action	accomplish the activity?		gathered to show this activity is making a difference in student outcome?
Provide increased opportunities for students to interact with the text through close reading activities and open response questions.	<ul style="list-style-type: none"> • Share Best Practices • Academic Literacy Strategies • Reading Intervention Strategies • Collegial coaching • Read-to-Learn/Learn-to-Read strategies • Learn-to Write/Write-to-Learn strategies • Read –Alouds/ Think-Alouds • Differentiated Reading Instruction • Reading across the content areas strategies 	<ul style="list-style-type: none"> • Long-term • Fall 2008-Spring 2009 	<ul style="list-style-type: none"> • Reading materials • Anchor papers • Time to share strategies across content areas 	<ul style="list-style-type: none"> • ELA Department Chair • ELA teachers • Curriculum Facilitator • MCAS Specialist • Reading Leadership Team • Special Education Teachers • ESL Teacher • ELA Liaison • Academic Literacy Teachers • AVID Coordinator/teacher 	<ul style="list-style-type: none"> • MAP data • District-wide common assessments • School-wide common assessments • Individual classroom assessments • Student portfolios
Increase the use of differentiated reading instruction within the content areas to provide for a variety of flexible grouping patterns to support student use of a range of reading strategies.	<ul style="list-style-type: none"> • Share Best Practices • Reading intervention strategies • Read-to-Learn/Learn-to-Read strategies • AVID 	<ul style="list-style-type: none"> • Long-term • Fall 2008-Spring 2009 	<ul style="list-style-type: none"> • Reading materials • AVID training • Time for collaboration by course/grade/level • Time to share Best Practices 	<ul style="list-style-type: none"> • All Teachers and Department Chairs • Curriculum Facilitator • MCAS Specialist • Reading Leadership 	<ul style="list-style-type: none"> • MAP data • Classroom assessments • Student portfolios • Teacher lesson plans • Common assessments • Common

	<ul style="list-style-type: none"> strategies Differentiated Reading Instruction Read-Alouds/Think-Alouds 			<ul style="list-style-type: none"> Team Special Education Teacher ESL Teacher ELA Liaison Academic Literacy Teachers AVID Teacher AVID Coordinator Administration 	<ul style="list-style-type: none"> lesson activities and assessments
<p>Continue to provide multiple intervention strategies for struggling readers targeted to student needs through academic literacy classes, Language Arts Lab, ELA classes, AVID classes, MCAS after school program, summer program support, and in-school support program</p>	<ul style="list-style-type: none"> Share Best Practices Read-to learn/Learn-to read strategies Reading intervention strategies ELL training AVID training 	<ul style="list-style-type: none"> Long-term Fall 2008-Spring 2009 	<ul style="list-style-type: none"> Reading materials MAP data Common assessment data Time for intervention programs Tutors AVID classes Academic Literacy classes 	<ul style="list-style-type: none"> MCAS specialist Guidance Department Reading Specialist Curriculum Facilitator Tutors ELA teachers Special Education teachers AVID Coordinator 	<ul style="list-style-type: none"> Increased number of students enrolled in academic literacy classes, AVID classes, tutoring, after school MCAS programs, Language Arts Lab MAP scores District-wide common assessments Common assessments Individual classroom assessments Student portfolios
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? MAP data, student portfolios, classroom assessments, common assessments</p>					

**Grade 11/12
ELA/Reading: Data**

Grade 10 MAP Assessment	FALL 2007				WINTER 2008				SPRING 2008			
	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI
Lang: Vocab/Concept Dev.	221.6	43.9	27.2	28.9	223.4	42.8	26.3	30.9	224.7	39.9	24.6	35.5
Understand Text Imag/Lit	221.7	42.2	28.6	29.2	222.6	42.8	28.1	29.1	224.7	39.1	25.7	35.1
Understand Text Inform/Expos	221.0	43.6	28.9	27.5	222.3	42.2	30.6	27.2	222.3	40.6	28.6	30.8
Genre/Fict/Nonfiction	222.5	40.3	26.7	33.0	224.7	34.7	28.4	36.9	224.1	40.9	25.0	34.0
Style & Language	224.6	36.0	25.3	38.7	226.7	36.2	21.3	42.5	226.8	34.4	22.4	43.1

Grade 11 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:

Our current 11th grade students scored 3.5 of the 5 available points, an average of 71%.

Reading and Literature:

Our current 11th grade students scored 31.5 of the 47 available points, an average of 67%.

Item Analysis (Multiple Choice & Open Response):

On the spring 2008 grade 10 MCAS our current grade 11 students averaged 71 % or 25.5 out of 36 possible points on the multiple choice section. They averaged 12% or 9.7 out of 16 possible points on the open response section. Based on the low percents in the open response 10th and 11th grade ELA teachers are focusing on open response questions.

Grade 11/12

ELA/Reading School Goal 1:

Teachers will provide targeted instruction on identified topics based on their 10th grade ELA MCAS scores, PSAT scores and on common pre- and post-assessments developed by teachers in the areas of reading critically and responding thoughtfully in writing.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed 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	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Develop and implement common assessments to measure reading comprehension	<ul style="list-style-type: none"> • Read -to-Learn/Learn-to-Read strategies • Reading/Writing Across the Curriculum workshops • Write-to Learn/Learn-to Write • Read-Aloud/Think-Aloud strategies 	<ul style="list-style-type: none"> • Long term • Fall 2008 • Ongoing 	<ul style="list-style-type: none"> • A variety of reading materials • AVID Strategies • Literacy Strategies • Eight strategies good readers use • MCAS data • PSAT data 	<ul style="list-style-type: none"> • All Teachers • Special Education Teachers • Reading Leadership Team • MCAS Specialist • Curriculum Facilitator • Reading Specialist 	<ul style="list-style-type: none"> • Informal Reading Inventories • Common assessments • Student portfolios
Provide increased	<ul style="list-style-type: none"> • Read- to- 	<ul style="list-style-type: none"> • Long term 	<ul style="list-style-type: none"> • Reading 	<ul style="list-style-type: none"> • All Teachers 	<ul style="list-style-type: none"> • Informal

opportunities to interact with the text utilizing the eight strategies good readers use in order to identify basic facts and the main ideas in a text	<ul style="list-style-type: none"> Learn/Learn-to-Read strategies Write-to-Learn/Learn-to-Write strategies Literacy strategies Reading Intervention strategies Reading/Writing Across the Curriculum 	<ul style="list-style-type: none"> Fall 2008 Ongoing 	<ul style="list-style-type: none"> materials Anchor papers 	<ul style="list-style-type: none"> Special Education Teachers Reading Leadership Team MCAS Specialist Curriculum Facilitator Reading Specialist 	<ul style="list-style-type: none"> Reading Inventories Classroom assessments Student portfolios
Explain, analyze, and evaluate how authors use the elements of nonfiction to achieve their purposes	<ul style="list-style-type: none"> Read-to-Learn/Learn-to-Read strategies Write-to-Learn/Learn-to-Write strategies Reading/Writing Across the Curriculum 	<ul style="list-style-type: none"> Long term Fall 2008 Ongoing 	<ul style="list-style-type: none"> Reading materials Anchor papers 	<ul style="list-style-type: none"> All Teachers Special Education Teachers Reading Leadership Team MCAS Specialist Curriculum Facilitator Reading Specialist 	<ul style="list-style-type: none"> Informal Reading Inventories Classroom assessments Student portfolios
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes?</p> <p>PSAT data , Advanced Placement scores, student portfolios, and classroom assessments</p>					

Grade 11/12

ELA/Reading School Goal 2:

35

Version 7

Doherty Memorial High School will increase students' language capacity through vocabulary/concept development instruction as demonstrated on pre- and post-common assessments developed by teachers.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed 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	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Utilize etymologies, root words, and cognates to master connotation and denotation of new words.	<ul style="list-style-type: none"> • Share Best Practices • Cross-curricular professional development and collaboration 	<ul style="list-style-type: none"> • Long term • Fall 2008 • Ongoing 	<ul style="list-style-type: none"> • Dictionaries • Reading materials • Time for collaboration by course • Time for cross-curricular collaboration by grade 	<ul style="list-style-type: none"> • ELA teachers • Teachers in all subject areas • MCAS Specialist • Curriculum Facilitator • Reading Specialist • Reading Leadership Team • Special Education Teachers 	<ul style="list-style-type: none"> • Student work • Classroom assessments • Common assessments
Students will identify and use a variety of context clues to decode unfamiliar words	<ul style="list-style-type: none"> • Share Best Practices • Read to Learn/Learn to Read strategies • Decoding strategies • Think- Alouds • Read- Alouds 	<ul style="list-style-type: none"> • Long term • Fall 2008 • Ongoing 	<ul style="list-style-type: none"> • Reading materials • Time for collaboration by course 	<ul style="list-style-type: none"> • Reading Specialist • Reading Leadership Team • ELA teachers • Special Education teachers • MCAS 	<ul style="list-style-type: none"> • Classroom assessments • Common assessments

Recognize and use high frequency words, specialized terminology, and embellishment terms	<ul style="list-style-type: none"> • Share Best Practices • Read-Aloud/Think-Aloud strategies • Learn-to Read/Read-to-Learn strategies • Learn-to Write/Write-to-Learn strategies • Reading intervention strategies • AVID Strategies • Eight Strategies Good Readers Use 	<ul style="list-style-type: none"> • Long term • Fall 2008 • Ongoing 	<ul style="list-style-type: none"> • Time for collaboration by course /grade/level • Time for cross-curricular collaboration by grade • 10th grade ELA MCAS data • 10th grade MAP data • PSAT data 	<p style="text-align: center;">Specialist</p> <ul style="list-style-type: none"> • All content teachers • Special Education teachers • MCAS Specialist • Reading Leadership Team • Reading Specialist • Curriculum Facilitator • AVID teacher 	<ul style="list-style-type: none"> • Classroom assessments • Student portfolios/student work • Common assessments
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes?</p> <p>PSAT data, Advanced Placement scores, student portfolios, and classroom assessments, SAT data</p>					

Grade 11/12

37

Version 7

ELA/Reading School Goal 3:

Doherty Memorial High School will increase the skills of Hispanic and Special Education students as demonstrated on pre- and post-common assessments developed by teachers in the area of understanding text; fiction and nonfiction.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed 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	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Students will interact with the text using the eight strategies good readers use in order to formulate questions that can be formed into a thesis in order to demonstrate understanding of the text and support student reading.	<ul style="list-style-type: none"> • Share Best Practices • Reading /Writing Across the Curriculum Workshops • Professional development on collegial coaching • Collaborative Strategic Reading • Directed Reading-Thinking Activities 	<ul style="list-style-type: none"> • Long term • Fall 2008 • Ongoing 	<ul style="list-style-type: none"> • Anchor papers • Reading materials • Time for Cross-curricular training • Funding for Cross-curricular training • Time for collegial coaching • Common assessments 	<ul style="list-style-type: none"> • ELA Department Chair • ELA teachers • MCAS Specialist • Special Education Teachers • Curriculum Facilitator • Reading Leadership Team • Social Studies teachers 	<ul style="list-style-type: none"> • Student portfolios • Classroom assessments • Common assessments • Teacher lesson plans • Common lessons and assessments
Students will practice close reading skills in order to identify data, details, facts, and examples from the text in order to demonstrates understanding of the topic	<ul style="list-style-type: none"> • Share Best Practices • Reading /Writing Across the Curriculum Workshops 	<ul style="list-style-type: none"> • Long term • Fall 2008 • Ongoing 	<ul style="list-style-type: none"> • Anchor papers • Rubrics • Time for Cross-curricular training • Funding for 	<ul style="list-style-type: none"> • ELA Department Chair • ELA teachers • MCAS Specialist • Special 	<ul style="list-style-type: none"> • Student portfolios • Classroom assessments • Common assessments • Teacher lesson

	<ul style="list-style-type: none"> • Read-Alouds/Think-Alouds 		<ul style="list-style-type: none"> • Cross-curricular training • Nonfiction reading materials • Common assessments 	<ul style="list-style-type: none"> • Education Teachers • Curriculum Facilitator • Reading Leadership Team • All teachers • Reading Specialist 	<ul style="list-style-type: none"> • plans • Common lessons and assessments
Students will identify and use the genre specific process for reading and analyzing a newspaper/magazine article.	<ul style="list-style-type: none"> • Share Best Practices • Reading /Writing Across the Curriculum Workshops • Read-Alouds • Think-Alouds 	<ul style="list-style-type: none"> • Long term • Fall 2008 • Ongoing 	<ul style="list-style-type: none"> • Reading materials • Anchor papers • Rubrics • Time for Cross-curricular training • Funding for Cross-curricular training 	<ul style="list-style-type: none"> • ELA Department Chair • ELA teachers • MCAS Specialist • Special Education Teachers • Curriculum Facilitator • Reading Leadership Team • All teachers • Reading Specialist 	<ul style="list-style-type: none"> • Student portfolios • Classroom assessments • Common assessments • Teacher lesson plans • Common lessons and assessments
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes?</p> <p>PSAT data, Advanced Placement scores, student portfolios, and classroom assessments</p>					

Mathematics Analysis

Doherty Memorial High School's Mathematics goals for grade 9 – 12 focus on the analysis of data from a variety of sources including the Measured Academic Progress (MAP) data and the Massachusetts Comprehensive Assessment System (MCAS) data and individual classroom assessment. Data analysis from cycle V indicates in order to meet AYP for cycle VI, we must increase our CPI by 4.08 in our aggregate by mid-cycle and by a total of 6.13 by the end of cycle VI. In order to make AYP in our subgroup we need to meet or exceed our CPI targets as well.

Evaluation of the MAP data of our grade 9 students and grade 8 MCAS scores of the same students indicate the need for increased Numeracy instruction through Patterns and Relations in Algebra, and geometric applications. Academic Numeracy classes will provide struggling math students with additional strategies to improve their basic math skills. Increased use of differentiated instruction will provide flexible grouping patterns to address the various needs of grade 9 students. Increased use of reading and writing strategies will support all students as they continue to hone their problem solving skills relative to MCAS open response questions.

The grade 10 goals in Mathematics focus on increasing the scores of students who scored high needs improvement or above. Evaluation of the MAP data of our grade 10 students indicates the need for increased Numeracy instruction through Patterns and Relations in Algebra, and geometric applications. Increased use of differentiated instruction will provide flexible grouping patterns to address the various needs of grade 10 students. Increased use of reading and writing strategies will support all students as they continue to hone their problem solving skills relative to MCAS open response questions.

The grade 11/12 goals are based on student scores on previous MAP and MCAS assessments. The goals focus on the need to increase the use of reading and writing strategies to support all students as they continue to hone their problem solving skills relative to real world applications.

All of our math goals serve to support the school-wide focus of reading critically and responding thoughtfully in writing in all content areas. We believe that improved numeracy skills and the increased ability to read, analyze, and interpret data in various forms will allow our students to be successful in all content areas. In addition, through these goals we continue our efforts to encourage students to successfully complete four years of mathematics study.

Our math goals reflect the standards set forth by the Massachusetts Mathematics Curriculum Frameworks. Specifically they reflect the need to address the following standards:

Students will:

1. Identify and use the properties of operations on real numbers, including the associative, commutative, and distributive properties; the existence and the identity and inverse elements for addition and multiplication; the existence of the n th roots of positive real numbers for any positive integer n ; and the inverse relationship between taking the n th root and the n th power of a positive real numbers. (10.N.1)
2. Simplify numerical expressions, including those involving positive integer exponents or the absolute value; apply such simplifications in the solutions of problems. (10.N.2)
3. Demonstrate an understanding of the relationship between various representations of a line. (10.P.2)
4. Find solutions to quadratic equations by factoring, completing the square, or using the quadratic formula. Demonstrate an understanding of the equivalence of the methods. (10.P.5)
5. Use the properties of special triangles to solve problems. (10.G.6)
6. Calculate the perimeter, circumference, and area of common geometric figures. (10.M.1)
7. Given the formula, find the lateral area, surface area, and volume of prisms, pyramids, spheres, cylinders, and cones. (10.M.2)
8. Select, create, and interpret an appropriate graphical representation for a set of data and use appropriate statistics to communicate information about the data. Use these notions to compare different sets of data. (10.D.1)

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

Mathematics Program	Actions Steps	Leader	Resources	Timeline/Date Completed
<p>Academic Numeracy Course</p> <p>Use MCAS and MAP data to drive instruction</p> <p>Staff Development</p>	<ul style="list-style-type: none"> • identify students needing further math instruction and support • monitor individual student progress • monitoring pacing of program • identify teacher needs • provide workshop opportunities for staff 	<ul style="list-style-type: none"> • Academic Numeracy Teacher • Classroom Teacher • MCAS Tutor • MCAS Specialist • Mathematics Liaison • Classroom Teacher • SPED teacher 	<ul style="list-style-type: none"> • Common Essential Course of study with room for individualization • MAP and MCAS data • NWEA web site • Common lesson activities • And assessments • After school/summer support programs • Collegial Coaching 	<ul style="list-style-type: none"> • Long term • Fall 2008 -Spring 2010 • Ongoing • Monthly meetings • Staff development days
Mathematics Program Objectives	Actions Steps	Leader	Resources	Timeline/Date Completed
<p>Use data to improve mathematics instruction</p>	<ul style="list-style-type: none"> • Review of last year’s data • Develop grade level goals • Review of this year’s data • Use data to develop action plan 	<ul style="list-style-type: none"> • Math Teacher • SPED teacher 	<ul style="list-style-type: none"> • MAP data • MCAS data • Common final exams • Common lesson activities with assessments • Common Rubric • NEASC Rubric 	<ul style="list-style-type: none"> • Long term • Fall 2008-Spring 2010 • Ongoing
<p>Continue to develop and utilize staff to coordinate math resources and activities</p>	<ul style="list-style-type: none"> • Monthly Department meetings • Discuss curriculum issues • Discuss scheduling issues 	<ul style="list-style-type: none"> • Staff members • Administrators • Special Education • ESL Teacher • MCAS Specialist 	<ul style="list-style-type: none"> • Common planning time by course/grade/level • Common Math Vocabulary and Symbols 	<ul style="list-style-type: none"> • Long term • Fall 2008-Spring 2010 • Ongoing • Monthly meetings

	<ul style="list-style-type: none"> Analyze data Oversee and implement intervention plans for students Training in Backward Design 		<ul style="list-style-type: none"> lists Cross Curriculum planning time Technology strategies for graphing calculators, GeoSketch, Internet 	
Provide resources that directly relate to grade level math goals	<ul style="list-style-type: none"> Purchase supplemental instruction materials that support grade level goals Train staff in Backward Design Training in Collegial Coaching 	<ul style="list-style-type: none"> Math teachers Special Education teachers MCAS Specialist Math Liaison 	<ul style="list-style-type: none"> MAP student goal performance worksheets Graphing and scientific Calculators New textbooks 	<ul style="list-style-type: none"> Long term Fall 2008-Spring 2010 Ongoing Monthly meetings
Provide research based sustained staff development in math instruction	<ul style="list-style-type: none"> Staff training Train staff in Backward Design Training in Collegial Coaching 	<ul style="list-style-type: none"> Math Liaison Department Chair Curriculum Facilitator MCAS Specialist 	<ul style="list-style-type: none"> Content area literacy strategies ELL training AP Initiatives 	<ul style="list-style-type: none"> Long term Fall 2008- Spring 2010 Ongoing Staff development Days Monthly meetings
Provide staff development in the area of differentiating instruction	<ul style="list-style-type: none"> Train staff in differentiating instruction for mathematics 	<ul style="list-style-type: none"> Math Liaison Department Chair Curriculum Facilitator MCAS Specialist 	<ul style="list-style-type: none"> Content area literacy strategies ELL training MAP Data MCAS data 	<ul style="list-style-type: none"> Long term Fall 2008- Spring 2010 Ongoing Staff Development Days Monthly meetings

**Grade 9
Mathematics - Data**

	FALL 2008				WINTER 2009				SPRING 2009			
Grade 9 MAP Assessment	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI
Number Sense and Operations	233.2	33.7	24.1	42.2								
Patterns Relations and Algebra	236.3	26.4	23.1	50.5								
Geometry	233.2	33.3	22.1	44.6								
Measurement	232.3	37.6	21.8	40.6								
Data Analysis, Statistics, and Probability	236.5	26.7	23.4	49.8								

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: Our current 9 th grade students scored 7.8 of the available 14 points, an average of 56% on the 8 th grade test.
Patterns, Relations, and Algebra: Our current 9 th grade students scored 7.9 of the available 15 points, an average of 53% on the 8 th grade test.
Geometry: Our current 9 th grade students scored 3.2 of the available 7 points, an average of 46% on the 8 th grade test.
Measurement Our current 9 th grade students scored 3.5 of the available 7 points, an average of 50% on the 8 th grade test.
Data Analysis, Statistics, and Probability: Our current 9 th grade students scored 6.27 of the available 11 points, an average of 57% on the 8 th grade test.

Item Analysis (Multiple Choice & Open Response):

On the spring 2008 grade 8 MCAS our current grade 9 students averaged 57% or 16.5 out of 29 possible points on the multiple choice section. They averaged 50% or 10 out of 20 possible points on the open response section. Based on the low percents in the open response 9th grade math teachers are putting more of an emphasis on open response type questions. Teachers are showing students grading rubrics and sample responses.

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	42 / 12%	N/A	
240-258	99 / 26%	256-258	6 / 2%
220-238	97 / 26%	236-238	22 / 6%
200-218	145 / 38%	216-218	83 / 22%

Grade 9

Mathematics School Goal 1:

Students will show improvement in open response on the 10th grade Math MCAS. Our goal is to have our students increase the percent of points earned from 50% to 65%.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed 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	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Content area teachers will collaborate to help students identify and interpret math vocabulary, data, and symbols found in a variety of	<ul style="list-style-type: none"> • Collegial Coaching • Content Area Reading and Writing Strategies 	<ul style="list-style-type: none"> • Long term • Fall 2008 - Spring 2010 • Ongoing 	<ul style="list-style-type: none"> • Common lesson activities and assessments • Open Response MCAS practice 	<ul style="list-style-type: none"> • Content area teachers • MCAS Specialist • Reading Leadership 	<ul style="list-style-type: none"> • Common lesson activities and assessments • Open Response MCAS practice

applications.	<ul style="list-style-type: none"> • ELL workshops • Differentiated Math Instruction 		<ul style="list-style-type: none"> • questions • Department generated list of content specific vocabulary 	<ul style="list-style-type: none"> • Team • AVID Coordinator/ elective teacher 	<ul style="list-style-type: none"> • questions • Student work • Student portfolios • MCAS results • MAP data
Content area teachers will continue to have students demonstrate the cause and effect relationship throughout various practical applications.	<ul style="list-style-type: none"> • Collegial Coaching • Share Best Practices • Learn-to-Read strategies/Read-to-Learn Strategies • Learn-to-Write/Write-to-Learn Strategies 	<ul style="list-style-type: none"> • Long term • Fall 2008- Spring 2010 • Ongoing 	<ul style="list-style-type: none"> • Collaborate with engineering and science teachers to model and solve volume and surface area problems • Internet resources for student projects • MCAS Open Response practice questions 	<ul style="list-style-type: none"> • Content area teachers • Content Area Department Chairs • Reading Leadership Team 	<ul style="list-style-type: none"> • Common assessments • Open Response MCAS practice questions • Student work • Student portfolios • MCAS results • MAP data
Teachers will implement a variety of reading and writing strategies to help students improve their knowledge of mathematical language.	<ul style="list-style-type: none"> • Content area reading and writing strategies • Writing prompts for portfolio writing • Collegial coaching • Learn-to-Read strategies/Read-to-Learn Strategies • Learn-to-Write/Write-to-Learn Strategies 	<ul style="list-style-type: none"> • Long term • Fall 2008 -Spring of 2010 • Ongoing 	<ul style="list-style-type: none"> • Writing prompts • MCAS Open Response questions and rubrics • Time for collaboration by course/grade/level • Time for collaboration among departments • Weekly “Problems to Solve” 	<ul style="list-style-type: none"> • Reading Leadership Team • Math and Science teachers • Special Education teachers • MCAS Specialist • Content area teachers 	<ul style="list-style-type: none"> • Student work • Student writing portfolios • MAP data • MCAS results • Common assessments
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? MCAS data, MAP data, and classroom assessments, PSAT data, student portfolios, and common finals</p>					

Grade 9

Mathematics School Goal 2:

One hundred percent of our students will show improvement in geometry as demonstrated by the administration of the 2009 MAP test. No less than 40 % students will show growth to the next performance level. The remaining 60% will show growth in their overall RIT score from fall to spring.

Our goal is to have no less than 75 % at their grade level MAP benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed 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	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will use NWEA site to obtain student scores and identify weaknesses.	<ul style="list-style-type: none"> • Additional MAP training • Differentiated Instruction techniques 	<ul style="list-style-type: none"> • Long term • Fall 2008 through Spring 2010 • Ongoing 	<ul style="list-style-type: none"> • NWEA web site data • MCAS specialist 	<ul style="list-style-type: none"> • Classroom teachers • MCAS specialist 	<ul style="list-style-type: none"> • Pre-and post-assessments • Classroom assessments
Teachers will analyze MCAS data from last year's 8 th grade test to determine strengths and weaknesses.	<ul style="list-style-type: none"> • Department meetings with MCAS specialist, Math Liaison, and 	<ul style="list-style-type: none"> • Long term • Fall 2008 through Spring 2010 • Ongoing 	<ul style="list-style-type: none"> • Item analysis from 8th & 10th grade MCAS • Math Liaison • MCAS student exemplars • Time for collaboration by course/grade/level 	<ul style="list-style-type: none"> • Classroom teachers • MCAS specialist • Math Liaison • MCAS Specialist 	<ul style="list-style-type: none"> • MAP data. • Common final examinations • Student portfolios
Increase the use of differentiated instruction within the content areas to provide for a variety of flexible	<ul style="list-style-type: none"> • Share Best Practices • Reading 	<ul style="list-style-type: none"> • Long-term • Fall 2008-Spring 2010 	<ul style="list-style-type: none"> • Reading materials and text books 	<ul style="list-style-type: none"> • Department Heads • All teachers 	<ul style="list-style-type: none"> • MAP data • Classroom assessment

grouping patterns to support student use of a range of reading and problem solving strategies.	intervention strategies <ul style="list-style-type: none"> • Read-to-Learn/Learn-to-Read strategies • Write-to-Learn/Learn-to-Write strategies • AVID strategies • Professional Development on Differentiated Instruction 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • AVID training • Time for collaboration by course, grade and level • Time to share Best Practice 	<ul style="list-style-type: none"> • Curriculum Facilitator • MCAS Specialist • Reading Leadership Team • Special Education Teacher • ESL Teacher • Math Liaison • Academic Literacy Teachers • AVID Teacher • AVID Coordinator • Administration 	<ul style="list-style-type: none"> • Student portfolios • Teacher lesson plans • Common lesson activities and assessments
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes?</p> <p>MCAS data, MAP data, and classroom assessments, student portfolios</p>					

Grade 9

Mathematics School Goal 3:

Increase the scores in the Number Sense and Operations strand on the Measure of Academic Progress (MAP) assessment from Fall to Spring for Hispanic students by 4%.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed 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	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Using MAP data, teachers will create flexible groups to target skill and concept mastery.	<ul style="list-style-type: none"> • Differentiated instruction • Instructional ladders • Improving Numeracy skills of students with regular math classroom 	<ul style="list-style-type: none"> • Long term • Fall of 2008- Spring of 2010 • Ongoing 	<ul style="list-style-type: none"> • MAP data • Time to meet to evaluate data 	<ul style="list-style-type: none"> • Math Teachers • ELL Teacher • Math Department Head • MCAS Specialist 	<ul style="list-style-type: none"> • MAP data • Teacher assessments • Student work • Student portfolios
Students will receive additional support through numeracy classes that target students in lowest quartile with preference given to Hispanic student.	<ul style="list-style-type: none"> • Differentiated instruction • Numeracy instruction and course design 	<ul style="list-style-type: none"> • Long term • Fall 2008 - Spring 2010 • Ongoing 	<ul style="list-style-type: none"> • Numeracy curriculum • MAP data and student performance goal worksheets • 8th grade math department • Recommendations • 8th grade MCAS scores • Math content area reading and writing strategies 	<ul style="list-style-type: none"> • Classroom teachers • School Administration • Guidance department • MCAS Specialist • Middle school Math teachers and Guidance department • Reading Leadership Team • Curriculum Facilitator 	<ul style="list-style-type: none"> • MAP data • Common final exams • Student work • Student portfolios
Students will identify and use a variety of context clues to solve problems.	<ul style="list-style-type: none"> • Share Best Practices • Read to Learn/Learn to Read 	<ul style="list-style-type: none"> • Long term • Fall 2008- Spring 2010 • Ongoing 	<ul style="list-style-type: none"> • Application problems • Time for collaboration by course/grade/ 	<ul style="list-style-type: none"> • Reading Leadership Team • Math and Science 	<ul style="list-style-type: none"> • Classroom assessments • Common final assessments • Student work

	<ul style="list-style-type: none"> strategies • Decoding strategies • Think- Alouds • Read- Alouds 		<ul style="list-style-type: none"> level • Literacy strategies • ELL scaffolding techniques • Word walls • Writing samples 	<ul style="list-style-type: none"> teachers • Special Education teachers • MCAS Specialist 	<ul style="list-style-type: none"> • Student portfolios • MAP data
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes MAP data, classroom assessments, classroom finals, student portfolios, and student work					

**Grade 10
Mathematics - Data**

	FALL 2008				WINTER 2009				SPRING 2009			
Grade 10 MAP Assessment	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI
Number Sense and Operations	234.3	40.8	22.4	36.8								
Patterns Relations and Algebra	238.2	26.4	31.0	42.5								
Geometry	237.6	31.6	26.1	42.2								
Measurement	236.0	39.4	23.0	37.6								
Data Analysis, Statistics, and Probability	238.9	31.3	22.1	46.6								

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:

Our current 11th graders scored 6.5 of the 12 available points, an average of 54%.

Patterns, Relations, and Algebra:

Our current 11th graders scored 9.1 of the 18 available points, an average of 51%

Geometry:

Our current 11th graders scored 4 of the 9 available points, an average of 45%

Measurement:

Our current 11th graders scored 5.4 of the 10 available points, an average of 54%

Data Analysis, Statistics, and Probability:

Our current 11th graders scored 5.9 of the 11 available points, an average of 54%

Item Analysis (Multiple Choice & Open Response):

On the spring 2008 grade 10 MCAS our current grade 11 students averaged 55% or 17.6 out of 32 possible points on the multiple choice section. They averaged 46% or 11.3 out of 24 possible points on the open response section. Based on the low percents in the open response 10th grade math teachers are putting more of an emphasis on open response type questions. Teachers are showing students grading rubrics and sample responses.

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	119 / 38%	N/A	
240-258	84 / 26%	256-258	23 / 7%
220-238	79 / 24%	236-238	26 / 8%
200-218	38 / 12%	216-218	33 / 10%

Grade 10

Mathematics School Goal 1:

One hundred percent of our students will show improvement in open response as demonstrated by the administration of the MCAS. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. Our goal is to have 75% at proficient in MATHEMATICS IN 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed 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	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Content area teachers will collaborate to help students identify and interpret math vocabulary, data, and symbols found in a variety of applications.	<ul style="list-style-type: none"> • Collegial Coaching • Content Area Reading and Writing Strategies • ELL workshops • Differentiated Math Instruction 	<ul style="list-style-type: none"> • Long term • Fall 2008 - Spring 2010 • Ongoing 	<ul style="list-style-type: none"> • Common lesson activities and assessments • Open Response MCAS practice questions • Department generated list of content specific vocabulary 	<ul style="list-style-type: none"> • Content area teachers • MCAS Specialist • Reading Leadership Team • AVID Coordinator/elective teacher 	<ul style="list-style-type: none"> • Common lesson activities and assessments • Open Response MCAS practice questions • Student work • Student portfolios • MCAS results • MAP data
Content area teachers will continue to have students demonstrate the cause and effect relationship throughout various practical applications.	<ul style="list-style-type: none"> • Collegial Coaching • Share Best Practices • Learn-to-Read strategies/Read-to-Learn Strategies • Learn-to-Write/Write-to-Learn Strategies 	<ul style="list-style-type: none"> • Long term • Fall 2008- Spring 2010 • Ongoing 	<ul style="list-style-type: none"> • Collaborate with engineering and science teachers to model and solve volume and surface area problems • Internet resources for student projects • MCAS Open Response practice questions 	<ul style="list-style-type: none"> • Content area teachers • Department Chairs • Reading Leadership Team 	<ul style="list-style-type: none"> • Common assessments • Open Response MCAS practice questions • Student work • Student portfolios • MCAS results • MAP data
Teachers will implement a variety of reading and writing	<ul style="list-style-type: none"> • Content area reading and 	<ul style="list-style-type: none"> • Long term • Fall 2008 - 	<ul style="list-style-type: none"> • Writing prompts 	<ul style="list-style-type: none"> • Reading Leadership 	<ul style="list-style-type: none"> • Student work • Student writing

strategies to help students improve their knowledge of mathematical language.	<ul style="list-style-type: none"> writing strategies • Writing prompts for portfolio writing • Collegial coaching • Learn-to-Read strategies/Read-to-Learn Strategies • Learn-to-Write/Write-to-Learn Strategies 	<ul style="list-style-type: none"> Spring of 2010 • Ongoing 	<ul style="list-style-type: none"> • MCAS Open Response questions and rubrics • Time for collaboration by course/grade/level • Time for collaboration among departments 	<ul style="list-style-type: none"> Team • Math and Science teachers • Special Education teachers • MCAS Specialist • Content area teachers 	<ul style="list-style-type: none"> portfolios • MAP data • MCAS results • Common assessments
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? MCAS data, MAP data, and classroom assessments, PSAT data, student portfolios, and common finals</p>					

Grade 10

Mathematics School Goal 2:

One hundred percent of our students will show improvement in number sense as demonstrated by the administration of MAP Assessment. No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their overall RIT score from fall to spring.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed 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	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?

Using MAP data, teachers will create flexible groups to target skill and concept mastery.	<p>Differentiated instruction</p> <ul style="list-style-type: none"> • Instructional ladders • Improving Numeracy skills of students with regular math classroom 	<ul style="list-style-type: none"> • Long term • Fall 2008-Spring 2010 • Ongoing 	<ul style="list-style-type: none"> • MAP data 	<ul style="list-style-type: none"> • Reading Leadership Team • Classroom teachers • MCAS Specialist • Math Department Head 	<ul style="list-style-type: none"> • MAP data • Classroom assessments • Student work
Students will receive additional support through numeracy classes that target students in lowest quartile	<ul style="list-style-type: none"> • Differentiated instruction • Numeracy instruction and course design 	<ul style="list-style-type: none"> • Long term • Fall 2008-Spring 2010 • Ongoing 	<ul style="list-style-type: none"> • Numeracy curriculum • MAP data • Student performance goal worksheets • 8th grade math department recommendations • 8th grade MCAS scores • Math content area reading and writing strategies 	<ul style="list-style-type: none"> • Classroom teachers • Guidance department • MCAS Specialist • Middle school Math teachers and Guidance department 	<ul style="list-style-type: none"> • MAP data • Common final exams • Student work • Student portfolios • MCAS results
Students will identify and use a variety of context clues to solve problems.	<ul style="list-style-type: none"> • Share Best Practices • Read to Learn/Learn to Read strategies • Learn-to-Write/Write-to-Learn Strategies • Decoding strategies • Think- Alouds • Read- Alouds 	<ul style="list-style-type: none"> • Long term • Fall 2008-spring 2010 • Ongoing 	<ul style="list-style-type: none"> • Application problems • Time for collaboration by course/grade/level • Literacy strategies • ELL scaffolding techniques • Anchor papers 	<ul style="list-style-type: none"> • Reading Leadership Team • Math and Science teachers • Special Education teachers • MCAS Specialist 	<ul style="list-style-type: none"> • MCAS data • Classroom assessments • Common final assessments • Student work • Student portfolios • MAP data
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes?					

Grade 10

Mathematics School Goal 3:

Increase the scores in the Number Sense and Operations strand on the Measure of Academic Progress (MAP) assessment from Fall to Spring for Hispanic students by 4%.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed 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	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Using MAP data, teachers will create flexible groups to target skill & concept mastery.	<ul style="list-style-type: none"> • Differentiated instruction • Instructional ladders • Improving Numeracy skills of students with regular math classroom 	<ul style="list-style-type: none"> • Long term • Fall 2008 - Spring 2010 • Ongoing 	<ul style="list-style-type: none"> • MAP data 	<ul style="list-style-type: none"> • Reading Leadership team • Math Teachers • MCAS Specialist • Math Department Head 	<ul style="list-style-type: none"> • MAP data • Individual classroom assessments • Student work • Student portfolios

<p>Students will receive additional support through numeracy classes that target students in lowest quartile with preference given to Hispanic student.</p>	<ul style="list-style-type: none"> • Differentiated instruction • Numeracy instruction and course design 	<ul style="list-style-type: none"> • Long term • Fall 2008 - Spring of 2010 • Ongoing 	<ul style="list-style-type: none"> • Numeracy curriculum • MAP data and student performance goal worksheets • 8th grade math department recommendations • Math content area reading and writing strategies 	<ul style="list-style-type: none"> • Classroom teachers • School principal • Guidance Department • MCAS Specialist • Middle school Math teachers and Guidance department 	<ul style="list-style-type: none"> • MAP data • Common final exams • Student work • Student portfolios • MCAS results
<p>Students will identify and use a variety of context clues to solve problems.</p>	<ul style="list-style-type: none"> • Share Best Practices • Read to Learn/Learn to Read strategies • Learn-to-Write/Write-to-Learn strategies • Decoding strategies • Think- Alouds • Read- Alouds 	<ul style="list-style-type: none"> • Long term • Fall 2008- Spring 2010 • Ongoing 	<ul style="list-style-type: none"> • Application problems • Time to collaborate by course/grade/level • Time to collaborate among departments • Literacy strategies • ELL scaffolding techniques • Anchor papers 	<ul style="list-style-type: none"> • Reading Leadership Team • Math and Science teachers • Special Education teachers • MCAS Specialist 	<ul style="list-style-type: none"> • MCAS data • Classroom assessments • Common final assessments • Student work • Student portfolios • MAP data
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes?</p> <p>MAP data, classroom assessments, classroom finals, student portfolios, and student work</p>					

Grade 11/12

Mathematics - Data

	FALL 2007				WINTER 2008				SPRING 2008			
Grade 10 MAP Assessment	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI
Number Sense and Operations	233.1	47.2	21.1	31.7	236.2	43.3	23.8	32.8	239.0	42.3	24.1	33.5
Patterns and Algebra	235.0	39.6	26.8	33.6	238.1	36.5	27.8	35.6	240.2	35.4	29.9	34.6
Geometry	236.3	39.8	22.0	38.2	239.2	33.7	26.6	39.6	242.2	31.7	24.8	43.4
Measurement	233.6	49.3	20.0	30.6	238.0	42.4	22.3	35.3	241.4	39.1	23.7	37.2
Data Analysis and Probability	236.6	39.8	22.5	37.7	239.7	35.3	25.7	39.0	242.6	31.7	23.7	44.5

Grade 11 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)

Mathematics Subject Area Sub-scores

Number Sense and Operations: Our current 11 th graders scored 6.5 of the 12 available points, an average of 54%.
Patterns, Relations, and Algebra: Our current 11 th graders scored 9.1 of the 18 available points, an average of 51%
Geometry: Our current 11 th graders scored 4 of the 9 available points, an average of 45%
Measurement: Our current 11 th graders scored 5.4 of the 10 available points, an average of 54%
Data Analysis, Statistics, and Probability: Our current 11 th graders scored 5.9 of the 11 available points, an average of 54%
Item Analysis (Multiple Choice & Open Response): On the spring 2008 grade 10 MCAS our current grade 11 students averaged 55% or 17.6 out of 32 possible points on the multiple choice section. They averaged 46% or

11.3 out of 24 possible points on the open response section. Based on the low percents in the open response 10th grade math teachers are putting more of an emphasis on open response type questions. Teachers are showing students grading rubrics and sample responses.

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	119 / 38%	N/A	
240-258	84 / 26%	256-258	23 / 7%
220-238	79 / 24%	236-238	26 / 8%
200-218	38 / 12%	216-218	33 / 10%

Grade 11/12

Mathematics Goal 1:

Teachers will provide targeted instruction on identified topics based on students' 10th grade Math MCAS scores, MAP scores, PSAT , and pre- and post- common assessments developed by teachers to identify gaps in students' conceptual understanding .

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed 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	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Content area teachers will use instructional ladders, scaffolding, and differentiated math instruction to address individual student needs	<ul style="list-style-type: none"> Differentiated Math Instruction Instructional Ladders ELL training 	<ul style="list-style-type: none"> Long term Fall of 2008 to Spring 2009 Ongoing 	<ul style="list-style-type: none"> Department Chairs Internet Resources Common planning time by course/grade/level 	<ul style="list-style-type: none"> MCAS Specialist Content Area Teachers Building Administration Guidance Staff MCAS Tutors 	<ul style="list-style-type: none"> Common Assessments Common Final Exams Student Work Student portfolios PSAT data MCAS data

			<ul style="list-style-type: none"> MCAS remediation class 		<ul style="list-style-type: none"> MAP data
Develop and implement assessments to measure students' ability to read critically in mathematics and respond thoughtfully in writing.	<ul style="list-style-type: none"> Differentiated Math Instruction Collegial Coaching Content area Literacy and Numeracy Strategies Mentoring programs 	<ul style="list-style-type: none"> Long term Fall of 2007 to Spring 2009 Ongoing 	<ul style="list-style-type: none"> Content Area Liaisons Curriculum and Professional Development Department at DAB 	<ul style="list-style-type: none"> MCAS Specialist Content Area Teachers Building Administration Guidance Department Reading Leadership Team Curriculum Facilitator 	<ul style="list-style-type: none"> PSAT data MCAS data MAP data Common Assessments Common Final Exams Student Work Student portfolios
Teachers will continue to develop and implement individual academic success plans for underperforming students.	<ul style="list-style-type: none"> Differentiated Math Instruction Instructional ladders 	<ul style="list-style-type: none"> Long term Fall of 2008 to Spring 2009 Ongoing 	<ul style="list-style-type: none"> NWEA reports MAP DATA MCAS data Time to review and develop plans 	<ul style="list-style-type: none"> MCAS Specialist Content Area Teachers Building Administration Guidance Department 	<ul style="list-style-type: none"> Common Assessments Common Final Exams Student Work Student Portfolios Lesson Plans Meeting agendas
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes?</p> <p>PSAT data, MAP data, MCAS data, classroom assessments, and student work</p>					

Grade 11/12

Mathematics Goal 2: In order to help students achieve at higher level, mathematics instruction will emphasize measurement, geometry, patterns, and relations in practical real-world applications.

<i>Action Steps</i>	<i>Professional</i>	<i>Timeline/Date</i>	<i>Resources</i>	<i>Person Responsible</i>	<i>Monitoring</i>
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What Actions will occur? What steps will staff take?	Development How will staff acquire the necessary skills and attitudes to implement the activity?	Completed 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	What are the existing and new resources that will be used to accomplish the activity?	Who will provide the leadership? Who will do the work?	Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will continue to have students read, interpret, and apply formulas and statistics to real-life situations	<ul style="list-style-type: none"> • Collegial Coaching • Cross curriculum activities 	<ul style="list-style-type: none"> • Long term • Fall of 2008 - Spring 2009 • Ongoing 	<ul style="list-style-type: none"> • Common assignments and assessments • Common planning time by course/grade/level • Cross curriculum activities • Internet resources including web quests, power-point 	<ul style="list-style-type: none"> • MCAS Specialist • Content Area Teachers • Building Administration • Reading Leadership Team • Department Heads • Curriculum Facilitator 	<ul style="list-style-type: none"> • Lesson plans • Student work • Student portfolios
Teachers will have students explore cause and effect relationships among different attributes in a variety of mathematical applications	<ul style="list-style-type: none"> • Reading and writing strategies for content area teachers • Collegial coaching 	<ul style="list-style-type: none"> • Long term • Fall of 2008 to Spring 2009 • Ongoing 	<ul style="list-style-type: none"> • Writing prompts • Common assignments and assessments • Common planning time by course/grade/level • MCAS Open response and grading rubrics 	<ul style="list-style-type: none"> • MCAS Specialist • Content Area Teachers • Building Administration • MCAS tutors • AVID coordinator 	<ul style="list-style-type: none"> • Lesson plans • Student work • Student portfolios
Teachers will continue to improve students' ability to	<ul style="list-style-type: none"> • Reading and writing 	<ul style="list-style-type: none"> • Long term • Fall of 2008 to 	<ul style="list-style-type: none"> • Writing prompts 	<ul style="list-style-type: none"> • MCAS Specialist 	<ul style="list-style-type: none"> • Lesson plans • Student work

compare, contrast, and interpret data in various forms.	strategies for content area teachers	Spring 2009 <ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Common assignments and assessments Common planning time by course/grade/level MCAS Open response and grading rubrics Computer and graphing calculator technology 	<ul style="list-style-type: none"> Content Area Teachers Building Administration MCAS tutors AVID coordinator 	<ul style="list-style-type: none"> Student portfolios
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? MAP data, classroom assessments, common finals, and student portfolios					

Grade 11/12

Mathematics Goal 3: Students will achieve at higher levels if teachers differentiate instruction for all students in their classrooms in order to increase skills of all students, particularly of Hispanic and Special Education students in the areas of mathematical language and numeracy.

<i>Action Steps</i> What Actions will occur? What steps will staff take?	<i>Professional Development</i> How will staff acquire the necessary skills and attitudes to implement the activity?	<i>Timeline/Date Completed</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>Resources</i> What are the existing and new resources that will be used to accomplish the activity?	<i>Person Responsible</i> Who will provide the leadership? Who will do the work?	<i>Monitoring Effectiveness</i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?

Develop and implement common assessments	<ul style="list-style-type: none"> • ELL strategies • Reading and writing strategies for content area • Collegial coaching 	<ul style="list-style-type: none"> • Long term • Fall of 2008 - Spring 2009 • Ongoing 	<ul style="list-style-type: none"> • Time to meet by course/grade/ level • Common lessons and assignments 	<ul style="list-style-type: none"> • Content teachers • Special Education teachers • Content area Liaisons • Department Chairs • Building Administration • MCAS Specialist • Curriculum Facilitator 	<ul style="list-style-type: none"> • Student work • Lesson plans • MCAS retest data • Student portfolios
Teachers will utilize Lexile scores and other data to individualize student instruction.	<ul style="list-style-type: none"> • Reading and Writing strategies for the math classroom • Additional MAP resource training • Collegial coaching 	<ul style="list-style-type: none"> • Long term • Fall of 2008 - Spring 2009 • Ongoing 	<ul style="list-style-type: none"> • 8 Strategies Good Readers Use in all classrooms • MCAS Specialist • Internet Resources • NWEA reports 	<ul style="list-style-type: none"> • Content teachers • Special Education teachers • Content area Liaisons • Department Chairs • MCAS Specialist • Curriculum Facilitator 	<ul style="list-style-type: none"> • Student work • Lesson plans • MAP data • Student portfolios
Math teachers will activate student prior knowledge to identify and correct misconceptions about mathematical language and symbolism	<ul style="list-style-type: none"> • Reading and Writing strategies for the math classroom • Additional MAP resource training • Collegial coaching 	<ul style="list-style-type: none"> • Long term • Fall of 2008 - Spring 2009 • Ongoing 	<ul style="list-style-type: none"> • 8 Strategies Good Readers Use • NWEA reports • Writing prompts 	<ul style="list-style-type: none"> • Content teachers • Special Education teachers • Department Chair • MCAS specialist • MCAS tutors 	<ul style="list-style-type: none"> • Lesson plans • Student work • Common assessments • Common final exams

<p>Teachers will implement differentiated instruction strategies such as reading prompts, varied supplementary materials, Think-Pair-Share by readiness, interest, and learning profile, and varied questions.</p>	<ul style="list-style-type: none"> • Differentiated Instruction Academy • Share Best Practices 	<ul style="list-style-type: none"> • Fall 2008-2009 • Ongoing 	<ul style="list-style-type: none"> • <i>How to Use Differentiated Instruction in Mixed- Ability Classrooms</i> • Meeting time • Time for collaboration by course/grade/level 	<ul style="list-style-type: none"> • Reading Leadership Team • Math and Science teachers • Special Education teachers • MCAS Specialist 	<ul style="list-style-type: none"> • Portfolios, • MAP data • MCAS • Classroom assessments
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes?</p> <p>MAP data, classroom assessments, common finals, and student portfolios</p>					

FAMILY INVOLVEMENT

Doherty Memorial High School has been making progress to increase family involvement and school-to-home communication. We recognize the value of such a school-to-home/home-to school partnership in helping our students to achieve success and we will continue to work collaboratively with families to support the academic success and well being of the children.

We are encouraged by the increased involvement of families at school events and look for this trend to continue. The regularly scheduled publication of our school newsletter includes a monthly calendar and a parent-to-parent insert that shares parenting and academic tips for families. An increased use of the Connect Ed communication system has allowed for us to keep families informed of upcoming events and other pertinent information. We continue to be pleased with the results of the efforts of the staff and student of the Engineering and Technology Academy to increase the involvement of families. These students and staff members have met with the families to communicate the goals and objectives of the program and to share the results of interdisciplinary student learning in the Learning Fairs. Doherty has an active Site Council where parents have the opportunity to interact with school students, faculty and administration as well as community organizations in the Doherty district.

Doherty offers several informational meetings and events during the course of the school year. In August, a family orientation is held to supplement the ninth grade student orientation. An eighth grade open house is held in the fall for eighth grade students and their families to introduce them to the facility and the programs offered at Doherty. We continue to enjoy a successful Know Your School Night and there has been an increase in the number of family members offering to share their career paths with our students at our

annual Career Day. Doherty’s Booster Club continues to involve families in supporting Doherty students and their activities and a committee of parents is actively involved in planning and sponsoring the school’s senior sports banquet and homecoming.

The Reading Leadership Team has been working to increase reading in all content areas. The team has worked to share strategies with families to enable them to support their children academically. Through the use of the school’s newsletter, the Reading Leadership Team has shared with families study tips as well as the Eight Strategies That Good Readers Use. The team has also presented information on these topics to families at the ninth grade parent orientation and is continuing to expand the ways to share this information with families at Doherty.

Our family involvement goals focus on the importance of consistent two-way communication between the school and the home and the ability to assist families as they work to support the academic success of their children. It is critical that the school and the home work together to support each other. We recognize the need for positive communication with families and work to open balanced lines of communication sharing positive news rather than simply contacting the home if a problem occurs. We are highlighting the many successes of our students both in the classroom and in the community by recognizing *Highlander Heroes* and sharing their achievements with the Doherty community through recognition in the newsletter and on Doherty Television (DTV) which is aired both in school and at Site Council meetings.

School Involvement Goal : Doherty Memorial High School will increase the use of effective forms of school-to-home and home-to-school communication in order to promote a partnership that results in increased involvement and optimal student achievement.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed 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	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Continue to encourage parents to attend events and programs such as Know Your School Night, Ninth Grade Parent Orientation, Learning Fairs, College Night, Financial Aid Night, Advanced Placement	<ul style="list-style-type: none"> • Professional development on programs available • Professional development on how to 	<ul style="list-style-type: none"> • Long term • Fall 2008-ongoing 	<ul style="list-style-type: none"> • Time to plan for events • Funding for events • Teachers, students, and parents to 	<ul style="list-style-type: none"> • Administration • Guidance Department • All Teachers • ETA Teachers • District Support 	<ul style="list-style-type: none"> • Sign in sheets at meetings • Increased participation in school programs • Response

<p>Awareness Night, MCAS Results Meeting, etc.</p>	<p>serve the diverse population in our school</p> <ul style="list-style-type: none"> Variety of strategies for communicating with parents 		<p>• speak at events</p> <ul style="list-style-type: none"> Connect-ED to advertise the events Funding for mailing prior to events Translators Opportunities to work with the feeder school to promote family events for incoming students 	<p>Personnel/Liaisons</p> <ul style="list-style-type: none"> MCAS Specialist Curriculum Facilitator Reading Leadership Team 	<p>cards/ feedback from attendees</p>
<p>Continue to develop a regular schedule of informational notices, memos, newsletters, Connect Ed messages, and other useful communications. Include feedback forms to encourage two-way communication.</p>	<ul style="list-style-type: none"> Information on/examples of a variety of strategies for communicating with parents 	<ul style="list-style-type: none"> Long-term Fall 2008-ongoing 	<ul style="list-style-type: none"> Time to prepare communication Funding for mailings Access to the school website Access to Connect-ED Parent to Parent insert in the newsletter Translation services 	<ul style="list-style-type: none"> Administration Curriculum Facilitator MCAS Specialist Site Council Members Website administrator 	<ul style="list-style-type: none"> Established schedule for communication Increased use of Connect Ed Records of communication Return of feedback forms
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes?</p>					
<p>Sign-in sheets at school events, school mailing lists, Connect Ed reports</p>					

School Involvement Goal 2: Doherty Memorial High School will increase support for families as they assist and interact with students on study habits and other learning activities

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed 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	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Provide families with an academic support guide	<ul style="list-style-type: none"> • Professional development on • family academic support strategies • Site visits to schools that offer successful support programs 	<ul style="list-style-type: none"> • Long Term • Fall 2008-ongoing 	<ul style="list-style-type: none"> • Parent to Parent insert in the newsletter • Academic support strategies for families • Funding for meetings • Translators for meetings/translations for documents • Funding for publication/mailings of academic support material/notices • Time/funding for professional development to create/facilitate academic support programs for families 	<ul style="list-style-type: none"> • Curriculum Facilitator • Reading Leadership Team • AVID Coordinator/teacher • Guidance Counselors • MCAS Specialist • Building Administration 	<ul style="list-style-type: none"> • MAP data • MCAS data • Classroom assessment • Distribution of support guide • Parent/guardian feedback
Hold a Parent Academic Support Workshop	<ul style="list-style-type: none"> • AVID training • Reading strategies training • Study skills 	<ul style="list-style-type: none"> • Long Term • Fall 2008-ongoing 	<ul style="list-style-type: none"> • Parent to Parent insert in the newsletter • Academic support strategies for families • AVID training • Reading Intervention strategies • Time for workshops • Funding for workshops • Staff to present 	<ul style="list-style-type: none"> • Curriculum Facilitator • Guidance Department • Special Education Teachers • Reading Leadership Team 	<ul style="list-style-type: none"> • Sign in sheets and agendas from workshops • Feedback forms • MAP data • MCAS data • Classroom assessment

			<ul style="list-style-type: none"> workshops Translators/translations of materials 	<ul style="list-style-type: none"> MCAS Specialist AVID Coordinator/teacher Content area teachers Building Administrators Department Chairs District Liaisons 	
Provide MAP, MCAS, ACT, and SAT /PSAT preparation information and support for parents	<ul style="list-style-type: none"> MAP training MCAS training SAT/PSAT training ACT training 	<ul style="list-style-type: none"> Long Term Fall 2008-ongoing 	<ul style="list-style-type: none"> Time for workshops Funding for workshops Staff to present workshops Translators/translations of materials 	<ul style="list-style-type: none"> MAP Coordinator MCAS Specialist Guidance Department Curriculum Facilitator ELA Department Chair Math Department Chair Social Studies Department Chair Science Department Chair Special Education Department Chair Reading Leadership 	<ul style="list-style-type: none"> Sign in sheets and agendas from workshops Feedback forms MAP data MCAS data SAT/PSAT data ACT data Classroom assessment

				<ul style="list-style-type: none"> • Team • District • Liaisons 	
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes?</p> <p>MCAS scores, MAP data, AP scores, SAT scores, ACT scores, PSAT scores, and classroom assessments</p>					

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
Sally Maloney	Principal	
Peter Bowler	Assistant Principal	
Edward Capstick	Assistant Principal	
John O'Malley	Assistant Principal	
Bernard Reese	Assistant Principal	
Steven Bucciaglia	Social Studies Department Chair	
Kathleen Dailey	Special Education Department Chair	
Victoria DeSimone	Mathematics Department Chair	
Judy Fairfull	Guidance Department Chair	
Katerina Kambosos	AVID Coordinator	
Barbara McKeon	MCAS Specialist	
Patricia Rushton	English Language Arts Department Chair	
John Staley	Science and Technology Department Chair	
Carmela Szklarz	Foreign Language Department Chair	
Carolyn Waters	Curriculum Facilitator	