

**Worcester Public School
High School Level
School Improvement Plan
2008 - 2010
North High**

School: NORTH HIGH SCHOOL

Vision Statement:

Home, school and community will continue to work together to ensure that all students have high aspirations for themselves and develop the skills, abilities and attitudes necessary to participate fully in the excellent programs offered by the school. Literacy instruction will be thoroughly integrated into all courses taught in our three small learning communities. The design plans for the new North High School will provide a facility that thoroughly supports our conversion to small learning communities.

Focus Statement:

Our school-wide focus will enable North High students to improve the organizational, critical thinking and language skills essential to effectively respond to the variety of writing prompts and multi-step problems across all curriculum areas. Progress in this endeavor will be measured by specifically targeted improvements in the scores of various student subgroups on MAP, MCAS, SAT and Advanced Placement examinations.

School Profile Information

Basic Information	
Name of School	NORTH HIGH SCHOOL
Address	150 HARRINGTON WAY
	WORCESTER, MA 01604
Telephone	508-799-3370
Fax	508-799-8252
School Web Page URL	http://www.wpsweb.com/north
Principal	MATTHEW MORSE
Phone, E-mail Address	508-799-3370
Alternative Contact at School	NINA STEINBERG

Worcester Public Schools Evidence Checklist

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

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

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

Position	Personnel	# of Students	Signature
Principal	Matthew Morse	N/A	N/A
Assistant Principal	Nina Steinberg	N/A	N/A
	John Creamer	N/A	N/A
	Elizabeth Lupafya	N/A	N/A
9th Grade Teacher	See Attached		
10th Grade Teacher	See Attached		
11th Grade Teacher	See Attached		
12th Grade Teacher	See Attached		
Special Education	See Attached		
ESL	See Attached		
Music	See Attached		
Art	See Attached		
Physical Education	See Attached		
Health	See Attached		
Office Staff	Marie D'Auteuil Geraldine Harney Suzette Macaruso Elaine Santimore Sandra Giordano Janice Anderson	N/A	N/A
School Adjustment Counselor	Aglaya Caycedo	N/A	N/A
	Christine Steinwand	N/A	N/A
Guidance Counselor	Suzanne Mallaghan	N/A	N/A
	Lynnel Reed	N/A	N/A
	Thomas Ly	N/A	N/A
	Andrea Ferrante	N/A	N/A
School Psychologist	Kathleen Breault	N/A	N/A

PERSONNEL	Number of students in classroom or being serviced
ENGLISH	
Sherri Blake	107
Edmond Savage	120
Cheryl Cote	98
Susan Pedone	83
Cathryn Morse	97
James Moore	127
Ann Sweetman	113
Jayne Blondin	113
Laura Fontaine	80
Linda Lodi	91
MATH	
Robin Owens	64
Wilson Chow	106
Stephen Awumi	119
Elliot Goldstein	104
Julie Catullo	105
Lawrence Turner	89
Kim Kolaczyk	85
Denys Mota	146
Jennie Caplan	125
Hellen Kiago	97
SCIENCE	
Jane Raabis	67
Timothy Hippert	126
Sandra Holmes	112
Richard Howarth	116
Joseph Marzilli	79
Michael Haddad	124
Carol Chandley	56
Christopher Sabourin	128

SOCIAL STUDIES	
Michael Belanger	118
Angel Nieves	117
Edward Burke	93
Alan Halper	96
Michael Lynch	88
Lesley Lapomardo	117
Daniel Boyle	120
Jacqueline Latino	123
Julie Vaughn	115
WORLD LANGUAGES	
Michelle Huaman	85
Jean-Paul Galicia	130
Luis Castilla-Vergera	77
Andrew Bowers	92
Luz Mendez	80
BUSINESS	
Daniel Coonan	71
ART	
Patricia Sharpe	121
PHYSICAL EDUCATION	
Michael Ross	285
Christine Foley	271
HEALTH	
Patricia Lednar	154
Corinne Tsouvalos	255
Jill Thibodeau	111

SPECIAL EDUCATION	
Carol Lalos	54
Meghan Cronin	10
Gregory Yanovich	42
Melissa Cornacchioli	58
Edward McCorkindale	64
Lauren Mateychuk	56
Kimberlee Elbe	57
Michael Robbins	32
Mary Dupre	66
Veronica Cook	36
Gina Morgera	19
James Murphy	100
Jill Pellegrini	5
HEALTH SCIENCE ACADEMY	
Barbara Drake	50
Maureen Burke	108
Sarah Finnegan	16
TECHNOLOGY	
Cornelius Lucey	98
Paul Mozynski	75
MUSIC	
Michael Thibodeau	86
ESL	
Efstathia Koullisis	26
ROTC	
Stephen Godin	36
Kathleen Frydel	71
MCAS	
Christopher Pope	65
JOBS FOR BAY STATE GRADUATES	
Stephon Cherry	125
LIBRARIAN	
Lynn Couture	

Enrollment History (October 1st)

2009	2008
1124	1139

Demographics

Race	% of School
White/Caucasian	31.7
African American	19.9
Hispanic	40.0
Asian, Pacific Islander	7.8
Native American	0.6
Limited English Proficiency	14.1
Eligible for Free/Reduced Lunch	75.4
(Other as appropriate)	

Student Information

	% of School
Total number of registered students	
Number of regular education students	77.8
Number of special education students	22.2
Number of ESL or LEP students	
Number of eligible for free and reduced lunch	

Baseline Cumulative Attendance

Year	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2007-2008	1042	1015	1004	977	996	985	983	987	971	981
2008-2009	1020	991								

Mobility

	Inter	Intra	Total
Entry Mobility Factor	4.34%	5.31%	9.65%
Exit Mobility Factor	4.16%	2.83%	6.99%
Combined Mobility Factor	8.50%	8.14%	16.64%

2008 Adequate Yearly Progress (AYP) Report Summary

District: Worcester Public School

School:

Yes - Aggregate

No - Aggregate

Did school make AYP for 2008: ELA **No - Subgroups** Math **No - Subgroups** Attendance **Yes** Grad Rate **Yes**

Adequate Yearly Progress Designation:

Did the school meet the standard for AYP?

Overall AYP	English Language Arts		Math		Attendance	
	Made AYP	CPI	Made AYP	CPI	Made AYP	CPI
Aggregate	YES	82.5	NO	72.5	YES	64.9
Students with Disabilities	YES	70.3	NO	61.9	YES	54.4
Limited English Proficient	YES	59.2	NO	45.5	YES	80
Low Income	YES	81.7	NO	70.3	YES	65.3
African American/Black	YES	81.4	NO	68.9	YES	80.3
Asian or Pacific Islander	-	-	-	-	-	-
Hispanic	YES	80.7	NO	68.2	NO	55.3
Native American	-	-	-	-	-	-
White	YES	84.8	YES	77.5	YES	63.9

Introduction/Executive Summary

North High School is a large urban high school located on the east side of the City of Worcester. Of the 1124 students enrolled in the school during the 2008-09 school year, 31.7% are white, 19.9% are African-American, 40% are Hispanic and 7.8% are Asian American. Approximately 22.2% receive special education services. More than 75.4% are eligible for free and reduced price lunch, and are economically disadvantaged. The availability of much rental property and a low income housing project within our district continues to contribute to a consistently high annual mobility rate. Most recently, this number was in the range of 16.64%. This number certainly creates issues around providing a continuity of instruction and assessment for students impacted. While 14.1% of our students are characterized as Limited English Proficient, many more come from families who are newly arrived in this country and therefore do not speak English as their primary language.

Following the most recent round of reporting for Cycle V of AYP, North High School has learned that it has an accountability status of “Improvement-Year 2.” While ELA improvement targets were met in 2008, those targets in mathematics were not met.

The process of developing this School Improvement Plan (SIP) began concurrently with our working with the Focus on Results consultancy in August of 2008. Our planning began with learning a process of using data to determine a truly inclusive instructional focus that would meet major goals in all curriculum areas. The academic year began with an introduction of this concept of instructional focus to all faculty members. Subsequent to this, an Instructional Leadership Team was formed, loosely based on the inclusion of department heads, lead teachers, and the administrative team, but also including other faculty and staff with expertise with data, technology, and good teaching practices. We recognize the fact that all faculty and staff are members of the team needed to bring the focus to scale across the school.

The Instructional Leadership Team has met regularly with the goal of bringing to the general faculty information about the focus, but more importantly, with the goal of establishing a framework for discussion of data and using that data to develop and refine our focus. One major task of the ILT early on was to work to develop a plan for the October 10 staff development day during which much of the work was done to consider the data and draw conclusions from it. For this staff development opportunity, individual ILT members each chose an assessment to present to the faculty with a goal of talking about the types of questions in these assessments as well as the total number of points allowed for test items, as well as the North High student mean for these test items.

The assessment results scrutinized included the MCAS ELA, mathematics, and biology exams; the SAT; and Advanced Placement English, Science and Mathematics exams. Faculty and staff in attendance were thus able to see the whole gamut of assessments that students at North High School may experience along the grade nine to twelve continuum. Once the description of the test and a limited test item analysis was provided, a more general discussion was provided to establish a framework to discuss what the item analysis indicates about strengths and deficits in instruction that would need to be addressed.

Our collective examination of assessment data indicates that students’ responses to open-response type questions are causing them to leave many points on the table. Clearly, the evidence indicated that students would benefit from a focus on strategies that would improve student capacity around the organizational, critical thinking and language skills needed to respond to open-response type questions as they present themselves across the curriculum in the form of writing prompts and multi-step problems.

With this focus, it is hoped that we will see specifically targeted increases in the scores of various student subgroups on Advanced Placement, MCAS, MAPS and the SAT test. Specifically, it is hoped that students in underperforming subgroups will show marked growth in these areas as well. On MCAS overall growth targets were met in all subgroups on ELA portion. On MCAS mathematics LEP & SPED students fell well short of targeted growth. In these areas CPI declined by 6.3% for last year and 6 points for LEP. Implementation of our instructional focus plan is underway. The first phase includes the identification and communication of the focus to our students. To this end, we have developed a student-friendly acronym: “POLAR UP” as a means of students being able to understand the ends and means of the school-wide focus.

We at North High School understand that there will be no “quick fix” for our students who have serious skill deficits. Moreover, we recognize that all students at all grade and course levels could benefit from strengthened skills in organizational, critical thinking and language skills. The resulting SIP takes this into account and should translate into cross-curricular and cross-grade action to improve these skills. As a result of this work, increases on mean scores received by students on MCAS, SAT, and Advanced Placement should be observed. We are committed to sustaining best practices that have proven successful in helping our students, namely: 1) literacy across the curriculum, 2) monitoring of daily lesson plans that document adherence to curriculum frameworks as well as specific literacy strategies, 3) the continued integration of computer-assisted instruction into ELA, mathematics, and academic support programs. Literacy across the curriculum has been an ongoing theme of professional development at North High School since 2002. All teachers are expected to incorporate literacy instruction into their classes. This is crucial because we believe that improving students’ ability to read, write and think critically is the responsibility of each teacher and pays dividends in all classes. This year, we are adding to our repertoire of literacy strategies by highlighting the vocabulary development strategies that have been part of the professional development offered through the Worcester Public Schools’ leadership Institute. Computer assisted instruction uses MAP data, Assistsments and NovaNet modules both to individualize instruction and to require students to take personal responsibility for their own learning. A student teacher conference is held with each student in grades 9 and 10 to review his/her initial MAP data and to assess RIT scores in order to identify areas for remediation. The student then correlates his/her identified deficiencies to a pre-organized module within the NovaNet software. Throughout the semester, students recheck their own progress using NovaNet mastery. In addition, teachers analyze Assistsments data after teaching a lesson to assess class mastery of the concept and reteach if necessary. Academic support programs during the school day include ninth grade Academic Literacy and Academic Numeracy classes, 10th grade MCAS math supplement classes, and MCAS tutorials for 11th and 12th graders. After school programs include MCAS preparation, attendance buyback utilizing computer assisted instruction, GEAR UP! funded second semester make-up classes for grade 9 and ELA and math classes, and the mastery learning model.

Our continued work on implementing our instructional focus will also result in bringing to scale practices that will enhance student abilities in these critical skill areas.

English Language Arts Analysis

To establish its English Language Arts (ELA) goals for grades 9-12, North High School analyzed multiple sources of data including Measured Academic Progress (MAP) data, Massachusetts Comprehension Assessment System (MCAS) data, Accuplacer data and SAT data. We track grade distribution data at the end of first semester because this information gives a “snapshot” of teachers’ judgment of how well students are meeting course standards. We anticipate incorporating this information on an ongoing basis to adjust instruction.

Establishment of ninth grade ELA goals utilized fall 2008 MAP data, and spring 2008 grade 8 MCAS data from Worcester East Middle School. MAP data was extremely useful in pinpointing the instructional areas needing most attention. Analysis of ninth grade performance on the five areas differentiated on the MAP reading assessment evidences a two-point spread between the lowest mean RIT score of 215.5 on Interpretive Comprehension and the highest mean RIT score of 217.7 on the Literature section. Because the two lowest mean RIT scores for ninth graders were the 215.5 for Interpretive Comprehension and 215.6 for Evaluative Comprehension, our instructional focus for Reading Goals #1 and 2 is to improve performance in these two areas. This is particularly crucial since comprehension of the essential information being conveyed in a text is a prerequisite for students to be able to apply higher order thinking skills in all subject areas. Analysis of grade 8 MCAS data indicates that current 9th graders have essentially the same skill levels on the language and reading/literature portions of the test.

Formulation of tenth grade ELA goals involved analysis of fall 2008 MAP data and 2008 MCAS data. Most significantly, analysis of fall 2008 MAP reading assessment data reinforces the appropriateness of our selection of topic development text based analysis in open response activities as our instructional focus for tenth graders. Current tenth graders had their lowest mean RIT scores of 214.1 in the area of word meaning. The instruction in word meaning is embedded in our focus and goal of improving writing and problem solving. In addition, analysis of grade 10 MCAS results reveals that instruction must continue to provide multiple opportunities for students to practice open response questions since they received only 10.6 of available 16 points in this area. Therefore, our grade 10 instructional focus combines text based analysis and an open response format.

Goals for grades 11 and 12 are based on analysis of 2008 MCAS competency determination (CD) data, Accuplacer data and SAT data. The priorities for students in grades 11 and 12 are achievement of their competency determination in ELA and increased participation and improvement on college placement assessments. Thirty-one North High students had not achieved their CD in English at the start of the 2008-09 school year. This includes off-site placements, students with alternative testing, and students who have not yet passed the ELA portion of the MCAS. While MCAS remediation is addressing all aspects of the test, the focus continues to be on vocabulary development, comprehension of grade level appropriate reading selections, and essay writing. Many of the thirty students who took the Accuplacer placement test for Quinsigamond Community College required some reading or writing intervention. Analysis of available data for individual students allows us to tailor both computer assisted and tutorial instruction to each one’s specific needs as they prepare for either MCAS or Accuplacer re-testing. With regard to SATs, we are using our 2007-08 mean scores of 421 in critical reading, 424 in math and 412 in writing as baselines from which to track student progress.

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 class 	<ul style="list-style-type: none"> • ELA Curriculum Liaison • ELA Department Head • Building Administrators • English Teachers • Reading Teachers 	<ul style="list-style-type: none"> • Acad. Lit. Curriculum • NovaNet • Literacy Library 	<ul style="list-style-type: none"> • Spring 2009 MAP Testing
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 • Technologist • ELA Dept. Head • MCAS Specialist 	<ul style="list-style-type: none"> • NWEA Website data • MAP scores • MCAS data • NovaNet/Mastery data • Classroom Data 	<ul style="list-style-type: none"> • Spring 2009
Continue to develop and utilize staff to coordinate resources and activities in the building for the literacy school wide models	<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"> • ELA Dept. Head • SPED Dept. Head • ELA Staff 	<ul style="list-style-type: none"> • WPS Prof. Dev. • ILT • NHS Prof. Dev. 	<ul style="list-style-type: none"> • Spring 2009
Provide resources that directly relate to grade level goals	<ul style="list-style-type: none"> • Purchase supplemental instructional materials that support grade level goals 	<ul style="list-style-type: none"> • Staff • Building Administrators 	<ul style="list-style-type: none"> • WPS Funds • Pre-AP Grant 	<ul style="list-style-type: none"> • Spring 2009 • Ongoing
Provide research based sustained staff development in reading instruction	<ul style="list-style-type: none"> • Continue implementation of Secondary Reading Grant Action Plan • Attend vocabulary development workshops 	<ul style="list-style-type: none"> • ELA Staff 	<ul style="list-style-type: none"> • WPS Funds • Pre-AP Professional Dev. • DAB Personnel 	<ul style="list-style-type: none"> • Ongoing
Continue sustained staff development model	<ul style="list-style-type: none"> • Continue with the staff development plan that includes time for implementation, • One hour department meeting per month • Monitoring • MAP Progress Monitoring 	<ul style="list-style-type: none"> • ELA Dept. Head • Technologist 	<ul style="list-style-type: none"> • NHS Monthly Professional Dev. • WPS Funds 	<ul style="list-style-type: none"> • 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 Coordinator • School Staff 	<ul style="list-style-type: none"> • NovaNet Resource • WPS Funds • DAB Personnel 	<ul style="list-style-type: none"> • Ongoing

ELA School Goal 1 EXTERNAL

One hundred percent of our students will show improvement in English Language Arts as demonstrated by the administration of the MCAS. No less than 41% of students will show growth to the next performance level. The remaining 59% will show growth within their performance level. Our goal is to have 75% at proficient or above in English Language Arts in 2010.

<p>Action Steps What Actions will occur? What steps will staff take?</p>	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>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</p>	<p>Resources What are the existing and new resources that will be used to accomplish the activity?</p>	<p>Person Responsible Who will provide the leadership? Who will do the work?</p>	<p>Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?</p>
<p>Teachers will prepare open responses based on curriculum.</p> <p>Teachers will administer 5-7 open response prompts per semester.</p>	<ul style="list-style-type: none"> ▪ Teachers will acquire the skills to create open response prompts ▪ Common planning time to introduce the school-wide rubric 	<p>(LT)</p> <ul style="list-style-type: none"> ▪ December 2008-May 2009 <p>(LT)</p> <ul style="list-style-type: none"> ▪ December 2008-May 2009 	<ul style="list-style-type: none"> ▪ Protocols for LASW ▪ Dept. generated open responses ▪ Standardized testing open-responses 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All Staff ▪ MCAS specialist ▪ Administrators ▪ Dept. Heads ▪ All Staff ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Topic development and use of supporting details on open-response questions ▪ Portfolio requirements ▪ Classroom Assessments ▪ Low stakes reading and writing practices ▪ MCAS practice items in the classroom
<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>Teachers will LASW (look at student work) during monthly dept. meetings</p>	<ul style="list-style-type: none"> ▪ Teachers will acquire the skills to evaluate open responses using a rubric ▪ Teachers will review protocols for LASW 	<p>(LT)</p> <ul style="list-style-type: none"> ▪ December 2008-May 2009 	<ul style="list-style-type: none"> ▪ Release time/Common Planning time ▪ School-wide Rubric ▪ Anchor papers 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All Staff ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Scaffolded formal assessment of text-based open response answers scored on MCAS rubric

ELA School Goal 2 INTERNAL

One hundred percent of our grade 9 students will show improvement in **READING** as demonstrated by the administration of MAP Assessment. No less than 60% of students will meet or exceed their growth scores. The remaining 40% will show growth in their over all RIT score from fall to spring

<p>Action Steps What Actions will occur? What steps will staff take?</p>	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>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</p>	<p>Resources What are the existing and new resources that will be used to accomplish the activity?</p>	<p>Person Responsible Who will provide the leadership? Who will do the work?</p>	<p>Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?</p>
<p>Use MAP data to create flexible groups targeting skills & concept mastery in language & literature</p>	<ul style="list-style-type: none"> ▪ Common planning time to refresh school-wide literacy ▪ Sharing of best practices. 	<p>(LT)</p> <ul style="list-style-type: none"> ▪ December 2008- June 2009 	<ul style="list-style-type: none"> ▪ NWEA website data ▪ MAP test scores ▪ Technologist support 	<ul style="list-style-type: none"> ▪ Technologist ▪ Teachers ▪ MCAS Specialist 	<ul style="list-style-type: none"> ▪ Pre and post MAP testing
<p>Teachers will administer bi-weekly text based multiple choice questions with special focus on reading comprehension</p>	<ul style="list-style-type: none"> ▪ Ongoing review of MAP data 	<p>(LT)</p> <ul style="list-style-type: none"> ▪ December 2008- June 2009 	<ul style="list-style-type: none"> ▪ Textbooks ▪ Supplemental texts 	<ul style="list-style-type: none"> ▪ Teachers ▪ Administrators ▪ Dept. Heads 	<ul style="list-style-type: none"> ▪ Text-based multiple choice assessments in the classroom
<p>Teachers will incorporate literacy strategies in their course work</p>	<ul style="list-style-type: none"> ▪ Teachers will jointly prepare multiple choice questions based on curriculum 	<p>(LT)</p> <ul style="list-style-type: none"> ▪ December 2008- June 2009 	<ul style="list-style-type: none"> ▪ Common planning time ▪ School-wide literacy strategies 	<ul style="list-style-type: none"> ▪ Teachers ▪ Dept. Heads 	<ul style="list-style-type: none"> ▪ Informal and/or formal reading assessments in the classroom ▪ Metacognitive logs

ELA School Goal 3 Sub Groups

One hundred percent of our limited English proficient students will show improvement in Reading as demonstrated by the administration of the MAP and MEPA. No less than 27% of students will show growth to the next performance level. The remaining 73% will show growth within their performance level.

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?
Create and administer weekly multiple choice and open response prompts with special focus on topic dev. and supporting details as well as reading comprehension.	<ul style="list-style-type: none"> During Dept. meeting & C.P.T., teachers will acquire the skills to create open response prompts and prepare multiple choice questions based on curriculum 	(LT) <ul style="list-style-type: none"> December 2008 – June 2009 	<ul style="list-style-type: none"> Dept. generated open responses Standardized testing open responses 	<ul style="list-style-type: none"> Administration Dept. Heads All Staff MCAS Specialist 	<ul style="list-style-type: none"> Classroom assessments Open response assessments Scaffolded formal assessment of text based open response answers scored on MCAS rubric
Teachers will utilize supplementary and ancillary materials specific to LEP students	<ul style="list-style-type: none"> CPT to refresh literacy strategies & differentiated instruction 	(LT) <ul style="list-style-type: none"> December 2008 – June 2009 	<ul style="list-style-type: none"> Release time/CPT Supplementary & ancillary materials (textbooks) 	<ul style="list-style-type: none"> Teachers Dept. Heads 	<ul style="list-style-type: none"> Low stakes reading & writing practices MCAS practice items in the classroom Text based multiple choice assessments
Utilizing literacy strategies		(LT) <ul style="list-style-type: none"> December 2008 – June 2009 	<ul style="list-style-type: none"> Anchor papers 	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Formal/informal reading assessments in the classroom Metacognitive Logs

Grade 9

: ELA/Reading: Data

	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</i>			
	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>
Grade 9 MAP Assessment												
<i>Word Meaning</i>	215.7	120	72	64								
<i>Literal Comprehension</i>	216.8	111	74	71								
<i>Interpretive Comprehension</i>	215.5	124	67	65								
<i>Evaluative Comprehension</i>	215.6	127	71	58								
<i>Literature</i>	217.7	115	66	75								

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: <i>Grade 9 students averaged 70% or 4.2 of 6 possible points on the spring 2008 MCAS test.</i></p>
<p>Reading and Literature: <i>Grade 9 students averaged 66% or 30.2 of 46 possible points on the spring 2008 MCAS test.</i></p>
<p>Item Analysis (Multiple Choice & Open Response): <i>Grade 9 students averaged 69% or 24.9 of 36 possible points available from multiple choice questions on the spring 2008 MCAS test. These same students averaged 60% or 9.5 of 16 possible open response question points.</i></p>

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	8	N/A	
240-258	140	256-258	UNAVAILABLE
220-238	72	236-238	UNAVAILABLE
200-218	17	216-218	UNAVAILABLE

ELA Grade 9 External

One hundred percent of our students will show improvement in English Language Arts as demonstrated by the administration of the MCAS. No less than **41%** of students will show growth to the next performance level. The remaining **59%** will show growth within their performance level. Our goal is to have **75%** at proficient or above in English Language Arts 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?
<p>Teachers will prepare open responses based on curriculum.</p> <p>Teachers will administer 5-7 open response prompts per semester.</p>	<ul style="list-style-type: none"> ▪ Teachers will acquire the skills to create open response prompts ▪ Common planning time to introduce the school-wide rubric 	<p>(LT)</p> <ul style="list-style-type: none"> ▪ December 2008-May 2009 <p>(LT)</p> <ul style="list-style-type: none"> ▪ December 2008-May 2009 	<ul style="list-style-type: none"> ▪ Protocols for LASW ▪ Dept. generated open responses ▪ Standardized testing open-responses 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All Staff ▪ MCAS specialist ▪ Administrators ▪ Dept. Heads ▪ All Staff ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Topic development and use of supporting details on open-response questions ▪ Portfolio requirements ▪ Classroom Assessments ▪ Low stakes reading and writing practices ▪ MCAS practice items in the classroom
<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>Teachers will LASW (look at student work) during monthly dept. meetings</p>	<ul style="list-style-type: none"> ▪ Teachers will acquire the skills to evaluate open responses using a rubric ▪ Teachers will review protocols for LASW 	<p>(LT)</p> <ul style="list-style-type: none"> ▪ December 2008-May 2009 	<ul style="list-style-type: none"> ▪ Release time/Common Planning time ▪ School-wide Rubric ▪ Anchor papers 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All Staff ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Scaffolded formal assessment of text-based open response answers scored on MCAS rubric

ELA Grade 9 Internal

One hundred percent of our grade 9 students will show improvement in READING as demonstrated by the administration of MAP Assessment. No less than 60% of students will meet or exceed their growth scores. The remaining 40% will show growth in their over all RIT score from fall to spring

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?
Use MAP data to create flexible groups targeting skills & concept mastery in language & literature	<ul style="list-style-type: none"> ▪ Common planning time to refresh school-wide literacy ▪ Sharing of best practices. 	(LT) <ul style="list-style-type: none"> ▪ December 2008- June 2009 	<ul style="list-style-type: none"> ▪ NWEA website data ▪ MAP test scores ▪ Technologist support 	<ul style="list-style-type: none"> ▪ Technologist ▪ Teachers ▪ MCAS Specialist 	<ul style="list-style-type: none"> ▪ Pre and post MAP testing
Teachers will administer bi-weekly text based multiple choice questions with special focus on reading comprehension	<ul style="list-style-type: none"> ▪ Ongoing review of MAP data 	(LT) <ul style="list-style-type: none"> ▪ December 2008- June 2009 	<ul style="list-style-type: none"> ▪ Textbooks ▪ Supplemental texts 	<ul style="list-style-type: none"> ▪ Teachers ▪ Administrators ▪ Dept. Heads 	<ul style="list-style-type: none"> ▪ Text-based multiple choice assessments in the classroom
Teachers will incorporate literacy strategies in their course work	<ul style="list-style-type: none"> ▪ Teachers will jointly prepare multiple choice questions based on curriculum 	(LT) <ul style="list-style-type: none"> ▪ December 2008- June 2009 	<ul style="list-style-type: none"> ▪ Common planning time ▪ School-wide literacy strategies 	<ul style="list-style-type: none"> ▪ Teachers ▪ Dept. Heads 	<ul style="list-style-type: none"> ▪ Informal and/or formal reading assessments in the classroom ▪ Metacognitive logs
Use instructional scaffolding to build student skills in creating detail-supported open-response answers based on varied texts	<ul style="list-style-type: none"> • CPT and Dept. meetings to review vocabulary building and literacy strategies • Peer coaching • CPT to introduce the school-wide rubric 	(LT) <ul style="list-style-type: none"> • Dec. 2008- May 2009 	<ul style="list-style-type: none"> • NovaNet computer lab • Textbooks & supplementary materials 	<ul style="list-style-type: none"> • Dept. Heads • Teachers • Technologist • MCAS Specialist 	<ul style="list-style-type: none"> • Scaffolded formal assessment of text-based open-responses scored on MCAS rubric • Portfolio requirements
Implement vocabulary building strategies such as “word walls” & “mnemonic devices” to increase students’ vocabulary	<ul style="list-style-type: none"> • Skillful teacher workshop • MCAS test review 	(LT) <ul style="list-style-type: none"> • Dec. 2008 – May 2009 	<ul style="list-style-type: none"> • MCAS exams • Dept. generated open responses • WPS funds 	<ul style="list-style-type: none"> • Dept. Heads • Teachers • Technologist • MCAS Specialist 	<ul style="list-style-type: none"> • Informal/formal reading and vocabulary assessments • MCAS practice items in the classroom

ELA Grade 9 Internal Sub Groups

One hundred percent of our limited English proficient students will show improvement in Reading as demonstrated by the administration of the MAP and MEPA. No less than 27% of students will show growth to the next performance level. The remaining 73% will show growth within their performance level.

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?
Create and administer weekly multiple choice and open response prompts with special focus on topic dev. and supporting details as well as reading comprehension.	<ul style="list-style-type: none"> During Dept. meeting & C.P.T., teachers will acquire the skills to create open response prompts and prepare multiple choice questions based on curriculum 	(LT) <ul style="list-style-type: none"> December 2008 – June 2009 	<ul style="list-style-type: none"> Dept. generated open responses Standardized testing open responses 	<ul style="list-style-type: none"> Administration Dept. Heads All Staff MCAS Specialist 	<ul style="list-style-type: none"> Classroom assessments Open response assessments Scaffolded formal assessment of text based open response answers scored on MCAS rubric
Teachers will utilize supplementary and ancillary materials specific to LEP students	<ul style="list-style-type: none"> CPT to refresh literacy strategies & differentiated instruction 	(LT) <ul style="list-style-type: none"> December 2008 – June 2009 	<ul style="list-style-type: none"> Release time/CPT Supplementary & ancillary materials (textbooks) 	<ul style="list-style-type: none"> Teachers Dept. Heads 	<ul style="list-style-type: none"> Low stakes reading & writing practices MCAS practice items in the classroom Text based multiple choice assessments
Utilizing literacy strategies		(LT) <ul style="list-style-type: none"> December 2008 – June 2009 	<ul style="list-style-type: none"> Anchor papers 	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Formal/informal reading assessments in the classroom Metacognitive Logs
Conduct teacher-student conferences to assess RIT scores on MAP tests & to identify areas of need/deficiency	<ul style="list-style-type: none"> Informal MAP training 	(ST) <ul style="list-style-type: none"> Sept.-Oct. 2008 Jan.-Feb. 2009 	<ul style="list-style-type: none"> MAP data Student conference reports NovaNet MAP testing 	<ul style="list-style-type: none"> ELA/Sped. Dept. Heads All Teachers Technologist 	<ul style="list-style-type: none"> End of course individual RIT scores NovaNet literacy skills assessment
Address literacy skill areas with flexible grouping to remediate & accelerate student achievement	<ul style="list-style-type: none"> CPT & Dept. meetings to refresh concepts of flexible grouping Review of school-wide literacy strategies Review of Academic Literacy training 	(LT) <ul style="list-style-type: none"> Dec. 2008 – May 2009 	<ul style="list-style-type: none"> Academic Literacy Curriculum Literacy library 	<ul style="list-style-type: none"> Teachers Dept. Heads 	<ul style="list-style-type: none"> Low stakes reading activities to monitor comprehension of plot & literacy elements in classroom

Grade 10

ELA/Reading: Data

	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</i>			
	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>
Grade 10 MAP Assessment												
<i>Word Meaning</i>	214.1	150	53	36								
<i>Literal Comprehension</i>	217.2	126	59	54								
<i>Interpretive Comprehension</i>	214.4	138	61	40								
<i>Evaluative Comprehension</i>	215.4	141	52	46								
<i>Literature</i>	219.7	114	57	68								

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: Grade 10 students averaged 64% or 3.2 of 5 possible points on the spring 2008 MCAS test.

Reading and Literature: Grade 10 students averaged 67% or 31.5 of 47 possible points on the spring 2008 MCAS test.

Item Analysis (Multiple Choice & Open Response): Grade 10 students averaged 67% or 24 of 36 points available from multiple choice questions on the spring 2008 MCAS test. These same students averaged 66% or 10.6 of 16 points available from open response questions.

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	19	N/A	
240-258	99	256-258	13
220-238	69	236-238	17
200-218	13	216-218	11

ELA Grade 10 External

One hundred percent of our students will show improvement in limited English proficient as demonstrated by the administration of the MCAS. No less than 41% of students will show growth to the next performance level. The remaining 59% will show growth within their performance level. Our goal is to have 75% at proficient or above in English Language Arts in 2010.

<p>Action Steps What Actions will occur? What steps will staff take?</p>	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>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</p>	<p>Resources What are the existing and new resources that will be used to accomplish the activity?</p>	<p>Person Responsible Who will provide the leadership? Who will do the work?</p>	<p>Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?</p>
<p>Teachers will prepare open responses based on curriculum.</p> <p>Teachers will administer 5-7 open response prompts per semester.</p>	<ul style="list-style-type: none"> ▪ Teachers will acquire the skills to create open response prompts ▪ Common planning time to introduce the school-wide rubric 	<p>(LT)</p> <ul style="list-style-type: none"> ▪ December 2008-May 2009 <p>(LT)</p> <ul style="list-style-type: none"> ▪ December 2008-May 2009 	<ul style="list-style-type: none"> ▪ Protocols for LASW ▪ Dept. generated open responses ▪ Standardized testing open-responses 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All Staff ▪ MCAS specialist ▪ Administrators ▪ Dept. Heads ▪ All Staff ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Topic development and use of supporting details on open-response questions ▪ Portfolio requirements ▪ Classroom Assessments ▪ Low stakes reading and writing practices ▪ MCAS practice items in the classroom
<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>Teachers will LASW (look at student work) during monthly dept. meetings</p>	<ul style="list-style-type: none"> ▪ Teachers will acquire the skills to evaluate open responses using a rubric ▪ Teachers will review protocols for LASW 	<p>(LT)</p> <ul style="list-style-type: none"> ▪ December 2008-May 2009 	<ul style="list-style-type: none"> ▪ Release time/Common Planning time ▪ School-wide Rubric ▪ Anchor papers 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All Staff ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Scaffolded formal assessment of text-based open response answers scored on MCAS rubric

<p>Analyze MCAS data from the previous year's 8th and 10th grade tests to determine quadrant strengths and weaknesses of students in language, literature and composition strands</p>	<ul style="list-style-type: none"> • Holt textbook training • Dept. meetings to review MCAS data and to create varied open-response prompts based on curriculum 	<p>(LT)</p> <ul style="list-style-type: none"> • Dec. 2008 – May 2009 	<ul style="list-style-type: none"> • MCAS item analysis from previous years • NovaNet Lab 	<ul style="list-style-type: none"> • MCAS Specialist • Teachers 	<ul style="list-style-type: none"> • MCAS practice items in the classroom • Low stakes reading & writing practices
<p>Create and administer department-generated common final exam to assess mastery of content, and language, literature & composition, with focus on instruction in the use of supporting text details</p>	<ul style="list-style-type: none"> • CPT to introduce school-wide rubric • Peer coaching/LASW • Skillful teacher workshop 	<p>(LT)</p> <ul style="list-style-type: none"> • Dec. 2008 – May 2009 	<ul style="list-style-type: none"> • Teachers • Texts 	<ul style="list-style-type: none"> • Dept. Heads • Teachers 	<ul style="list-style-type: none"> • Portfolio requirements • Text-based language & literature formal assessments in classroom • Scaffolded composition assessment of MCAS rubric • Common final to assess mastery of horizontal content scored on school-wide rubric • Common final section to assess mastery of language & composition skills with attention to supporting details, scored on MCAS rubric

ELA Grade 10 Internal

One hundred percent of our grade 9 students will show improvement in **READING** as demonstrated by the administration of MAP Assessment. No less than 60% of students will meet or exceed their growth scores. The remaining 40% will show growth in their over all RIT score from fall to spring

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?
Use MAP data to create flexible groups targeting skills & concept mastery in language & literature	<ul style="list-style-type: none"> ▪ Common planning time to refresh school-wide literacy ▪ Sharing of best practices. 	(LT) <ul style="list-style-type: none"> ▪ December 2008- June 2009 	<ul style="list-style-type: none"> ▪ NWEA website data ▪ MAP test scores ▪ Technologist support 	<ul style="list-style-type: none"> ▪ Technologist ▪ Teachers ▪ MCAS Specialist 	<ul style="list-style-type: none"> ▪ Pre and post MAP testing
Teachers will administer bi-weekly text based multiple choice questions with special focus on reading comprehension	<ul style="list-style-type: none"> ▪ Ongoing review of MAP data 	(LT) <ul style="list-style-type: none"> ▪ December 2008- June 2009 	<ul style="list-style-type: none"> ▪ Textbooks ▪ Supplemental texts 	<ul style="list-style-type: none"> ▪ Teachers ▪ Administrators ▪ Dept. Heads 	<ul style="list-style-type: none"> ▪ Text-based multiple choice assessments in the classroom
Teachers will incorporate literacy strategies in their course work	<ul style="list-style-type: none"> ▪ Teachers will jointly prepare multiple choice questions based on curriculum 	(LT) <ul style="list-style-type: none"> ▪ December 2008- June 2009 	<ul style="list-style-type: none"> ▪ Common planning time ▪ School-wide literacy strategies 	<ul style="list-style-type: none"> ▪ Teachers ▪ Dept. Heads 	<ul style="list-style-type: none"> ▪ Informal and/or formal reading assessments in the classroom ▪ Metacognitive logs
Provide differentiated instruction to remediate & accelerate students' skills in varied genre comprehension	<ul style="list-style-type: none"> • Peer coaching • Skillful teacher workshop 	(LT) <ul style="list-style-type: none"> • Dec. 2008 – May 2009 	<ul style="list-style-type: none"> • 10th grade textbook & supplementary materials 	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • MCAS practice items in the classroom • Informal/formal reading comprehension assessments
Create and administer bi-weekly text-based open-response prompts with special focus on topic dev. And use of supporting details	<ul style="list-style-type: none"> • Dept. meetings to generate open-responses based on curriculum • Review of school-wide literacy strategies • CPT to introduce the school-wide rubric 	(LT) <ul style="list-style-type: none"> • Dec. 2008 – May 2009 	<ul style="list-style-type: none"> • Teacher generated open-responses • MCAS rubric • School-wide rubric 	<ul style="list-style-type: none"> • Teachers • Dept. Heads 	<ul style="list-style-type: none"> • Scaffolded formal assessment of text-based open-response answers scored on MCAS rubric • Topic Dev. & use of supporting details on open-response prompts

ELA Grade 10 School Goal 3 Sub Groups

One hundred percent of our limited English proficient students will show improvement in Reading as demonstrated by the administration of the MAP and MEPA. No less than 27% of students will show growth to the next performance level. The remaining 73% will show growth within their performance level.

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?
Create and administer weekly multiple choice and open response prompts with special focus on topic dev. and supporting details as well as reading comprehension.	<ul style="list-style-type: none"> ▪ During Dept. meeting & C.P.T., teachers will acquire the skills to create open response prompts and prepare multiple choice questions based on curriculum 	(LT) <ul style="list-style-type: none"> ▪ December 2008 – June 2009 	<ul style="list-style-type: none"> ▪ Dept. generated open responses ▪ Standardized testing open responses 	<ul style="list-style-type: none"> ▪ Administration ▪ Dept. Heads ▪ All Staff ▪ MCAS Specialist 	<ul style="list-style-type: none"> ▪ Classroom assessments ▪ Open response assessments ▪ Scaffolded formal assessment of text based open response answers scored on MCAS rubric
Teachers will utilize supplementary and ancillary materials specific to LEP students	<ul style="list-style-type: none"> ▪ CPT to refresh literacy strategies & differentiated instruction 	(LT) <ul style="list-style-type: none"> ▪ December 2008 – June 2009 	<ul style="list-style-type: none"> ▪ Release time/CPT ▪ Supplementary & ancillary materials (textbooks) 	<ul style="list-style-type: none"> ▪ Teachers ▪ Dept. Heads 	<ul style="list-style-type: none"> ▪ Low stakes reading & writing practices ▪ MCAS practice items in the classroom ▪ Text based multiple choice assessments
Utilizing literacy strategies		(LT) <ul style="list-style-type: none"> ▪ December 2008 – June 2009 	<ul style="list-style-type: none"> ▪ Anchor papers 	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ Formal/informal reading assessments in the classroom ▪ Metacognitive Logs
Facilitate teacher student conference to assess RIT scores on MAP tests and identify areas of need/deficiency	<ul style="list-style-type: none"> ▪ Informal MAP training 	(ST) <ul style="list-style-type: none"> ▪ Sept. 2008-Oct. 2008 ▪ Jan. 2009 – Feb. 2009 	<ul style="list-style-type: none"> ▪ MAP data ▪ Student conference reports ▪ NovaNet ▪ MAP testing 	<ul style="list-style-type: none"> ▪ ELA/SPED. Dept. Heads ▪ All teachers ▪ Technologist 	<ul style="list-style-type: none"> ▪ Pre and Post MAP testing during semester ▪ State assessed MCAS results
Address skill areas with flexible grouping to remediate and accelerate student achievement	<ul style="list-style-type: none"> ▪ Peer coaching ▪ CPT & Dept. meetings to refresh concepts of flexible grouping ▪ Review of school-wide literacy strategies 	(LT) <ul style="list-style-type: none"> ▪ Dec. 2008-May 2009 	<ul style="list-style-type: none"> ▪ Academic Literacy curriculum ▪ Literacy Library 	<ul style="list-style-type: none"> ▪ Dept. Heads ▪ Teachers 	<ul style="list-style-type: none"> ▪ Text-based short answer assessments in classrooms ▪ Low stakes reading & writing response activities to monitor comprehension of plot & literacy elements ▪ Portfolio requirements

ELA Grade 11/12 External

North High School will increase student participation in and performance on Accuplacer and SAT and PSAT testing by 10% and assist all students to achieve their competency determination in English.

<p>Action Steps What Actions will occur? What steps will staff take?</p>	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>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</p>	<p>Resources What are the existing and new resources that will be used to accomplish the activity?</p>	<p>Person Responsible Who will provide the leadership? Who will do the work?</p>	<p>Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?</p>
<p>Evaluate MCAS data to identify language and comprehension strand weaknesses in student performance in order to assist students to attain Competency Determination in English. Use data to individualize computer assisted instruction and MCAS tutorial focus</p>	<ul style="list-style-type: none"> ▪ Assistance from MCAS specialist ▪ School Technologist ▪ Peer Coaching ▪ Provide training for ELA teachers on accuplacer content 	<p>(ST)</p> <ul style="list-style-type: none"> ▪ Sept. – Oct. 2008 ▪ Dec. – March 2009 <p>and at all appropriate intervals following receipt of MCAS re-take results</p>	<ul style="list-style-type: none"> ▪ State-scored MCAS exams ▪ Accuplacer 	<ul style="list-style-type: none"> ▪ MCAS specialist ▪ School technologist ▪ Teacher 	<ul style="list-style-type: none"> ▪ Rubric assessment on text-based language activities in the classroom ▪ MCAS results for individual students retaking the test after initial grade 10 administration
<p>Analyze PSAT, SAT, and Accuplacer data to address expository text comprehension weaknesses and remediate/accelerate student achievement in standardized testing situations.</p>	<ul style="list-style-type: none"> ▪ Assistance from MCAS Specialist ▪ School Technologist ▪ Instructional data coach ▪ Training to incorporate more rigorous text-based analysis in curriculum ▪ Peer Coaching ▪ Examine data in Dept. meetings 	<p>(ST)</p> <ul style="list-style-type: none"> ▪ Oct. 1-30, 2008 for SAT results ▪ Nov.-Dec. 2008 for PSAT results ▪ Jan.-March 2009 for accuplacer results 	<ul style="list-style-type: none"> ▪ NovaNet lab ▪ PSAT results-item analysis ▪ SAT practice tests ▪ Cross-curricular portfolio 	<ul style="list-style-type: none"> ▪ School technologist ▪ Teacher 	<ul style="list-style-type: none"> ▪ Scaffolded assessment in SAT reading and writing activities ▪ Increased cross-curricular activities posted in student curricular portfolios, assessed on rubric ▪ Accuplacer pre-test and post-test results ▪ Portfolio requirements

ELA Grade 11/12 Internal

North High School will improve student performance in English Language Arts with an instructional emphasis on vocabulary in context, major concept comprehension in a variety of genres, and essay writing skills.

<p>Action Steps What Actions will occur? What steps will staff take?</p>	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>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</p>	<p>Resources What are the existing and new resources that will be used to accomplish the activity?</p>	<p>Person Responsible Who will provide the leadership? Who will do the work?</p>	<p>Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?</p>
<p>Analyze student weaknesses on past MCAS exams to remediate deficiencies in reading and writing competencies</p>	<ul style="list-style-type: none"> ▪ Review of differentiated instruction workshop ▪ Training to incorporate more rigorous text-based analysis in curriculum ▪ Dept. meetings to LASW 	<p>(ST) Sept.-Oct. 2008 and at all appropriate intervals following receipt of MCAS retake results</p>	<ul style="list-style-type: none"> ▪ Previous MCAS results ▪ Vertical Team skills and strategies ▪ After school MCAS tutoring ▪ Anchor papers ▪ MCAS English 	<ul style="list-style-type: none"> ▪ MCAS specialist ▪ School technologist\ ▪ Classroom teacher 	<ul style="list-style-type: none"> ▪ Scaffolded formal assessment of text-based open response answers scored on rubric ▪ NovaNet mastery ▪ Successful MCAS retakes
<p>Implement common content and literacy skills for vertical and horizontal mastery</p>	<ul style="list-style-type: none"> ▪ Tiered activity training ▪ Rubric assessment and lesson design training ▪ Peer coaching 	<p>(LT) ▪ Dec. 2008-May 2009</p>	<ul style="list-style-type: none"> ▪ Previous MCAS results ▪ PSAT scores ▪ District-wide Vertical Team strategies ▪ Protocols for LASW 	<ul style="list-style-type: none"> ▪ Teacher ▪ Dept. head ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Text-based Language and Literature with formal assessments in classroom ▪ Successful MCAS retakes ▪ NovaNet Mastery
<p>Teachers will respond to 5-7 SAT writing prompts throughout a semester</p>	<ul style="list-style-type: none"> ▪ Dept. meetings to review SAT rubric ▪ Teachers will acquire skills to evaluate SAT essay writing based on a rubric ▪ Peer coaching 	<p>(ST) ▪ Jan. – March 2009</p>	<ul style="list-style-type: none"> ▪ Standardized testing open-responses 		<ul style="list-style-type: none"> ▪ Portfolio requirements ▪ Classroom assessments

ELA Grade 11/12 Sub Groups

North High School will improve limited English proficient students' skills in vocabulary, composition and textual comprehension to increase achievement of competency determination in ELA and improve performance on Accuplacer and SAT and PSAT's assessments.

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?
Analyze available MCAS and MAP data to remediate deficiencies and accelerate student performance in Literature and Composition strands especially for those students who have not yet passed MCAS	<ul style="list-style-type: none"> ▪ Cross-curricular portfolio workshop 	(ST) <ul style="list-style-type: none"> ▪ Sept.-Oct. 2008 and at all appropriate intervals following receipt of MCAS retake results 	<ul style="list-style-type: none"> ▪ Previous MCAS result-data and item analysis ▪ After school MCAS tutoring ▪ MCAS English 	<ul style="list-style-type: none"> ▪ MCAS specialist ▪ School technologist ▪ Classroom teachers 	<ul style="list-style-type: none"> ▪ Successful MCAS retakes ▪ NovaNet data ▪ Accuplacer data ▪ SAT practice exams ▪ Cross-curricular portfolio writing samples assessed on SAT rubric
Review Accuplacer data to address individual weaknesses in language competencies	<ul style="list-style-type: none"> ▪ Accuplacer orientation ▪ Review of flexible grouping ▪ Peer coaching 	(ST) <ul style="list-style-type: none"> ▪ Jan. – March 2009 	<ul style="list-style-type: none"> ▪ Accuplacer testing ▪ NovaNet lab 	<ul style="list-style-type: none"> ▪ School technologist ▪ Teacher 	<ul style="list-style-type: none"> ▪ Successful MCAS retakes ▪ Improved accuplacer scores by end of semester
Create and administer department-generated common final exam to assess mastery of content, and language, literature and composition skills	<ul style="list-style-type: none"> ▪ Dept. meetings ▪ SAT rubric training ▪ Skillful teacher workshop ▪ Dept. meetings to create ELA common final ▪ Peer coaching 	(ST) <ul style="list-style-type: none"> ▪ December 2009 ▪ May 15-June 15, 2009 	<ul style="list-style-type: none"> ▪ WPS mastery rubric ▪ Vertical literacy strategies ▪ MCAS data-previous years-item analysis 	<ul style="list-style-type: none"> ▪ Teacher ▪ School Technologist ▪ MCAS specialist ▪ ELA Dept. head 	<ul style="list-style-type: none"> ▪ Common final section to assess mastery of horizontal content knowledge scored on SAT rubric ▪ Common final section to assess mastery of language and composition skills scored on SAT rubric
Focus on professional development on strategies for integrating vocabulary instruction into course content areas across the curriculum to improve MCAS, SAT and PSAT scores	<ul style="list-style-type: none"> ▪ Instructional leadership team ▪ CPT 	(ST) <ul style="list-style-type: none"> ▪ I.L.T. 2008 Prof. Dev. Dates (LT) <ul style="list-style-type: none"> ▪ Fall 2008-May 2009 for classroom implementation 	<ul style="list-style-type: none"> ▪ Leadership institute ▪ Previous literacy workshop 	<ul style="list-style-type: none"> ▪ ELA teachers ▪ All teachers 	<ul style="list-style-type: none"> ▪ Compare annual MCAS scores ▪ Compare annual mean PSAT and SAT scores

Mathematics Analysis

To establish its mathematics goals for grades 9-12, North High School analyzed multiple sources of data including MAP data, MCAS data, Accuplacer data and SAT data. We track grade distribution data at the end of first semester because this information gives a “snapshot” of teachers’ judgment of how well students are meeting course standards.

Establishment of ninth grade math goals utilized spring 2008 grade 8 MCAS data and fall 2008 MAP data. Since the majority of our current ninth graders come from Worcester East Middle School, we are concerned about their 41.6% failure rate on the grade 8 math MCAS. Grade 8 MCAS subject area sub-scores show that students received 38% of possible points in measurement, 53% on geometry and 48% on number sense and operations. Analysis of MAP results shows significant weaknesses in measurement and number sense. For ninth graders, the two areas with the lowest MEAN RIT scores are measurement with 222.1 and number sense and operations with 224.1 points. We have chosen number sense and operations as our instructional focus. Since students must have a strong foundation in number sense and operations before they can move on to the concepts of measurement and geometry, we have chosen number sense and operations as the focus for ninth grade mathematics.

To determine the most critical areas for intervention with our tenth graders, we examined 2008 grade 10 MCAS data and fall 2008 MAP data. MCAS subject area sub-scores ranked geometry as the lowest sub-score with 47.8% of the possible points, followed by measurement with 49% of the possible points and number sense and operations with 53.3%. According to MAP data for these tenth graders, measurement received the lowest MEAN RIT score of 222.1. The geometry MEAN RIT score was 225 indicating that geometry continues to be an area of need. After considering all available data, measurement and geometry were chosen as the mathematics instructional focus for the tenth grade.

Goals for grades 11 and 12 are based on analysis of 2008 MCAS competency determination data, Accuplacer data and SAT data. For these students the most pressing need is that they achieve their competency determination (CD) in math and successfully complete college placement assessments. At the start of the 2008-09 school year, 36 juniors and seniors had not completed their CD requirement in math. This number includes off-site students, alternatively tested students, as well as those students who had not yet passed the MCAS. The majority of the thirty students who took the Accuplacer computerized placement test for Quinsigamond Community College required intervention in either basic math or algebra. In order to help students be more successful completing their CD and on the Accuplacer test, we will focus our instruction on geometry and measurement. With regard to SATs, we are using the 2007-2008 mean score of 424 as a baseline from which to track student progress.

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
Academic Numeracy Course Use MCAS and MAP data to drive instruction Staff Development	<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 	Academic Numeracy Teacher Classroom Teacher Instructional Data Coach MCAS Tutor MCAS Specialist Mathematics Liaison Classroom Teacher SPED teacher	<ul style="list-style-type: none"> ▪ Numeracy Curriculum ▪ MAP Scores ▪ MCAS Data ▪ NHS Prof. Dev. 	<ul style="list-style-type: none"> ▪ Spring 2009 MAP testing ▪ Spring 2009
Mathematics Program Objectives	Actions Steps	Leader	Resources	Timeline/Date Completed
Use data to improve mathematics 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 	Math Teacher SPED teacher	<ul style="list-style-type: none"> ▪ NWEA Website Data ▪ MAP Scores ▪ MCAS Data ▪ Classroom Data 	<ul style="list-style-type: none"> ▪ Spring 2009
Continue to develop and utilize staff to coordinate math resources and activities	Monthly Department meetings <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"> • Staff members • Administrators • Special Education • Instructional Data Coach • ESL Teacher • MCAS Specialist 	<ul style="list-style-type: none"> • WAPS Prof. Dev. • ILT • NHS Prof. Dev. 	<ul style="list-style-type: none"> • Spring 2009
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 		<ul style="list-style-type: none"> • WPS Funds • Pre AP Grant 	<ul style="list-style-type: none"> • Spring 2009 • Ongoing
Provide research based sustained staff development in math instruction	<ul style="list-style-type: none"> • Staff training 		<ul style="list-style-type: none"> • NHS Prof. Dev. • WPS Funds 	<ul style="list-style-type: none"> • Ongoing
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"> • NHS Prof. Dev. • WPS Funds 	<ul style="list-style-type: none"> • Ongoing

School Goal 1 EXTERNAL - Mathematics

One hundred percent of our students will show improvement in Mathematics as demonstrated by the administration of the MCAS. No less than 18% of students will show growth to the next performance level. The remaining 82% will show growth within their performance level. Our goal is to achieve a CPI of 75 in mathematics by 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 prepare open-responses based on curriculum	<ul style="list-style-type: none"> ▪ Teachers will acquire the skills to develop open-response prompts 	<ul style="list-style-type: none"> ▪ Dec. 2008-May 2009 	<ul style="list-style-type: none"> ▪ Dept. generated open responses ▪ Standardized testing open responses 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All staff ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Classroom assessments ▪ Binder checks
All classroom tests will include a multi-step problem	<ul style="list-style-type: none"> ▪ Common planning time ▪ Teachers will acquire the skills to evaluate multi-step problems using a rubric 	<ul style="list-style-type: none"> ▪ Dec. 2008-May 2009 	<ul style="list-style-type: none"> ▪ Protocols for LASW 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All staff ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Low-stakes problem solving practice ▪ MCAS practice items in the classroom
Teachers will LASW during monthly dept. meetings	<ul style="list-style-type: none"> ▪ Teachers will review protocols for LASW 	<ul style="list-style-type: none"> ▪ Dec. 2008-May 2009 	<ul style="list-style-type: none"> ▪ School-wide rubric ▪ Anchor papers ▪ Assistments 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All staff ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Scaffolded formal assessment of multi-step problems scored on MCAS rubric

School Goal 2 INTERNAL - Mathematics

One hundred percent of our tested students will show improvement in Mathematics as demonstrated by the administration of MAP Assessment No less than 50% of students will meet or exceed their growth scores. The remaining 50% will show growth in their over all 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 to create flexible groups targeting skills & concept mastery in problem solving	<ul style="list-style-type: none"> Common planning time to refresh school-wide numeracy strategies 	(LT) <ul style="list-style-type: none"> Dec. 2008 – June 2009 	<ul style="list-style-type: none"> NWEA website data MAP test scores Technologist support 	<ul style="list-style-type: none"> Dept. Hads Technologist All teachers MCAS specialist 	<ul style="list-style-type: none"> Pre & post MAP testing NovaNet/Assistments
Use NovaNet to individualize/differentiate instruction	<ul style="list-style-type: none"> Ongoing review of MAP/assistments data 	(LT) <ul style="list-style-type: none"> Dec. 2008 – June 2009 	<ul style="list-style-type: none"> Textbooks Supplementary materials 	<ul style="list-style-type: none"> Dept. Heads Technologist All teachers MCAS specialist 	<ul style="list-style-type: none"> Informal and/or formal classroom assessments
Teachers will administer bi-weekly multi-step problem solving prompts with special focus on measurement	<ul style="list-style-type: none"> Teachers will jointly prepare questions based on curriculum 	(LT) <ul style="list-style-type: none"> Dec. 2008 – June 2009 	<ul style="list-style-type: none"> Common planning time School-wide literacy strategies 	<ul style="list-style-type: none"> Teachers Dept. Heads Administrators 	<ul style="list-style-type: none"> Informal and/or formal classroom assessments

School Goal 3 Sub Groups - Mathematics

One hundred percent of our special education students will show improvement in Mathematics as demonstrated by the administration of the MCAS. No less than 21% of students will show growth to the next performance level. The remaining 79% will show growth within their performance level.

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 model answering multi-step questions using anchor papers	<ul style="list-style-type: none"> ▪ During CPT & dept. meetings teachers will review strategies for problem solving 	(LT) <ul style="list-style-type: none"> ▪ Dec. 2008 – June 2009 	<ul style="list-style-type: none"> ▪ Standardized testing problem-solving prompts 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All staff ▪ MCAS Specialist 	<ul style="list-style-type: none"> ▪ Lesson plans
Teachers will review key vocab. terms for problem solving	CPT to refresh differentiated instruction	(LT) <ul style="list-style-type: none"> ▪ Dec. 2008 – June 2009 	<ul style="list-style-type: none"> ▪ Release time/CPT 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All staff ▪ MCAS Specialist 	<ul style="list-style-type: none"> ▪ Students ability to identify key vocab. terms in a word problem ▪ Classroom assessments ▪ Binder checks used to expand concepts ▪ Formal/informal math assessments
Teachers will lead students in scaffolding problem solving with peer assistance	<ul style="list-style-type: none"> ▪ Teachers will acquire skills to properly utilize scaffolding & using anchor papers 	(LT) <ul style="list-style-type: none"> ▪ Dec. 2008 – June 2009 	<ul style="list-style-type: none"> ▪ Supplementary & ancillary materials (textbooks) ▪ Anchor papers 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All staff ▪ MCAS Specialist 	<ul style="list-style-type: none"> ▪ Multi-step prompt assessments ▪ Student work will be measured utilizing anchor papers, peer and teacher evaluation

**Grade 9
Mathematics - Data**

Grade 9 MAP Assessment	FALL 2008				WINTER 2009				SPRING 2009			
	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI
<i>Number Sense and Operations</i>	224.1	134	70	59								
<i>Patterns Relations and Algebra</i>	226.9	114	80	69								
<i>Geometry</i>	225.9	121	68	74								
<i>Measurement</i>	222.1	144	62	57								
<i>Data Analysis, Statistics, and Probability</i>	227.6	108	86	69								

**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: <i>Grade 9 students averaged 48% of 6.7 possible points on the spring 2008 MCAS test.</i>
Patterns, Relations, and Algebra <i>Grade 9 students averaged 51% or 7.6 of 15 possible points on the spring 2008 MCAS test.</i>
Geometry: <i>Grade 9 students averaged 53% or 3.7 of 7 possible points on the spring 2008 MCAS test.</i>
Measurement: <i>Grade 9 students averaged 38% or 2.7 of 7 possible points on the spring 2008 MCAS test.</i>
Data Analysis, Statistics, and Probability: <i>Grade 9 students averaged 53% of the maximum number of points on the spring 2008 MCAS test.</i>
Item Analysis (Multiple Choice & Open Response): <i>Grade 9 students averaged 55% or 16 of 29 possible points from multiple choice questions on the spring 2008 MCAS test. These same students averaged 42% or 8.5 of 20 points available from open response questions.</i>

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	14	N/A	
240-258	45	256-258	N/A
220-238	80	236-238	N/A
200-218	99	216-218	N/A

Mathematics Grade 9 External

One hundred percent of our students will show improvement in Mathematics as demonstrated by the administration of the MCAS. No less than 18% of students will show growth to the next performance level. The remaining 82% will show growth within their performance level. Our goal is to achieve a CPI of 75 in mathematics by 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?
Use NWEA site to obtain student scores & identify weaknesses to be addressed by computer assisted instruction and flexible groups in math classes	<ul style="list-style-type: none"> ▪ Informal MAP training 	(ST) <ul style="list-style-type: none"> ▪ Sept. 2008-Oct.2008 	<ul style="list-style-type: none"> ▪ NWEA web site data ▪ MAP prof. dev. training ▪ Technologist 	<ul style="list-style-type: none"> ▪ Classroom teacher ▪ School technologist 	<ul style="list-style-type: none"> ▪ Students will be tested at beginning and end of course ▪ Assessments used by classroom teacher
Analyze MCAS data from last year's 8 th & 10 th graders to determine strengths & weaknesses in measurement and geometry	<ul style="list-style-type: none"> ▪ Analysis will occur during monthly department meetings 	(ST) <ul style="list-style-type: none"> ▪ Dec.2008-March 2009 	<ul style="list-style-type: none"> ▪ Item analysis from 8th & 10th grade MCAS ▪ MCAS specialist ▪ Technologist ▪ Teacher 	<ul style="list-style-type: none"> ▪ Classroom teacher ▪ MCAS specialist ▪ Dept. head 	<ul style="list-style-type: none"> ▪ Observe improvements in data by strand in MCAS & MAP data ▪ Use of common final
Analyze Assistments and NovaNet data to assess students' mastery of content in order to determine appropriate areas for computer assisted individualized instruction and reteaching when necessary	<ul style="list-style-type: none"> ▪ Ongoing training to interpret Assistments and NovaNet data. 	(LT) <ul style="list-style-type: none"> ▪ Dec. 2008-June 2009 	<ul style="list-style-type: none"> ▪ NWEA website ▪ Assistments website ▪ School technologist 	<ul style="list-style-type: none"> ▪ Classroom teacher ▪ School technologist 	<ul style="list-style-type: none"> ▪ Teachers will assess students using data provided from Assistments on how their students performed on specific concepts
Teachers will prepare open-responses based on curriculum	<ul style="list-style-type: none"> ▪ Teachers will acquire the skills to develop open-response prompts 	<ul style="list-style-type: none"> ▪ Dec. 2008-May 2009 	<ul style="list-style-type: none"> ▪ Dept. generated open responses ▪ Standardized testing open responses 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All staff ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Classroom assessments ▪ Binder checks
All classroom tests will include a multi-step problem	<ul style="list-style-type: none"> ▪ Common planning time ▪ Teachers will acquire the skills to evaluate multi-step problems using a rubric 	<ul style="list-style-type: none"> ▪ Dec. 2008-May 2009 	<ul style="list-style-type: none"> ▪ Protocols for LASW 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All staff ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Low-stakes problem solving practice ▪ MCAS practice items in the classroom
Teachers will LASW during monthly dept. meetings	<ul style="list-style-type: none"> ▪ Teachers will review protocols for LASW 	<ul style="list-style-type: none"> ▪ Dec. 2008-May 2009 	<ul style="list-style-type: none"> ▪ School-wide rubric ▪ Anchor papers ▪ Assistments 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All staff ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Scaffolded formal assessment of multi-step problems scored on MCAS rubric

Mathematics Grade 9 Internal

One hundred percent of our tested students will show improvement in Mathematics as demonstrated by the administration of MAP Assessment No less than 50% of students will meet or exceed their growth scores. The remaining 50% will show growth in their over all 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?
<ul style="list-style-type: none"> ▪ Teachers will analyze MAP profile data ▪ Teachers will monitor progress with Novanet mastery assessment 	<ul style="list-style-type: none"> ▪ Creation of flexible groups ▪ Numeracy strategies 	(LT) <ul style="list-style-type: none"> ▪ Nov. 2008 – June, 2009 	<ul style="list-style-type: none"> ▪ MAP data ▪ Meeting time for teachers 	<ul style="list-style-type: none"> ▪ School technologist ▪ Classroom teachers ▪ Student 	<ul style="list-style-type: none"> ▪ Use of MAP testing data & teacher assessments
Provide NovaNet differentiated instruction to address specific areas	<ul style="list-style-type: none"> ▪ Improvement of open response questions ▪ Use of Novanet lab 	(LT) <ul style="list-style-type: none"> ▪ Spring 2008 	<ul style="list-style-type: none"> ▪ NovaNet Lab 	<ul style="list-style-type: none"> ▪ Classroom teachers ▪ School technologist 	<ul style="list-style-type: none"> ▪ NovaNet Post test ▪ MCAS scores ▪ Classroom data
Use instructional scaffolding to build student skills in creating detail-supported answers based on all math content strands	<ul style="list-style-type: none"> ▪ Scoring questions using Rubric ▪ LASW 	(LT) <ul style="list-style-type: none"> ▪ Spring 2008 	<ul style="list-style-type: none"> ▪ Math rubric ▪ Previous MCAS exams 	<ul style="list-style-type: none"> ▪ Classroom teacher 	<ul style="list-style-type: none"> ▪ Classroom data ▪ Improvement in RIT scores ▪ Improvement in MCAS open response scores ▪ Lesson plans
Using MAP data to create flexible groups targeting skills & concept mastery in problem solving	<ul style="list-style-type: none"> ▪ Common planning time to refresh school-wide numeracy strategies 	(LT) <ul style="list-style-type: none"> ▪ Dec. 2008 – June 2009 	<ul style="list-style-type: none"> ▪ NWEA website data ▪ MAP test scores ▪ Technologist support 	<ul style="list-style-type: none"> ▪ Dept. Hads ▪ Technologist ▪ All teachers ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Pre & post MAP testing ▪ NovaNet/Assistments
Use NovaNet to individualize/differentiate instruction	<ul style="list-style-type: none"> ▪ Ongoing review of MAP/assistments data 	(LT) <ul style="list-style-type: none"> ▪ Dec. 2008 – June 2009 	<ul style="list-style-type: none"> ▪ Textbooks ▪ Supplementary materials 	<ul style="list-style-type: none"> ▪ Dept. Heads ▪ Technologist ▪ All teachers ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Informal and/or formal classroom assessments
Teachers will administer bi-weekly multi-step problem solving prompts with special focus on measurement	<ul style="list-style-type: none"> ▪ Teachers will jointly prepare questions based on curriculum 	(LT) <ul style="list-style-type: none"> ▪ Dec. 2008 – June 2009 	<ul style="list-style-type: none"> ▪ Common planning time ▪ School-wide literacy strategies 	<ul style="list-style-type: none"> ▪ Teachers ▪ Dept. Heads ▪ Administrators 	<ul style="list-style-type: none"> ▪ Informal and/or formal classroom assessments

Mathematics Grade 9 Sub Groups

One hundred percent of our special education students will show improvement in Mathematics as demonstrated by the administration of the MCAS. No less than 21% of students will show growth to the next performance level. The remaining 79% will show growth within their performance level.

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?
Conduct teacher-student conferences to assess RIT scores on MAP tests & identify areas of need/deficiency	<ul style="list-style-type: none"> ▪ MAP training 	(ST) <ul style="list-style-type: none"> ▪ Nov., 2008 – Jan,2009 ▪ Jan. - March, 2009 	<ul style="list-style-type: none"> ▪ MAP data conference sheet report ▪ NovaNet program ▪ MAP data 	<ul style="list-style-type: none"> ▪ Student ▪ Teacher ▪ School technologist 	<ul style="list-style-type: none"> ▪ NovaNet post tests ▪ Classroom tests
Address numeracy skill areas with flexible grouping to remediate and also to accelerate student achievement	<ul style="list-style-type: none"> ▪ MAP training ▪ Peer Coaching ▪ Numeracy training 	(LT) <ul style="list-style-type: none"> ▪ Fall 2008 – June 2009 	<ul style="list-style-type: none"> ▪ NovaNet ▪ MAP testing ▪ CPT ▪ Math Dept. mtg. 	<ul style="list-style-type: none"> ▪ Student ▪ Teacher ▪ School technologist ▪ Dept. head 	<ul style="list-style-type: none"> ▪ NovaNet data ▪ Classroom assessment
Form a faculty study group to consider ways to increase achievement of inclusion students	<ul style="list-style-type: none"> ▪ Co-teaching models 	(ST) <ul style="list-style-type: none"> ▪ Jan– May, 2008 	<ul style="list-style-type: none"> ▪ DAB Special Education staff ▪ Funds for meetings 	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant Principals ▪ Spec. Ed. Dept. Head ▪ Spec. Ed. And Regular Ed. Inclusion teachers 	<ul style="list-style-type: none"> ▪ Grade distribution analysis for inclusion students
Teachers will model answering multi-step questions using anchor papers	<ul style="list-style-type: none"> ▪ During CPT & dept. meetings teachers will review strategies for problem solving 	(LT) <ul style="list-style-type: none"> ▪ Dec. 2008 – June 2009 	<ul style="list-style-type: none"> ▪ Standardized testing problem-solving prompts 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All staff ▪ MCAS Specialist 	<ul style="list-style-type: none"> ▪ Lesson plans
Teachers will review key vocab. terms for problem solving	CPT to refresh differentiated instruction	(LT) <ul style="list-style-type: none"> ▪ Dec. 2008 – June 2009 	<ul style="list-style-type: none"> ▪ Release time/CPT 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All staff ▪ MCAS Specialist 	<ul style="list-style-type: none"> ▪ Students ability to identify key vocab. terms in a word problem ▪ Classroom assessments ▪ Binder checks used to expand concepts ▪ Formal/informal math assessments
Teachers will lead students in scaffolding problem solving with peer assistance	<ul style="list-style-type: none"> ▪ Teachers will acquire skills to properly utilize scaffolding & using anchor papers 	(LT) <ul style="list-style-type: none"> ▪ Dec. 2008 – June 2009 	<ul style="list-style-type: none"> ▪ Supplementary & ancillary materials (textbooks) ▪ Anchor papers 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All staff ▪ MCAS Specialist 	<ul style="list-style-type: none"> ▪ Multi-step prompt assessments ▪ Student work will be measured utilizing anchor papers, peer and teacher evaluation

Grade 10

<i>Mathematics - Data</i>	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</i>			
Grade 10 MAP Assessment	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>
<i>Number Sense and Operations</i>	224.1	134	70	59								
<i>Patterns Relations and Algebra</i>	226.9	114	80	69								
<i>Geometry</i>	225.0	121	68	74								
<i>Measurement</i>	222.1	144	62	57								
<i>Data Analysis, Statistics, and Probability</i>	227.6	108	86	69								

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

<i>Number Sense and Operations:</i> Grade 10 students averaged 53.3% or 6.4 of 12 possible points on the spring 2008 MCAS test
<i>Patterns, Relations, and Algebra:</i> Grade 10 students averaged 57.2% or 10.3 of 18 points
<i>Geometry:</i> Grade 10 students averaged 47.8% or 4.3 of 9 possible points
<i>Measurement:</i> Grade 10 students averaged 49% or 4.9 of 10 possible points
<i>Data Analysis, Statistics, and Probability:</i> Grade 10 students averaged 57.2% or 6.3 of 11 possible points
<i>Item Analysis (Multiple Choice & Open Response):</i> Grade 10 students averaged 56.2% or 18 of 32 possible points available from multiple choice questions on the spring 2008 MCAS. These same students averaged 48.7% or 11.7 of 24 possible points available from open response questions on the spring 2008 MCAS.

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	42	N/A	
240-258	50	256-258	13
220-238	66	236-238	25
200-218	36	216-218	23

Mathematics Grade 10 External

One hundred percent of our students will show improvement in Mathematics as demonstrated by the administration of the MCAS. No less than 18% of students will show growth to the next performance level. The remaining 82% will show growth within their performance level. Our goal is to achieve a CPI of 75 in mathematics by 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?
Use NWEA site to access student MAP scores & identify areas of need to be addressed by computer assisted instruction and flexible groups in math classes	<ul style="list-style-type: none"> ▪ Informal MAP training 	(ST) <ul style="list-style-type: none"> ▪ Nov, 2008 – Jan 2009 ▪ Jan. – March 2009 	<ul style="list-style-type: none"> ▪ NWEA web site data ▪ MAP prof. dev. Training ▪ Technologist 	<ul style="list-style-type: none"> ▪ Classroom teacher ▪ School technologist 	<ul style="list-style-type: none"> ▪ Students will be tested at beginning and end of course. ▪ Assessments used by classroom teacher.
Analyze MCAS data from last year's 10 th grade test to determine strengths & weaknesses	<ul style="list-style-type: none"> ▪ Analysis will occur during monthly department meeting ▪ MCAS specialist will assist in reviewing and targeting strand/standard deficiencies 	(ST) <ul style="list-style-type: none"> ▪ Dec. 2008 – Jan. 2009 	<ul style="list-style-type: none"> ▪ Item analysis from 8th & 10th grade MCAS ▪ MCAS specialist ▪ Technologist ▪ Teacher ▪ Department head 	<ul style="list-style-type: none"> ▪ Classroom teacher ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Observe improvements in data by strand in MCAS & MAP data.. ▪ Use of common final
Analyze Assistments data to assess students' mastery of content in order to determine appropriate areas for individualized computer assisted instruction and reteaching as necessary	<ul style="list-style-type: none"> ▪ Ongoing training to interpret Assistments data 	(ST) <ul style="list-style-type: none"> ▪ Jan. – June 2008 	<ul style="list-style-type: none"> ▪ Assistments website ▪ School technologist 	<ul style="list-style-type: none"> ▪ Classroom teacher ▪ School technologist 	<ul style="list-style-type: none"> ▪ Teachers will assess students using data provided from Assistments on how their students performed on specific concepts.
Teachers will prepare open-responses based on curriculum	<ul style="list-style-type: none"> ▪ Teachers will acquire the skills to develop open-response prompts 	<ul style="list-style-type: none"> ▪ Dec. 2008-May 2009 	<ul style="list-style-type: none"> ▪ Dept. generated open responses ▪ Standardized testing open responses 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All staff ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Classroom assessments ▪ Binder checks
All classroom tests will include a multi-step problem	<ul style="list-style-type: none"> ▪ Common planning time ▪ Teachers will acquire the skills to evaluate multi-step problems using a rubric 	<ul style="list-style-type: none"> ▪ Dec. 2008-May 2009 	<ul style="list-style-type: none"> ▪ Protocols for LASW 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All staff ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Low-stakes problem solving practice ▪ MCAS practice items in the classroom
Teachers will LASW during monthly dept. meetings	<ul style="list-style-type: none"> ▪ Teachers will review protocols for LASW 	<ul style="list-style-type: none"> ▪ Dec. 2008-May 2009 	<ul style="list-style-type: none"> ▪ School-wide rubric ▪ Anchor papers ▪ Assistments 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All staff ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Scaffolded formal assessment of multi-step problems scored on MCAS rubric

Mathematics Grade 10 Internal

One hundred percent of our tested students will show improvement in Mathematics as demonstrated by the administration of MAP Assessment No less than 50% of students will meet or exceed their growth scores. The remaining 50% will show growth in their over all 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 create flexible groups to target skill and concept mastery in geometry and measurement strands	<ul style="list-style-type: none"> MAP Review 	(ST) <ul style="list-style-type: none"> Dec. 2008 – March 2009 	<ul style="list-style-type: none"> MAP data 	<ul style="list-style-type: none"> School technologist Teachers MCAS specialist 	<ul style="list-style-type: none"> Use of MAP testing data & teacher assessments MCAS results
Use of computer assisted instruction, Assistments instruction & prior MCAS questions to “Blitz” 10 th graders as a review of material	<ul style="list-style-type: none"> Multiple step problem solving strategies to improve scores on open response questions 	(LT) <ul style="list-style-type: none"> Spring 2009 for assistments (ST) March 2009-May 2009 for “blitz”	<ul style="list-style-type: none"> NovaNet lab MCAS questions from previous years organized by strands 	<ul style="list-style-type: none"> Classroom teachers School technologist MCAS specialist 	<ul style="list-style-type: none"> NovaNet post tests MCAS scores Classroom data Assistment reports
Use instructional scaffolding to build student skills in creating detail-supported answers based on 10 th grade content strands	<ul style="list-style-type: none"> Dept. Meetings Rubric use training MCAS specialist to review & target strand/standard deficiency 	(LT) <ul style="list-style-type: none"> Dec. 2008 – June 2009 	<ul style="list-style-type: none"> School wide rubric Previous MCAS exams MCAS class workbooks 	<ul style="list-style-type: none"> Classroom teacher MCAS specialist School technologist 	<ul style="list-style-type: none"> Improvement in RIT scores Improvement in MCAS open response scores
Teachers will review key vocabulary terms for problem solving	<ul style="list-style-type: none"> Review of vocabulary professional development 	(LT) <ul style="list-style-type: none"> Jan 2009 – June 2009 	<ul style="list-style-type: none"> ILT Teachers 	<ul style="list-style-type: none"> Classroom teachers Dept. heads 	<ul style="list-style-type: none"> Improvement in MCAS results Classroom Assessment
Teachers will model answering multi-step questions using anchor papers	<ul style="list-style-type: none"> During CPT & dept. meetings teachers will review strategies for problem solving 	(LT) <ul style="list-style-type: none"> Dec. 2008 – June 2009 	<ul style="list-style-type: none"> Standardized testing problem-solving prompts 	<ul style="list-style-type: none"> Administrators Dept. Heads All staff MCAS Specialist 	<ul style="list-style-type: none"> Lesson plans
Teachers will review key vocab. terms for problem solving	CPT to refresh differentiated instruction	(LT) <ul style="list-style-type: none"> Dec. 2008 – June 2009 	<ul style="list-style-type: none"> Release time/CPT 	<ul style="list-style-type: none"> Administrators Dept. Heads All staff MCAS Specialist 	<ul style="list-style-type: none"> Students ability to identify key vocab. terms in a word problem Classroom assessments Binder checks used to expand concepts Formal/informal math assessments

Teachers will lead students in scaffolding problem solving with peer assistance	<ul style="list-style-type: none"> ▪ Teachers will acquire skills to properly utilize scaffolding & using anchor papers 	(LT) <ul style="list-style-type: none"> ▪ Dec. 2008 – June 2009 	<ul style="list-style-type: none"> ▪ Supplementary & ancillary materials (textbooks) ▪ Anchor papers 	<ul style="list-style-type: none"> ▪ Administrators ▪ Dept. Heads ▪ All staff ▪ MCAS Specialist 	<ul style="list-style-type: none"> ▪ Multi-step prompt assessments ▪ Student work will be measured utilizing anchor papers, peer and teacher evaluation
Use NovaNet to individualize/differentiate instruction	<ul style="list-style-type: none"> ▪ Ongoing review of MAP/assistments data 	(LT) <ul style="list-style-type: none"> ▪ Dec. 2008 – June 2009 	<ul style="list-style-type: none"> ▪ Textbooks ▪ Supplementary materials 	<ul style="list-style-type: none"> ▪ Dept. Heads ▪ Technologist ▪ All teachers ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Informal and/or formal classroom assessments
Teachers will administer bi-weekly multi-step problem solving prompts with special focus on measurement	<ul style="list-style-type: none"> ▪ Teachers will jointly prepare questions based on curriculum 	(LT) <ul style="list-style-type: none"> ▪ Dec. 2008 – June 2009 	<ul style="list-style-type: none"> ▪ Common planning time ▪ School-wide literacy strategies 	<ul style="list-style-type: none"> ▪ Teachers ▪ Dept. Heads ▪ Administrators 	<ul style="list-style-type: none"> ▪ Informal and/or formal classroom assessments

Mathematics Grade 10 Sub Groups

One hundred percent of our special education students will show improvement in Mathematics as demonstrated by the administration of the MCAS. No less than 21% of students will show growth to the next performance level. The remaining 79% will show growth within their performance level.

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?
Facilitate teacher-student conferences to assess RIT scores on MAP tests & identify areas of need/deficiency	<ul style="list-style-type: none"> MAP review 	(ST) <ul style="list-style-type: none"> Dec. 2008 – Jan 2009 Jan. 15-March, 2009 	<ul style="list-style-type: none"> MAP data conference sheet report NovaNet program 	<ul style="list-style-type: none"> Student Teacher School technologist 	<ul style="list-style-type: none"> NovaNet post tests Classroom tests
Year long scheduling for tenth grade Mathematics Resource classes	<ul style="list-style-type: none"> 	(LT) <ul style="list-style-type: none"> August, 2009 	<ul style="list-style-type: none"> Scheduling 	<ul style="list-style-type: none"> Classroom teachers School principal 	<ul style="list-style-type: none"> MCAS improvement
Address numeracy skill areas with flexible grouping to remediate & also to accelerate student achievement	<ul style="list-style-type: none"> MAP review training Peer coaches 	(LT) <ul style="list-style-type: none"> December 2008 – June, 2009 	<ul style="list-style-type: none"> NovaNet MAP testing Assistments 	<ul style="list-style-type: none"> Student Teacher School technologist 	<ul style="list-style-type: none"> NovaNet data Classroom assessment Assistment report
Form a faculty study group to consider ways to increase achievement of inclusion students	<ul style="list-style-type: none"> Co-teaching models 	(LT) <ul style="list-style-type: none"> Feb, 2008 – Sept. 2009 	<ul style="list-style-type: none"> DAB Special Education staff Funds for meetings 	<ul style="list-style-type: none"> Principal Assistant Principals Spec. Ed. Dept. Head Spec. Ed. And Regular Ed. Inclusion teachers 	<ul style="list-style-type: none"> Grade distribution analysis for inclusion students
Teachers will model answering multi-step questions using anchor papers	<ul style="list-style-type: none"> During CPT & dept. meetings teachers will review strategies for problem solving 	(LT) <ul style="list-style-type: none"> Dec. 2008 – June 2009 	<ul style="list-style-type: none"> Standardized testing problem-solving prompts 	<ul style="list-style-type: none"> Administrators Dept. Heads All staff MCAS Specialist 	<ul style="list-style-type: none"> Lesson plans
Teachers will review key vocab. terms for problem solving	CPT to refresh differentiated instruction	(LT) <ul style="list-style-type: none"> Dec. 2008 – June 2009 	<ul style="list-style-type: none"> Release time/CPT 	<ul style="list-style-type: none"> Administrators Dept. Heads All staff MCAS Specialist 	<ul style="list-style-type: none"> Students ability to identify key vocab. terms in a word problem Classroom assessments Binder checks used to expand concepts Formal/informal math assessments
Teachers will lead students in scaffolding problem solving with peer assistance	<ul style="list-style-type: none"> Teachers will acquire skills to properly utilize scaffolding & using anchor papers 	(LT) <ul style="list-style-type: none"> Dec. 2008 – June 2009 	<ul style="list-style-type: none"> Supplementary & ancillary materials (text-books) Anchor papers 	<ul style="list-style-type: none"> Administrators Dept. Heads All staff MCAS Specialist 	<ul style="list-style-type: none"> Multi-step prompt assessments Student work will be measured utilizing anchor papers, peer and teacher evaluation

Grade 11/12

Goal I Mathematics - Data

	FALL 2006				WINTER 2007				SPRING 2007			
	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI
Grade 11/12 MAP Assessment												
<i>Number Sense and Operations</i>	224.2	123	46	33					229.7	101	38	31
<i>Patterns and Algebra</i>	226.8	113	46	43					232.7	87	47	36
<i>Geometry</i>	225.2	111	55	36					234.3	82	44	44
<i>Measurement</i>	221.0	140	42	2					231.0	98	32	40
<i>Data Analysis and Probability</i>	226.4	120	37	45					232.1	87	48	35

Grade 11/12 Math MCAS Data synopsis for this year's (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: Grade 10 students averaged 53.3% or 6.4 of 12 possible points on the spring 2008 MCAS test.

Patterns, Relations, and Algebra: Grade 10 students averaged 57.2 % or 10.3 of 18 possible points on the spring 2008 MCAS test.

Geometry: Grade 10 students averaged 47.8 % or 4.3 of 9 possible points on the spring 2008 MCAS test.

Measurement: Grade 10 students averaged 49 % or 4.9 of 10 possible points on the spring 2008 MCAS test.

Data Analysis, Statistics, & Probability: Grade 10 students averaged 57.2 % or 6.3 of 11 possible points on the spring 2008 MCAS test.

Item Analysis (Multiple Choice & Open Response): Grade 10 students averaged 56.2 % or 18 of 32 possible points available from multiple choice questions on the spring 2008 MCAS test. These same students averaged 48.7% or 11.7 of 24 possible points available from open response questions on the spring 2008 MCAS test.

MCAS Score Analysis (Grade 11/12 students)			
How many scored?		How many scored?	
260-280	42	N/A	
240-258	50	256-258	13
220-238	66	236-238	25
200-218	36	216-218	23

Mathematics Grade 11/12 External

Mathematics Goal 1: North High School will increase grade 11 and 12 student participation in PSAT, Accuplacer and SAT testing by 10% and assist all students to achieve their competency determination in Mathematics.

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?
Evaluate MAP/MCAS data to identify measurement and geometry strand weaknesses in student performance to assist students in attaining competency determination in mathematics. Use data to individualize computer assisted instruction and MCAS tutorial focus	<ul style="list-style-type: none"> Assistance from MCAS specialist and school technologist 	(ST) <ul style="list-style-type: none"> Dec , 2008 – March 2009 and at all appropriate intervals following receipt of MCAS tutorial results 	<ul style="list-style-type: none"> MCAS test results Accuplacer 	<ul style="list-style-type: none"> MCAS specialist School technologist Classroom teacher 	<ul style="list-style-type: none"> MCAS results for individual students retaking test after initial grade 10 administration
Introduce students to higher level mathematical concepts based on Accuplacer results	<ul style="list-style-type: none"> Provide training for math teachers on Accuplacer content 	(ST) <ul style="list-style-type: none"> Jan. – March 2009 	<ul style="list-style-type: none"> Hard copies of test Content outline of test 	<ul style="list-style-type: none"> School technologist Classroom teacher After school tutors 	<ul style="list-style-type: none"> Improved class test scores and accuplacer scores
Use PSAT data to identify both strengths and weaknesses in student performance in mathematics	<ul style="list-style-type: none"> Interpretation of PSAT data 	(LT) <ul style="list-style-type: none"> Dec. 2008 – Jan, 2009 	<ul style="list-style-type: none"> PSAT data 	<ul style="list-style-type: none"> Classroom teacher Guidance counselor Student 	<ul style="list-style-type: none"> Increase in the number of 11th grade students who take PSAT
Teachers encourage students to register and prepare for PSAT and SAT	<ul style="list-style-type: none"> PSAT training 	(LT) <ul style="list-style-type: none"> ongoing 	<ul style="list-style-type: none"> Guidance staff CPT Principal's monthly meeting Dept Meetings 	<ul style="list-style-type: none"> Classroom teacher Guidance counselor Student 	<ul style="list-style-type: none"> Increase in the number of 11th grade students who take PSAT and SAT

Mathematics Grade 11/12 Internal

North High School will improve grade 11 and 12 students' performance in mathematics with an instructional emphasis on geometry and measurement.

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?
Use of differentiated instruction strategies for heterogeneous classes	<ul style="list-style-type: none"> ▪ Differentiated instruction strategies to improve student performance in math 	(LT) <ul style="list-style-type: none"> ▪ Dec. 2008 – June, 2009 	<ul style="list-style-type: none"> ▪ Differentiated Instruction strategies from previous training ▪ WPS professional development as available 	<ul style="list-style-type: none"> ▪ Classroom teachers ▪ Inclusion / Special Education teachers 	<ul style="list-style-type: none"> ▪ Students demonstrate and articulate their mathematical reasoning.
Increase use of numeracy skills including graphical analysis across disciplines	<ul style="list-style-type: none"> ▪ Data analyzing ▪ Numeracy workshops 	(LT) <ul style="list-style-type: none"> ▪ Spring 2009 	<ul style="list-style-type: none"> ▪ Novanet ▪ Mastery Program ▪ Assistments 	<ul style="list-style-type: none"> ▪ School technologist ▪ Classroom teacher 	<ul style="list-style-type: none"> ▪ Assess formally & informally using a math rubric.
Analyze students' weaknesses on MCAS in open response sections to remediate deficiencies in all math strands and to improve students' ability to problem solve.	<ul style="list-style-type: none"> ▪ Numeracy workshops ▪ Every day math skills applied to real life situations 	(LT) <ul style="list-style-type: none"> ▪ Dec, 2008 – May, 2009 and at all appropriate intervals following receipt of MCAS retake results 	<ul style="list-style-type: none"> ▪ Previous MCAS tests 	<ul style="list-style-type: none"> ▪ Classroom teacher ▪ MCAS specialist 	<ul style="list-style-type: none"> ▪ Assess formally & informally using a math rubric. ▪ Successful MCAS re-takes.
All 11th and 12 grade students will be provided with SAT questions throughout the semester	<ul style="list-style-type: none"> ▪ Department meetings 	(LT) <ul style="list-style-type: none"> ▪ Spring 2009 	<ul style="list-style-type: none"> ▪ SAT Prep materials 	<ul style="list-style-type: none"> ▪ Classroom teacher ▪ Department head ▪ Guidance 	Improvement of PSAT and SAT scores

Mathematics Grade 11/12 Sub Groups

North High School will remediate grade 11 and 12 weaknesses in mathematics to increase achievement of competency determination in mathematics and improve performance on Accuplacer and SAT assessments.

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?
Use probing questions and student responses to decide what to emphasize and what to extend in order to accelerate students' mathematical skills	<ul style="list-style-type: none"> ▪ CPT ▪ Department meetings 	(LT) ▪ Spring 2009	<ul style="list-style-type: none"> ▪ Workshops on instruction strategies ▪ 	<ul style="list-style-type: none"> ▪ Classroom teacher ▪ Department head ▪ Mathematics liaison ▪ School technologist 	<ul style="list-style-type: none"> ▪ Higher SAT scores & accuplacer scores ▪ Increased graduation rates ▪ Classroom assessment
Creation of cooperative learning groups in heterogeneously grouped classes	<ul style="list-style-type: none"> ▪ Department meetings 	(LT) ▪ Spring 2009	<ul style="list-style-type: none"> ▪ Dept. head ▪ Teachers 	Classroom teacher	<ul style="list-style-type: none"> ▪ Successful MCAS re-takes ▪ Improved accuplacer scores ▪ Classroom assessment
Encourage students to take more rigorous courses including AP courses	<ul style="list-style-type: none"> ▪ AP training for interested teachers ▪ Vertical teaming 	(LT) ▪ Spring 2009	<ul style="list-style-type: none"> ▪ AP workshops ▪ AP textbooks ▪ Graphing Calculators ▪ Meeting time 	Classroom teacher	<ul style="list-style-type: none"> ▪ Increased number of students enrolled in AP courses

FAMILY INVOLVEMENT

The primary family involvement goal at North High School is to secure the partnership of parents in supporting the academic success of their children. While we encourage and appreciate parental attendance at performances and athletic events, our greatest need is for parents to work with us so that their children can reach their highest academic potential. Parents must require that students come to school prepared to learn and they must supervise homework and study at home.

The Northwest Evaluation Association's (NWEA) computerized Measures of Academic Progress (MAP) provides teachers, students and parents with an accurate assessment of individual student progress in mastering the basic skills. These assessments are administered at regular intervals during the school year. MAP assessments determine whether a student is making satisfactory progress in the basic skill areas of reading, language and mathematics. This information is of great importance because mastery of these subjects is a key component of success on the MCAS.

Because MCAS is so essential to the success of our students, it is crucial that parents require that their children take advantage of all the after school academic support that is available both prior to the original testing and after for students that have not yet passed. Therefore, we consider the best benchmark for success on this family involvement goal to be an increase in daily school attendance and an increase in participation in MCAS tutorial services. (Epstein Model 1, Parenting)

Our second family involvement goal is the communication to parents of our desire that they be actively involved in their child's education. This communication process includes ConnectEd phone messaging, the parent monthly newsletter, and the school's site council monthly meeting. (Epstein Model 2, Communicating)

School Involvement Goal 1: North High School will promote community collaboration to connect student performance to post graduate plans.

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?
Promote State Scholars Initiative	<ul style="list-style-type: none"> ▪ Inform staff of initiative 	(LT) Sept. 2008 – June, 2009	<ul style="list-style-type: none"> ▪ SSI faculty team ▪ Principal ▪ SSI staff 	<ul style="list-style-type: none"> ▪ Faculty 	<ul style="list-style-type: none"> ▪ Number of students who graduate as State Scholars
Invite previous successful graduates to meet with classes To promote college going and understanding of rigor	<ul style="list-style-type: none"> ▪ Staff to teach staff ▪ Informing faculty of programs for improved communication with students 	(LT) December, 2008 – June, 2009	<ul style="list-style-type: none"> ▪ Meeting time ▪ Staff ▪ Guidance staff 	<ul style="list-style-type: none"> ▪ Faculty 	<ul style="list-style-type: none"> ▪ Participation rate ▪ Exit slips
Continued involvement in Junior Achievement Academy	<ul style="list-style-type: none"> ▪ Principal’s monthly meetings 	(LT) Sept. 2008 – June, 2009	<ul style="list-style-type: none"> ▪ Funding for JA 	<ul style="list-style-type: none"> ▪ Administration ▪ Faculty ▪ Guidance 	<ul style="list-style-type: none"> ▪ Monitor success of JA
Continued collaboration with UMass Pipeline Collaborative	<ul style="list-style-type: none"> ▪ Staff to teach staff ▪ Informing faculty of programs for improved communication with students 	(LT) Sept. 2008 – June, 2009 And ongoing	<ul style="list-style-type: none"> ▪ Funding for UMass 	<ul style="list-style-type: none"> ▪ Administration ▪ Faculty ▪ Guidance 	<ul style="list-style-type: none"> ▪ Monitor success of HSA

School Involvement Goal 2: North High School will use a variety of methods to communicate academic information to parents.

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?
Use ConnectEd phone messaging to inform parents of ongoing academic programs and events	<ul style="list-style-type: none"> ▪ Insure appropriate personnel are trained on the technology 	Fall 2008 – Spring 2009	<ul style="list-style-type: none"> ▪ ConnectEd funding 	<ul style="list-style-type: none"> ▪ Principal 	<ul style="list-style-type: none"> ▪ Appropriate use of ConnectED
Devote a section of monthly NHS newsletter to inform parents of all testing dates and informational data	<ul style="list-style-type: none"> ▪ Continued well written communication with parents 	Spring 2009	<ul style="list-style-type: none"> ▪ Paper and postage available 	<ul style="list-style-type: none"> ▪ Principal ▪ Designee faculty 	<ul style="list-style-type: none"> ▪ Improved student and family participation in programs
Use new student orientation to inform family members of the high expectations for North High students and reinforce the importance of the home-school connection	<ul style="list-style-type: none"> ▪ Pre-planning meeting for orientation 	Spring 2009	<ul style="list-style-type: none"> ▪ GEAR UP funding ▪ Paid meeting time 	<ul style="list-style-type: none"> ▪ GEAR UP ▪ Guidance ▪ Administration ▪ Faculty 	<ul style="list-style-type: none"> ▪ Increased participation at orientation

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
Matthew Morse	Principal	
John Creamer	Assistant Principal	
Elizabeth Lupafya	Assistant Principal	
Nina Steinberg	Assistant Principal	
Sherri Blake	English Department Head	
Robin Owens	Mathematics Department Head	
Jane Raabis	Science Department Head	
Michael Belanger	Social Studies Department Head	
Carol Lalos	Special Education Department Head	
Michelle Huaman	World Languages Department Head	
Susan Pedone	English Teacher	
Suzanne Mallaghan	Guidance Department Head	
Christopher Pope	MCAS Specialist	