

Worcester Public School
High School Level
School Improvement Plan
2008 – 2010
South High Community

Version 7

1

October 2008

School: South High Community School

Mission Statement:

South High Community School is committed to preparing all students in its diverse population for rigor in a standards based curriculum and for success in all future endeavors. Students will demonstrate effective performance in accordance with city wide expectations and achieve or exceed the proficiency in state or national testing. Students will be acknowledged for academic achievement, participation in community service, commitment to athletic programs and creativity in artistic performances.

Vision Statement:

The vision of South High is for all of our students to acquire the skills, experiences and knowledge needed to advance to the next level of their education. All students will demonstrate proficiency with a data-driven standards based curriculum.

Focus Statement:

SCHOOL FOCUS: CREATING STRATEGIC WRITERS

A school-wide effort has begun to have all South High Community School students become strategic writers who show measurable growth in their ability to answer open-response questions effectively through the use of various writing strategies all teachers use in their content areas, as measured by open response scores on MCAS exams, internal assessments, student work and the use of citywide rubrics.

School Profile Information

Basic Information	
Name of School	South High Community School
Address	170 Apricot Street Worcester, MA. 01603
Telephone	(508) 799-3325
Fax	(508) 799-8242
School Web Page URL	www.wpsweb.com
Principal	Maureen Binienda
Phone, E-mail Address	(508) 799-3325 BiniendaM@worc.K12.ma.us
Alternative Contact at School	Jeff Creamer

Worcester Public Schools Evidence Checklist

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

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

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

Position	Personnel	Number of Students in classroom or being serviced
Principal	Maureen Binienda	1349
Assistant Principal	Jeffrey Creamer	320
Assistant Principal	Janelle Person	311
Assistant Principal	Diane Lynch	276
Assistant Principal	John McFadden	
Facilitator	Alfredo Leon	1349
Art Teacher	Ben Adwetewa-Badu	79
Art Teacher	Christine Lucey-Meagher	89
Bilingual Teacher	Carmen Davila	65
Bilingual Teacher	Daniel DeJesus	108
Bilingual Teacher	Viktor Gonzalez	89
Bilingual Teacher	Anna Mularska	85
English Teacher	Marlena Deptula	83

English Teacher	Brenda Diggs	98
English Teacher	James Donnelly	78
English Teacher	John Grady	88
English Teacher	Megan Weeks	98
English Teacher	Tammy Boyle	102
English Teacher	Leeann Ledoux	78
English Teacher	Pascalina Mattioli	90
English Teacher	Joe McKay	92
English Teacher	Kitren Farrell	87
English Teacher	Mary Sebring	86
English Teacher	Sara Sisa	97
ESL	Denise Wood	88
ESL	Andrea Safford	81
Jobs for Bay State Grads	Jennifer Valinski	82
Gen/Television Teacher	Patrick Williams	93

Gen/In-House Suspension Teacher	Nathaniel Perry	
Guidance Counselor	Klaudia Dang	57
Guidance Counselor	Delma Kusy	364
Guidance Counselor	Carmen Melendez	30
Guidance Counselor	Courtney Harper	38
School Liaison	Julia Nguyen	1349
Guidance Counselor	Denise Harris	363
Health Teacher	Margaret Zink	347
Home Economics Teacher	Nancy Caruso	50
Home Economics Teacher	Barbara Conroy	50
Industrial Tech Teacher	Greg Ricardi	74
Technology Teacher	David Bourdeau	111
Professional Development Liaison	Ellen Parkinson	9
Language Teacher	Marilyn Alejandro	94
AVID Coordinator	Magdalena Gantias	56

Language Teacher	Jason Guittar	94
Language Teacher	Elisa Lopez	94
Language Teacher	Denise LoConto	98
Language Teacher	Gustavo Mercado	71
Language Teacher	Ann Marie Morrissey	91
Language Teacher	Susan Singer	97
Librarian	Barbara Pryor	1349
Math Teacher	David Cavan	118
Math Teacher	John Clayton	20
Math Teacher	Michael Anger	88
Math Teacher	Carenza Jackson	87
Math Teacher	Kristofer Carlson	103
Math Teacher	Stephen Lacilla	70
Math Teacher	Kelly Moulin	91
Math Teacher	Andrew Mwangi	96

Math Teacher	Joseph Nystrom	88
Math Teacher	Peter Sherman	98
Math Teacher	Thomas Comer	57
MCAS Specialist	Heather Burden	
MCAS Tutor	Sharon Byrne	
MCAS Tutor	Margaret Brophy	
Music Teacher	Patricia Falcone	83
Music Teacher	Johnetta Smith	77
Office Staff	Kimberly Alario	
Office Staff	Laura Dell'Olio	
Office Staff	Deborah Desto-Kozlowski	
Office Staff	Susan Golebiowski	
Office Staff	Patty DeMauro	
Office Staff	Ingerlise Kilcoyne	
Office Staff	Kristen McGann	

Office Staff	Terry Monfreda	
Phys. Ed. Teacher	Michael Pageau	204
Phys. Ed. Teacher	Frederick Hetu	224
Phys. Ed. Teacher	Jean McNerney	215
ROTC Teacher	Mark Collins	80
ROTC Teacher	Ronald Tyson	89
School Adjustment Counselor	Sara Noble-Young	1349
School Adjustment Counselor	Deborah Bunker	1349
School Psychologist	Dr. Kim Burke	1349
Science Teacher	Richard Barrette	90
Science Teacher	Carlo DiBonaventura	102
Science Teacher	Jason DiNicola	97
Science Teacher	Michael Lynch	101
Science Teacher	Andrew Giese	116
Science Teacher	Fjodor Islamaj	84

Science Teacher	Nelson Mahinda	109
Science Teacher	Robert Mills	107
Science Teacher	Susan Snay	74
Science Teacher	Tara Vaidya	55
Science Teacher	Susan Zendzian	68
Science Teacher	Elizabeth Trippi	93
Social Studies Teacher	Edward Binienda	93
Social Studies Teacher	Loriann Carroll	97
Social Studies Teacher	Henry Dilts	104
Social Studies Teacher	Magdalena Gantias	56
Social Studies Teacher	Joseph Garcia	84
Social Studies Teacher	Hampton Clarkson	101
Social Studies Teacher	James Miller	74
Social Studies Teacher	Jamie Penny	98
Social Studies Teacher	Barry Stell	91

Social Studies Teacher	Jesse Weeks	114
Social Studies Teacher	Ernest Littizzio, Jr.	113
Social Studies Teacher	Elizabeth Murphy	87
Sp. Ed. Teacher	Maureen Barrett	57
Sp. Ed. Teacher	Joseph Caforio	68
Sp. Ed. Teacher	Stephanie Bennett	23
Sp. Ed. Teacher	Dawn Dwyer	26
Sp. Ed. Teacher	Janet Engdahl	54
Sp. Ed. Teacher	Valerie Fleetwood	61
Sp. Ed. Teacher	Sonya Hazzard	23
Sp. Ed. Teacher	Kimberly King	60
Sp. Ed. Teacher	Kristin Horan	38
Sp. Ed. Teacher	Patricia O'Malley	56
Sp. Ed. Teacher	Mary Reynolds	67
Sp. Ed. Teacher	Rosemary Ritchie	40

Sp. Ed. Teacher	Digna Rodriguez	38
Sp. Ed. Teacher	Karen Ross	32
Sp. Ed. Teacher	Gerald Snay	71
Sp. Ed. Teacher	Deborah Tyborowski	58
Sp. Ed. Teacher	John Underwood	66
Sp. Ed. Dept. Head	Dennis Vanasse	296

Enrollment, Enrollment History (October 1st)

2009	2008
1382	1402
	1369

Demographics

Race	% of School
White/Caucasian	29.7 %
African American	17.0 %
Hispanic	40.4 %
Asian, Pacific Islander	12.7 %
Native American	0.2 %
Limited English Proficiency	17.9 %
Eligible for Free/Reduced Lunch	73.1 %
(Other as appropriate)	

Student Information

Total number of registered students	1349
Number of regular education students	1096
Number of special education students	296
Number of ESL or LEP students	249
Number of eligible for free and reduced lunch	1018

Baseline Cumulative Attendance

Year	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2007-2008	1236	1234	1222	1161	1210	1207	1219	1209	1191	1252
2008-2009	1219	1191								

Mobility

	Inter	Intra	Total
Entry Mobility Factor	3.02 %	7.76 %	10.78 %
Exit Mobility Factor	4.67 %	5.24 %	9.91 %
Combined Mobility Factor	7.69 %	13.00 %	20.69 %

2008 Adequate Yearly Progress (AYP) Report Summary

District: Worcester Public School

School:

Did school make AYP for 2008: ELA No_____ Math No_____ Attendance N/A_____ Grad Rate Yes_____

Adequate Yearly Progress Designation:

Did the school meet the standard for AYP?

Overall AYP	English Language Arts		Math		Attendance	
	Made AYP	CPI	Made AYP	CPI	Made AYP	CPI
Aggregate	No	80.0	No	68.6	Yes	68.1
Students with Disabilities	No	62.5	No	50.4	No	51.9
Limited English Proficient	No	52.5	No	42.5	No	64.6
Low Income	No	77.2	No	65.3	No	68.5
African American/Black	No	78.5	No	66.3	Yes	76.6
Asian or Pacific Islander		91.1		83.9		
Hispanic	No	71.1	No	55.9	No	62.4
Native American						
White	Yes	86.9	Yes	79.7	Yes	67.1

Introduction/Executive Summary

The opportunity to join the Instructional Leadership Team was presented to the entire faculty at the first faculty meeting in August 2008. Members of the Leadership Team have the following criteria: focusing on student achievement, concentrating on teaching and learning, being knowledgeable about how students learn, maintaining a positive attitude, committing to remain on the leadership team for the entire school year, meeting a minimum of twice a month after school, and working in collaboration with other staff to achieve school improvement. Initially, twenty one staff members joined the Instructional Leadership Team. At this time, seventeen staff members remain on the Instructional Leadership Team. Teachers represent all departments in the school, including Special Education and ELL. All South High staff have been presented with school data at faculty meetings, department meetings and data has also been included in the weekly Principal Newsletters. Additionally, South faculty continues to analyze data for the NEASC Accreditation.

A subgroup of the larger group consisting of a grade 10 English teacher, a Grade 9 Biology teacher, an Advanced Placement Math teacher, an Assistant Principal, the Principal, an English Language Learner teacher and a Special Education teacher serve as the Focus Leadership Subgroup. The Focus Leadership Subgroup attends city- wide focus meetings and reports back to the Instructional Leadership Team. The Focus Subgroup receives training in focusing on results and shares this training with the larger leadership team. Additionally, the Focus group meets on Thursdays once a month to assess progress on the school focus. The Focus Subgroup “directs the leadership team toward the common goal.” The Instructional Leadership Team shares and solicits information about the school focus with department members during monthly department meetings. The principal also meets with department heads once a month to share focus information and to assess progress.

When the Instructional Leadership Team reviewed MCAS data, it was evident South students were having difficulty with writing. While students have improved to 2.6 to 2.8 out of 4 on open response questions, South students continue to struggle scoring only 13 out of 20 points in the long composition. A review of the October 2008 PSAT results also highlights a weakness in writing with grade 10 scoring 34.4 in writing and grade 11 scoring 38.5. There had been previous discussions that students were also having difficulty following oral and written directions and over 50% of our students scored below grade level on the reading portion of the MAP test. The Leadership Team decided to combine following directions with strategic writing. The School Leadership Team developed a school focus statement, goals and strategies. Eight strategies were developed which included: following directions, organizing ideas, writing for different audiences and purposes, citing textual evidence, writing for engagement, making connections, building vocabulary, and practicing note-taking skills. The eight strategies were discussed with the faculty and narrowed down to four strategies for this years’ school improvement plan. The four effective strategies are: building vocabulary skills in all content areas, writing for different audiences and purposes, citing textual evidence, and using citywide rubrics in all content areas. (See Attached)

With our focus on students becoming *strategic writers*, South High has partnered with Clark University’s Jacob Hiatt Center, Tom DelPrete, Dr. James McDermott and Heather Roberts, to provide staff development for all staff using the National Writing Project.

South High faculty attended a full day staff development on writing on October 10, 2008, and will continue this training during several after school writing workshops. Every Friday is “Focus Friday” at South High. The focus is read during the morning announcements to focus both students and staff on strategic writing. Writing rubrics have been distributed to all teachers in the Principal’s Weekly Newsletter and are displayed in each classroom. Additionally, every Friday for ten weeks beginning on January 16, 2009, groups of 4-5 teachers will attend a one day session at Clark University where they will analyze their students’ writing. The goal is to improve student writing in all subject areas, with special attention to teachers of subgroup students having the most difficulty. Additionally, due to the low scores on the MCAS Biology open responses, all science tests now include short response questions. South High faculty and students will attend conferences and workshops on writing, and continue to seek available grant resources.

English Language Arts Analysis

Over the past three years, the ELA department has been closely tracking its MCAS and MAP scores. During this time, it has developed common instructional strategies to tackle the challenges of open response, long composition, vocabulary development, and below grade level reading and writing abilities. Due to these efforts there has been a steady increase in students' overall scores as well as their open response scores. With the MAP testing, the department has noticed a trend of student growth from fall to spring in both 9th and 10th grades. However, in all three academies (as well as ELL and SPED categories) students have showed little to no growth (and in some cases a steady decline) in our long composition scores. Also, at least 50% of our students are testing at below grade level reading. Based on the results, South students are averaging 13 out of a possible 20 points on the long composition, and 50% of the students are scoring RIT reading scores at grade level or above. Based on the given data, the ELA department has focused its year goals on improving reading scores, improving long composition scores, and continuing to improve open response scores.

Goals Summary By grade 2008-2009 Year

9th grade goals:

- 1) **To increase students open response average from their 8th grade average score of 2.1 points out of 4 points on the MCAS to an average of 3 points out of 4 points on a city-wide common assessment open response mid-term using a school-wide scoring rubric or similar 0-4 point rubric.**
- 2) **To increase % of students meeting their reading target growth as indicated by their NWEA RIT scores in reading by 5% from 50% to 55%.**
- 3) **Increase the average Reading RIT score of ELL and SPED students by 6 RIT points**

10th grade goals:

- 1) **To increase Raw score average by 3 points from an average of 46 points (238 scaled) to 49 points (242 scaled). This increase will bring our Proficient and above standings from 53% to 60%. It will also increase our Advanced standing from 16.5% to 22%.**
- 2) **To increase students open response average from their 8th grade average score of 2.2 points out of 4 points on the MCAS to an average of 3 points out of 4 points on a school-wide common assessment open response rubric or similar 0-4 point rubric.**
- 3) **To increase the % of ELL students scoring Proficient and above from 18% to 25%; to increase the % of SPED students scoring Proficient and above from 10% to 18%.**

11th & 12th grade goals

- 1) **Increase the average writing scores of the PSAT and SAT tests by 16 points and 12 points, respectively.**
- 2) **Increase the % of students getting accepted into a 4 year college.**
- 3) **To have 70% of our students obtain proficiency standing with their EPP test.**

2008-2009 – School Improvement Action Plan
 Improve reading instruction and accelerate students 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	Provide an additional period of classes for students identified a the lowest quartile of their class	ELA Curriculum Liaison ELA Department Head Literacy Coach Building Administrators English Teachers Reading Teachers	Reading Grant AL Team Chair AL Team Keystone book series	August-June
ELA/Program Objectives	Actions Steps	Leader	Resources	Timeline/Date Completed
Use data to improve reading instruction	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	Instructional Data Coach ELA Teachers Special Ed Teachers	MCAS DOE Website MCAS Reports Test Wiz NWEA Website MAP tests	August-June
Continue to develop and utilize staff to coordinate resources and activities in the building for the literacy school wide models	Discuss curriculum issues Discuss scheduling issues Analyze data Oversee and implement intervention plans for students	Administrators Special Education Teachers ESL	AVID	August-June
Provide resources that directly relate to grade level goals	Purchase supplemental instructional materials that support grade level goals	South High Faculty Building Administrators	Holt, Rinehart and Winston New texts and resource packages	August-June
Provide research based sustained staff development in reading instruction	Continue implementation of Secondary Reading Grant Action Plan Attend vocabulary development workshops	Principal Reading Team Librarian	Library grant Secondary Reading Grant	August-June
Continue sustained staff development model	Continue with the staff development plan that focuses on writing across the curriculum One hour department meeting per month Monitoring MAP Progress Monitoring	Department chairs MAP testing coordinator Classroom teachers	MAP tests NWEA website Secondary Reading Grant	August-June
Provide staff development in the area of differentiating instruction	Training staff in the area of differentiating instruction	Professional Development Coordinator	DI Training AVID	August-June
Encourage students to attend out-of-school time programs	Identify students Communicate with parents the benefits of after school and summer school the programs	Guidance	Clubs and Athletics	August-June

Grade 9 ELA/Reading: 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>Lang: Vocab/Concept Devel</i>	213	123 (51%)	74 (30.7%)	44 (18.3%)								
<i>Understand Text Imag/Lit</i>	213	123 (51%)	62 (25.7%)	56 (23.2%)								
<i>Understand Text Info/Expos</i>	212	132 (54.8%)	51 (21.2%)	58 (24.1%)								
<i>Genre /Fict / Nonfiction</i>	213	124 (51.5%)	59 (24.5%)	58 (24.1%)								
<i>Style & Language</i>	214.1	125 (51.9%)	48 (19.9%)	68 (28.2%)								

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

Reading/ELA Subject Area Sub-scores

Language: A number of 9th graders struggled with answering the language based questions

Reading and Literature: A number of 9th grade students struggled with mainly the poetry and nonfiction selections.

Item Analysis (Multiple Choice & Open Response): Students averaged 2.1 out of 4 on their open ended responses.

8 th grade ELA MCAS Score Analysis (2007-2008)			
How many scored?		How many scored?	
260-280	36	N/A	
240-258	170	256-258	12
220-238	126	236-238	29
200-218	63	216-218	36

School Goal 1 EXTERNAL

One hundred percent of our students will show improvement in Language Arts as demonstrated by the administration of the MCAS .No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. Our goal is to have 60% at proficient and above in Language Arts in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Implement a school wide focus on writing across the curriculum	MA Writer's Project Leadership team focus meetings	August-June	MA Writer's Project Ed Department @Clark University	Principal All teachers Leadership team	MCAS results ELA portfolios
Extend the MA Writer's Project by sending 4-6 staff members to Clark University every Friday with student writing samples to work with Clark staff on improving student writing.	Clark University workshop MA Writer's Project	January for 10 weeks	MA Writer's Project Ed Department @Clark University	Principal All department heads Academic Deans All teachers	MCAS results Student grades College acceptances ELA portfolio
ELA department will use ELA department meetings to review student essays and discuss student performance as it compares to the city-wide writing rubric.	In house meetings	August-June	MCAS Essays Writing rubric Student work	ELA dept. Principal Academy Deans	MCAS results Student grades ELA portfolio
Teachers will focus on 4 reading strategies in their daily lessons: making connections, annotating a text, drawing inferences, key ideas	Completed for most of staff	August- June	Adaptive reading guides that come with the new 9 th and 10 th grade textbooks. Posters of strategies Lesson plans ELA	ELA department 9 th and 10 th academy teachers Academy Deans Principal	MAP testing MCAS results Student grades ELA portfolios

School Goal 2 INTERNAL

One hundred percent of our students will show improvement in Language Arts as demonstrated by the administration of MAP Assessment No less than 65% of students will meet or exceed their growth scores. The remaining 35% will show growth in their over all RIT score from fall to spring

Our goal is to have no less than 40% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will focus on strategies to answer open response questions, as well incorporate them in several of their assessments.	In house meetings and trainings if necessary Common planning time AVID strategies	August- June	Write Path 1&2	ELA Dept. Chair ELA teachers	Shared student work during department meetings
The ELA Department will use time in their ELA department meetings to review students' open responses and discuss student performance as it measures to the school-wide rubric.	In house meetings	August- June	MCAS DOE website City-wide rubrics Student work samples	ELA Department Principal Academy Deans	MCAS results Student grades ELA portfolios
Using the city-wide writing rubric as a guide, ELA teachers will gear lessons and assessments towards students developing their own voice, understanding their audience, clarifying their purpose in writing, and moving beyond the S paragraph essay.	Team meetings Department meetings	August- June	MCAS Essays Writing rubric Student work	ELA Dept.	MCAS results Student grades ELA portfolios

School Goal 3 Sub Groups

One hundred percent of our ELL/special education students will show improvement in Language Arts as demonstrated by the administration of the MCAS. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current achievement in Language Arts for ELL/special needs subgroup is 25.7% proficient or above, this subgroup will make AYP of at least 30% in 2009.

Using the city-wide writing rubric as a guide, ELL teachers and SPED teachers will gear lessons and assessments toward students developing their own voice, understanding their audience, and clarifying their purpose in writing	Clark University Humanities Team MA. Writer's Project	August- June	Clark University Jacob Hiatt Center	SPED Department chair ELL Department chair SPED and ELL departments Inclusion teachers	MCAS results Student grades Portfolios
The ELA department will compile a number of writing examples to use as anchor papers to model effective writing	N/A	Feb.-March	MCAS DOE sample essays	SPED Dept. Chair ELA Dept. Chair ELL Dept. Chair	MCAS results Student grades Portfolios
The ELA department will create a transitional English class focusing on the MCAS test for ELL students who meet the established criteria	Differential Instructional Training and Writing 4 Reading Strategies Standards Based Learning	Begin creation and scheduling in January of 2009	<u>The Great Books Foundation</u>	ELA Department Principal Guidance Department Academy Deans ELL Teachers	MCAS results MAP testing Student grades
Students will take part in a weekly SSR program where they will have an allotted amount of time during the school week to read material of interest and ability on their own.	Reading and Vocabulary based professional development opportunities	Have a plan in place for SSR by the beginning of the new year to schedule the allotted time	New library books and resources made available throughout the year Reading Rubric (city-wide)	SPED Department Head ELL Department Head SPED Teachers ELL Teachers Librarian	MAP Scores Student grades Reading log ELA portfolios Reading Inventory

Grade 9

ELA/Reading Internal School Goal 1 (external): To increase students open response average from their 8th grade average score of 2.1 points out of 4 points on the MCAS to an average of 3 points out of 4 points on a city-wide common assessment open response mid-term using a school-wide scoring rubric or similar 0-4 point rubric.

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?
9 th grade teachers will focus on strategies to answer open response questions, as well incorporate them in several of their assessments.	In house meetings and trainings if necessary Common planning time AVID strategies	August- June	Write Path 1&2	ELA Dept. Chair 9 th grade ELA teachers	Shared student work during department meetings
All 9 th graders will take a city-wide ELA mid-term with an open response on the test	Staff department meetings to analyze students' results and to develop strategies of moving forward towards our goal for struggling students	1 st week in January for initial test. On going with strategies to help students not meeting the stated goal	Holt Rinehart and Winston ELA Liaison ELA Department Chair	ELA Department Chair 9 th grade ELA teachers ELA Department Principal Academy Deans	Results of the test
The ELA Department will use time in their ELA department meetings to review students' open responses and discuss student performance as it measures to the school-wide rubric.	In house meetings	August- June	MCAS DOE website City-wide rubrics Student work samples	ELA Department Principal Academy Deans	MCAS results Student grades ELA portfolios

Grade 9

ELA/Reading School Goal 2 (internal): To increase % of students meeting their reading target growth as indicated by their NWEA RIT scores in reading by 5% from 50% of students to 55% of students.

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 focus on 4 reading strategies in their daily lessons: making connections, annotating a text, drawing inferences, key ideas	Completed for most of staff	August- June	Adaptive reading guides that come with the new 9 th and 10 th grade textbooks. Posters of strategies Lesson plans ELA	ELA department 9 th and 10 th academy teachers Academy Deans Principal	MAP testing MCAS results Student grades ELA portfolios
Teachers will incorporate vocabulary learning strategies in their daily lessons	Reading and Vocabulary based professional development opportunities	August- June	Reading Grant	All teachers	MAP testing MCAS results Student grades ELA portfolios
Students will take part in a weekly SSR program where they will have an allotted amount of time during the school week to read material of interest and ability on their own.	Reading and Vocabulary based professional development opportunities	Have a plan in place for SSR by the beginning of the new year to schedule the allotted time	New library books and resources made available throughout the year	Librarian Principal Academy Deans All teachers	MAP testing ELA portfolios

Grade 9

ELA/Reading School Goal 3 (subgroup): Increase the average Reading RIT score of ELL and SPED students by 6 RIT points

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will use the four effective strategies in their daily lessons	Completed for most of staff	August- June	Adaptive reading guides that come with the new 9 th and 10 th grade textbooks Posters of 8 reading strategies Keystone book series Citywide rubrics	SPED Department Head ELL Department Head SPED Teachers ELL Teachers	Map Scores Student grades
Teachers will incorporate vocabulary learning strategies in their daily lessons	Reading and Vocabulary based professional development opportunities	August- June	Reading Grant AVID strategies	SPED Department Head ELL Department Head SPED Teachers ELL Teachers	MAP Scores Student grades ELA portfolios
Students will take part in a weekly SSR program where they will have an allotted amount of time during the school week to read material of interest and ability on their own.	Reading and Vocabulary based professional development opportunities	Have a plan in place for SSR by the beginning of the new year to schedule the allotted time	New library books and resources made available throughout the year Reading Rubric (city-wide)	SPED Department Head ELL Department Head SPED Teachers ELL Teachers Librarian	MAP Scores Student grades Reading log ELA portfolios Reading Inventory

Grade 10

ELA/Reading: Data

Grade 10 MAP Assessment	FALL 2008				WINTER 2009				SPRING 2009			
	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI
<i>Lang: Vocab/Concept Devel</i>	218	129 (50.8%)	60 (23.6%)	65 (25.6%)								
<i>Understand Text Imag / Lit</i>	217	135 (53.2%)	60 (23.6%)	59 (23.2%)								
<i>Understand Text Info/ Expos</i>	216	130 (51.2%)	63 (24.8%)	61 (24%)								
<i>Genre/ Fiction/ Nonfiction</i>	218	129 (50.8%)	61 (24.0%)	64 (25.2%)								
<i>Style & Language</i>	220	114 (44.9%)	67 (26.4%)	73 (28.7%)								

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

Reading/ELA Subject Area Sub-scores

Language: South High students struggled with most of the language based questions on the test. 3 out of the 6 language questions only 52% or less of the students got the question correct.

Reading and Literature: South High students appear to struggle most with the poetry and nonfiction readings.

Item Analysis (Multiple Choice & Open Response): South High students are averaging 2.6 to 2.8 out of 4 on their responses.

ELA MCAS Score Analysis (2007-2008)			
How many scored?		How many scored?	
260-280	44	N/A	
240-258	92	256-258	13
220-238	94	236-238	16
200-218	28	216-218	18

Grade 10

ELA/Reading External School Goal 1 (external): To increase Raw score on the ELA MCAS test by an average of 3 points. Thus bringing scores from an average of 46 points (238 scaled) to 49 points (242 scaled). This increase will bring our Proficient and above standings from 53% to 60%. It will also increase our Advanced standing from 16.5% to 22%.

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?
The ELA dept. will use its ELA department meetings to review students' essays and discuss student performance as it compares to the city-wide writing rubric.	In house meetings	August- June	MCAS Essays Writing rubric Student work	ELA dept. Principal Academy Deans	MCAS results Student grades ELA portfolios
Using the city-wide writing rubric as a guide, ELA teachers will gear lessons and assessments towards students developing their own voice, understanding their audience, clarifying their purpose in writing, and moving beyond the 5 paragraph essay.	Team meetings Department meetings	August- June	MCAS Essays Writing rubric Student work	ELA Dept.	MCAS results Student grades ELA portfolios
ELA teachers will focus student writing on using sentence variety, as well as using different sentence beginnings.	In house workshops Meetings	August- June	<u>Laying the Foundation</u>	ELA department	MCAS results Student grades ELA portfolios
Implement a school wide focus on writing across the curriculum	MA Writers Project Leadership team focus meetings	August- June	MA Writer's Project- Ed department @ Clark University	Principal All teachers Leadership team	MCAS results ELA portfolios
Extend the MA Writers' Project by sending 4 to 6 staff members to Clark University every Friday with student writing samples to work with Clark staff on improving student writing.	Clark University workshop MA Writers' Project	January for 10 weeks	MA Writer's Project- Ed Department @ Clark University	Principal All department heads Academic Deans All teachers	MCAS results Student grades College acceptances ELA portfolios

Grade 10

ELA/Reading Internal School Goal 2 (internal): To increase student's open response average from their 8th grade average score of 2.2 points out of 4 points on the MCAS to an average of 3 points out of 4 points on a school-wide common assessment open response rubric or similar 0-4 point rubric.

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?
10 th grade teachers will focus on strategies to answer open response questions, as well incorporate them in several of their assessments	In house meetings and trainings if necessary Department meetings	August- June	Past MCAS writing samples Peer modeling of best practices	ELA Dept. Chair 9 th grade ELA teachers 10 th grade ELA teachers	Shared student work during department meetings ELA portfolios Clark Writing Workshops
To use ELA department meetings to review students' open responses and discuss student performance as well as it measures to the school-wide rubric	In house meetings	August- June	School wide MCAS open response rubric	ELA Dept. Principal Academy Deans	MCAS results Student grades ELA portfolios

Grade 10

ELA/Reading School Goal 3(subgroup): To increase the % of ELL students scoring Proficient and above from 18% to 25%; to increase the % of SPED students scoring Proficient and above from 10% to 18%.

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 the city-wide writing rubric as a guide, ELL teachers and SPED teachers will gear lessons and assessments toward students developing their own voice, understanding their audience, and clarifying their purpose in writing SPED and ELL teachers will use the school wide rubric for open response and utilize it in their teaching	Clark University Humanities Team MA. Writer's Project	August- June	Clark University Jacob Hiatt Center	SPED Department chair ELL Department chair SPED and ELL departments Inclusion teachers	MCAS results Student grades Portfolios
SPED and ELL teachers will use the school wide rubric for open response and utilize it in their teaching and assessments	In house trainings	August- June	City-wide rubrics	SPED Department chair ELL Department chair SPED and ELL departments Inclusion teachers	MCAS results Student grades Portfolios
The ELA department will compile a number of writing examples to use as anchor papers to model effective writing	N/A	Feb.-March	MCAS DOE sample essays	SPED Dept. Chair ELA Dept. Chair ELL Dept. Chair	MCAS results Student grades Portfolios
The ELA department will create a transitional English class focusing on the MCAS test for ELL students who meet the established criteria	Differential Instructional Training and Writing 4 Reading Strategies Standards Based Learning	Begin creation and scheduling in January of 2009	<u>The Great Books Foundation</u>	ELA Department Principal Guidance Department Academy Deans ELL Teachers	MCAS results MAP testing Student grades

Grade 11 & 12

ELA/Reading External School Goal 1(external): Increase the average writing scores of the PSAT/ SAT tests by 16 points and 12 points to go from 34.4 to 50 points on the PSAT and 38.5 to 50 points on the SAT

<i>Action Steps</i> What Actions will occur? What steps will staff take?	<i>Professional Development</i> How will staff acquire the necessary skills and attitudes to implement the activity?	<i>Timeline/Date Completed</i> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<i>Resources</i> What are the existing and new resources that will be used to accomplish the activity?	<i>Person Responsible</i> Who will provide the leadership? Who will do the work?	<i>Monitoring Effectiveness</i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Extend the MA Writers' Project by sending 4 to 6 staff members to Clark University every Friday with student writing samples to work with Clark staff on improving student writing.	Clark University workshop MA Writers' Project	January for 10 weeks	MA Writer's Project Ed Department @ Clark University	Principal All department heads Academic deans	MCAS results Student grades College acceptances
Guidance will conduct PSAT Seminars for all grade 10 & 11 students.	PSAT Training AP Potential Program	January –February 2009	PSAT reports AP Potential Program	Guidance	PSAT enrollment PSAT scores

Grade 11 & 12

ELA/Reading Internal School Goal 2 (internal): Increase the % of students getting accepted into a 4 year college by 10%.

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?
The guidance department will run college informational workshops with seniors in the fall and juniors in the spring during selected English classes.	N/A	Fall and Spring	Guidance College admission counselors AVID	Guidance Department Chair Guidance ELA Department	# of students who apply to a 4 year school College acceptances
Extend the MA Writers' Project by sending 4 to 6 staff members to Clark University every Friday with student writing samples to work with Clark staff on improving student writing	Clark University workshop MA Writer's Project	January for 10 weeks	MA Writer's Project- Ed department @ Clark University	Principal All department heads Academic deans	MCAS results Student grades College acceptances ELA portfolios
Senior English teachers will require all senior students to write a college application essay to be graded and used for the students' application	Department meetings Voluntary meetings with college admission counselors	September, October	Clark University Worcester State	Senior ELA teachers ELA department	Student grades Student work College acceptances
Encourage students in grades 11 & 12 to enroll in AP classes.	College Board AP Potential Program	February- March 2009	College Board AP Potential Program	Guidance Counselor Grade 10 & 11 teachers	No. of students enrolled in AP classes AP Scores

Grade 11 & 12

ELA/Reading Sub Group School Goal 3 (subgroup): To have 70% of our students reach Proficiency standing in their MCAS results.

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?
The MCAS support team will offer MCAS/EPP tutoring during and after school, as well as on Saturdays for all eligible students.	State wide EPP training Local meetings w/curriculum liaison.	August-June	MCAS texts DOE Website MCAS standards	MCAS Coordinator Principal MCAS Academic Support Team Guidance	EPP test results # of students fulfilling their EPP plans
Send a number of teachers to the Feb. 5 th EPP scoring training session to learn how the tests will be scored and then report back to the ELA, ELL, and SPED departments to develop strategies to best prepare our students to attain Proficiency Standing.	EPP Training	Feb. 5 th	EPP Workshop	Principal, MCAS Coordinator ELA teachers	EPP test results # of students fulfilling their EPP plans

Mathematics Analysis

South High Community School has been showing an overall trend of short gains on both MCAS and MAP tests in ELA and Mathematics. Further analysis has shown that the open response section questions on the Math MCAS have not been increasing at the same rate as the ELA open response questions. The percentage of South High students scoring proficient or above has increased from 22% in 2004 to 41% in 2008. This is a 5% yearly increase, which translates to an additional 20 students scoring proficient and above. MCAS math open response has increased from 1.3 out of 4 in 2004 (32.5%) to 1.7 out of 4 in 2008 (42.5%) Our goal is to increase math open response to 2 out of 4 (50%) in 2009 and to continue this trend.

The school wide focus plan “to create strategic writers” will increase writing in math classes and improve performance on multiple choice on both Math MCAS and MAP scores and on short answer responses on the Math MCAS. With the new math textbooks, the math department is aligning curriculum both horizontally and vertically, and will be administering common assessments and finals. Algebra, Geometry, and Algebra II will also be administering common open response questions using school-wide rubrics as assessments tools. Teachers will share student work, create anchor papers, and give students multiple chances at proficiency on each question. Teachers will display evidence of these responses in their classrooms.

Brief Goal Summary by grade:

9th Grade

1. Increase proficiency in open-response from the class's 1.6 out of 4 in 8th grade to over 2 out of 4 by 10th grade using school wide open response problems.
2. To increase % of freshmen meeting target growth on MAP test from 60% to 65%
3. Increase % of ELL students scoring proficient and above from 10% to 20% and increase Students with Disabilities scoring proficient and above from 2% to 20% by 10th grade.

10th Grade

1. Increase % scoring Proficient on MCAS and above from 41% to 45%.
2. Increase average open response scores from 1.7 out of 4 to 2 out of 4 for 2008-09 on school wide open response problems .
3. Increase % of ELL students scoring proficient and above from 15 to 20% and Students with Disabilities scoring proficient and above 5% to 20%.

11th/12th Grade

1. Increase the scores of the PSAT/ SAT tests by 5%
2. Increase the % of students receiving acceptances into 4 year colleges by 5%.
3. Achieve a 75% passing rate on the EPP test.

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
Algebra Recovery Program	<ul style="list-style-type: none"> Identify failing students and encourage them to attend Saturday class to improve their grade. Identify power standards to focus Saturday instruction and activities Create proficiency assessments that students can prove mastery of skills for grade improvement 	Math Department Head Math Teachers (9 th grade) Guidance Counselor Assistant Principals	Time Funding Textbooks	January-Spring 2009
MCAS/EPP tutoring				
After School Tutoring	<ul style="list-style-type: none"> Identify strengths and weaknesses from previous MCAS scores. Review old exams. Strengthen test-taking skills 	Math Department Head 9 th Grade Teachers	Grants Math Teachers	March -May 2009
Doubling Math courses for advanced sophomores	<ul style="list-style-type: none"> Enhance current after school tutoring to provide 3 days of mathematics for “at risk” 9th graders. Use MAP scores and course finals to identify eligible students 	10 th grade Teachers Math Department Head Guidance	Test scores, teacher recommendations	August 2008- June 2009 (Review current grade 9 scores for next year schedule)
Mathematics Program Objectives	Actions Steps	Leader	Resources	Timeline/Date Completed
Decrease the number of math repeaters.	<ul style="list-style-type: none"> Enroll those at risk in additional math opportunities 	Department Head, Guidance, Math Teachers 9 th Grade	Funding	Spring 2008
Increase math competency.	<ul style="list-style-type: none"> Students will pass math power assessments each Saturday. Align math standards and use common assessments. Display student work. 	<ul style="list-style-type: none"> Math Teachers, Math Department Head 	Funding, textbooks, math assessments MAPS and MCAS scores, classroom work	January-June 2009
Improve Math MCAS scores.	<ul style="list-style-type: none"> Implement all above programs and increase focus on writing in math. 	Math Department, Collaboration with LA Department Head	MCAS, MAPS Scores	September 2008-June 2009
Provide individual support for students performing with difficulty	<ul style="list-style-type: none"> Tutors will work 3 times weekly using small group 	Tutors, Math Department	Textbooks, Classroom assessments	September 2008-June 2009

	instruction			
Provide focus for students on key math concepts.	<ul style="list-style-type: none"> Saturday classes will focus on few ideas, but with more depth. 	Math Department	Textbooks, Math Power Standards	January-April 2009
Increase % students scoring advanced on MCAS.	<ul style="list-style-type: none"> Double schedule all students that show math skills to offer advanced math instruction. 	Guidance, Math Department	Advanced Math Classes, MCAS tests	September 2008-June 2009
Diagnose student math deficiencies and strengths.	<ul style="list-style-type: none"> Analyze math testing results to identify students areas of need and provide focused instruction in these areas. 	Tutors, Math Department	Math assessments, textbooks	September 2008-June 2009

School Goal 1 EXTERNAL

One hundred percent of our students will show improvement in Math as demonstrated by the administration of the MCAS. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. Our goal is to have 50% at proficient or above in Math in 2009. (We are currently at 43%.)

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?
The Math Department will collaborate to create 12 open response questions per course that will be kept in a student portfolio.	Department meetings In house meetings	January-March 2009	Previous MCAS Open Responses New textbook resources	Principal Assistant Principals Math department	MCAS results Student grades Open response portfolio NEASC
The Math Department will analyze student answers to create a booklet of anchor responses for student models and for teacher instruction and assessment.	In house meetings Department meetings	January-March 2009	Student work Online MCAS responses City-wide rubrics	Math department	MCAS results Student grades Open response portfolio
The Math Department will identify students who are struggling and notify parents to direct their children to attend the after-school MCAS tutoring program.	Department meetings, after school meetings	January-June 2009	MCAS Tutors, Math department, Funding	Math Department, MCAS Specialist, Math Department Head, Principal	Assessments Portfolio Report Cards
The Math Department will align the curriculum both vertically and horizontally by creating a common final for all courses.	Department meetings, After school meetings	Tests completed by April 2009 and will be implemented by June 2009.	New textbooks MCAS tests	Math Department Head Math Department	MCAS results, MAPS results, Final Exam results, Student math grades

School Goal 2 INTERNAL

One hundred percent of our students will show improvement in Math as demonstrated by the administration of MAP Assessment No less than 65% of students will meet or exceed their growth scores. The remaining 35% will show growth in their over all RIT score from fall to spring

Our goal is to have no less than 40 % at their grade level benchmark by June 2009

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
The Math Department will adopt a "Fix and Redo" policy where students will have multiple chances to express mastery of the given skills.	Department meetings, after school meetings.	January-June 2009	Text Resources	Math Department	Student Portfolio, MAPS and MCAS scores, student grades
The school will offer "At Risk" students in the 9 th grade a Saturday program that focuses on the 10 fundamental concepts of algebra.	In house meetings Department meetings	January-March 2009	MAP results Student grades Teacher recommendations Grant funding	Math Department	MCAS results Final results Student grades
The Math Department will align the curriculum both vertically and horizontally by creating a common final for all courses.	Department meetings	Tests completed by April 2009 and will be implemented by June 2009.	New textbooks MCAS tests	Math Department Head Math Department	MCAS results Final results Student grades
The Math Department will incorporate <i>writing to learn</i> strategies in their instruction to help students better understand a systematic way of solving problems using an open response method.	National Writers' Project, Clark University Writing Sessions	January-June 2009	English SEC formula/rubric City-wide rubrics MCAS Tests Clark University Jacob Hiatt Center Professors	Math Department Head Math Department LA Department Head Tom DelPrete, Dr. James McDermott Principal, Assistant Principals	MCAS results Final results Student grades Student writing samples

School Goal 3 Sub Groups

Template

One hundred percent of our ELL/ special education students will show improvement in Math as demonstrated by the administration of the MCAS. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current achievement in Math for ELL/special education subgroup is 18.3 proficient or above, this subgroup will increase this figure to 25% in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
ELL and SPED math teachers will use <i>focus writing strategies</i> in teaching math open responses, and use math city wide NEASC rubric for assessment.	ELL and SPED math teachers will attend Math Department meetings. Faculty meetings, Writing workshops at Jacob Hiatt Urban Center at Clark University	January-June 2009	Monthly Math Department Meetings, Faculty meetings, math rubric, writing strategies, math rounds, Jacob Hiatt Urban Center teachers	SPED Department Head ELL Math teacher, Math Department Head, Tom Delprete, Dr. James McDermott	Open Response portfolios Attendance at Faculty meetings
ELL and SPED students identified as at risk in math will be encouraged to attend after school tutoring and Saturday classes.	Department meetings In house meetings	January-May 2009	After school tutors/ math teachers, grant sources, ELL Math teacher, Special Education teachers	Tutors/ Math teachers SPED teachers/ ELL teachers, guidance, principal, assistant principals, Special Ed. Department Head, Math Department Head	Attendance at tutoring, math scores on rubric, math grades, MAPS scores
ELL and SPED math teachers will analyze MAP testing and develop a plan to improve student weaknesses	MAPS Training Math and Special Education Department Meetings	October 2008-June 2009	Frameworks, MAPS testing, math rounds	Special Ed. Department Head Special Ed. teachers, Math Department Head	Lesson plans, MAPS scores, math grades
ELL and Special Education students will be integrated into regular education math classes for 3 weeks before MCAS testing.	After school meetings, Special Education and Math Department meetings	February- March 2009	Grade 10 Special Education, ELL Math teacher and grade 10 Math teachers, previous MCAS questions	10 th grade ELL, Special Education and grade 10 math teachers, Special Education and Math Department Head, Assistant Principals, Principal	MCAS performance

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>	228	120 (50.6%)	48 (20.3%)	69 (29.1%)								
<i>Patterns Relations and Algebra</i>	230	104 (43.9%)	52 (21.9%)	81 (34.2%)								
<i>Geometry</i>	228	108 (45.6%)	56 (23.6%)	73 (30.8%)								
<i>Measurement</i>	225	127 (53.6%)	46 (19.4%)	64 (27%)								
<i>Data Analysis, Statistics, and Probability</i>	229	101 (42.6%)	59 (24.9%)	77 (32.5%)								

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

<i>Number Sense and Operations: 49% of possible points.</i>
<i>Patterns, Relations, and Algebra: 45% of possible points.</i>
<i>Geometry: 41% of possible points.</i>
<i>Measurement: 38% of possible points.</i>
<i>Data Analysis, Statistics, and Probability: 50% of possible points.</i>
<i>Item Analysis (Multiple Choice & Open Response): MC 51%, SA 40%, OR 38% of possible points.</i>

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	37	N/A	
240-258	51	256-258	2
220-238	95	236-238	10
200-218	221	216-218	89

Grade 9

Mathematics School Goal 1 (external): To increase performance on open response questions from their 8th grade MCAS average of 1.6 points out of 4 points to 2 points out of 4 points by 10th grade MCAS. Progress will be measured by the city-wide problem solving rubric and similar school-wide 0-4 point open response rubric scales.

<i>Action Steps</i> What Actions will occur? What steps will staff take?	<i>Professional Development</i> How will staff acquire the necessary skills and attitudes to implement the activity?	<i>Timeline/Date Completed</i> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<i>Resources</i> What are the existing and new resources that will be used to accomplish the activity?	<i>Person Responsible</i> Who will provide the leadership? Who will do the work?	<i>Monitoring Effectiveness</i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
The Math Department will collaborate to create 12 open response questions per course that will be kept in a student portfolio.	Department meetings In house meetings	January-March 2009	Previous MCAS Open Responses New textbook resources	Principal Assistant Principals Math department	MCAS results Student grades Open response portfolio NEASC
The Math Department will analyze student answers to create a booklet of anchor responses for student models and for teacher instruction and assessment.	In house meetings Department meetings	January-March 2009	Student work Online MCAS responses City-wide rubrics	Math department	MCAS results Student grades Open response portfolio
The math department will adopt a "Fix and Redo" policy where students will have multiple chances to express mastery of the given skills by creating second and third options	Department meetings	January-March 2009	Student work	Math department	MCAS results Student grades Open response portfolio

Grade 9

Mathematics School Goal 2 (internal):To increase % of freshman meeting their fall to spring RIT target growth in mathematics from 60% to 65%. The remaining 35% will show growth in their overall RIT 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?
The Math Department will align the curriculum both vertically and horizontally by creating a common final for all courses.	Department meetings	Tests completed by April 2009 and will be implemented by June 2009.	New textbooks MCAS tests	Math Department Head Math Department	MCAS results Final results Student grades
The Math Department will incorporate <i>writing to learn</i> strategies in their instruction to help students better understand a systematic way of solving problems using an open response method.	National Writers' Project, Clark University Writing Sessions	January-June 2009	English SEC formula/rubric City-wide rubrics MCAS Tests Clark University Jacob Hiatt Center Professors	Math Department Head Math Department LA Department Head Tom DelPrete, Dr. James McDermott Principal, Assistant Principals	MCAS results Final results Student grades Student writing samples
The school will offer "At Risk" students in the 9 th grade a Saturday program that focuses on the 10 fundamental concepts of algebra.	In house meetings Department meetings	January-March 2009	MAP results Student grades Teacher recommendations Grant funding	Math Department	MCAS results Final results Student grades

Grade 9

Mathematics School Goal 3 (subgroup): Increase the average RIT score of Algebra Patterns and Relations for ELL and Students with Disabilities from 211 points to 217 points.

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?
ELL and SPED math teachers will use <i>focus writing strategies</i> in teaching math open responses, and use math city wide NEASC rubric for assessment.	ELL and SPED math teachers will attend Math Department meetings. Faculty meetings, Writing workshops at Jacob Hiatt Urban Center at Clark University	January-June 2009	Monthly Math Department Meetings, Faculty meetings, math rubric, writing strategies, math rounds, Jacob Hiatt Urban Center teachers	SPED Department Head ELL Math teacher, Math Department Head, Tom Delprete, Dr. James McDermott	Open Response portfolios Attendance at Faculty meetings
ELL and SPED students identified as at risk in math will be encouraged to attend after school tutoring and Saturday classes.	Department meetings In house meetings	January-May 2009	After school tutors/ math teachers, grant sources, ELL Math teacher, Special Education teachers	Tutors/ Math teachers SPED teachers/ ELL teachers, guidance, principal, assistant principals, Special Ed. Department Head, Math Department Head	Attendance at tutoring, math scores on rubric, math grades, MAPS scores
ELL and SPED math teachers will analyze MAP testing and develop a plan to improve student weaknesses	MAPS Training Math and Special Education Department Meetings	October 2008-June 2009	Frameworks, MAPS testing, math rounds	Special Ed. Department Head Special Ed. teachers, Math Department Head	Lesson plans, MAPS scores, math grades
Students and staff from two STEP classrooms will participate in math instruction in ITA math classes.	Math Department Meetings	January-May 2009	Math textbooks	Special Education Department Head, Special Education teachers, ITA Math teachers, Math Department Head	Student performance on in-class assessments, MAPS scores

Grade 10

Mathematics - Data

Grade 10 MAP Assessment	FALL 2008				WINTER 2009				SPRING 2009			
	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI
<i>Number Sense and Operations</i>	225	114 (52.3%)	69 (31.7%)	35 (16.1%)								
<i>Patterns Relations and Algebra</i>	229	97 (44.5%)	75 (34.4%)	46 (21.1%)								
<i>Geometry</i>	227	102 (46.8%)	67 (30.7%)	49 (22.5%)								
<i>Measurement</i>	224	127 (58.3%)	57 (26.1%)	34 (15.6%)								
<i>Data Analysis, Statistics, and Probability</i>	227	107 (49.1%)	62 (28.4%)	49 (22.5%)								

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

Mathematics Subject Area Sub-scores

Number Sense and Operations: 44% of possible points

Patterns, Relations, and Algebra: 40% of possible points

Geometry: 33% of possible points

Measurement: 37% of possible points

Data Analysis, Statistics, and Probability: 44% of possible points

Item Analysis (Multiple Choice & Open Response): MC 43%, SA 40%, OR 36% of possible points

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	35	N/A	
240-258	69	256-258	21
220-238	76	236-238	16
200-218	66	216-218	52

Grade 10

Mathematics School Goal 1 (external): To increase the % of students scoring Proficient and above on MCAS from 41% (2008 sophomores) to 45%.

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?
The Math Department will identify students who are struggling and notify parents to direct their children to attend the after-school MCAS tutoring program.	Department meetings, after school meetings	January-June 2009	MCAS Tutors, Math department, Funding	Math Department, MCAS Specialist, Math Department Head, Principal	Assessments Portfolio Report Cards
The Math Department will align the curriculum both vertically and horizontally by creating a common final for all courses.	Department meetings, After school meetings	Tests completed by April 2009 and will be implemented by June 2009.	New textbooks MCAS tests	Math Department Head Math Department	MCAS results, MAPS results, Final Exam results, Student math grades
The Math Department will incorporate, <i>writing to learn</i> strategies in their instruction to help students better understand a systematic way of solving problems using an open response methods.	National Writers' Project, Clark University Writing Sessions	January-June 2009	English SEC formula/rubric City-wide rubrics MCAS Tests Clark University Jacob Hiatt Center Professors	Math Department Head Math Department LA Department Head Tom DelPrete, Dr .James McDermott Principal, Assistant Principals	MCAS results Final results Student grades Student writing samples
The Math department will identify and schedule sophomore students who will double up in Geometry and Advanced Algebra.	Department meetings, After school meetings.	August 2008-June 2009	Guidance, Math Department, Math Department Head	Math Department Head, Math teachers, Guidance, Principal, Assistant Principals	MCAS and MAPS scores, Final exam scores, student grades.

Grade 10

Mathematics School Goal 2 (internal): To increase students' average performance on open response scores from 1.7 points out of 4 points to 2 points out of 4 points on school-wide common open response problems.

<i>Action Steps</i> What Actions will occur? What steps will staff take?	<i>Professional Development</i> How will staff acquire the necessary skills and attitudes to implement the activity?	<i>Timeline/Date Completed</i> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<i>Resources</i> What are the existing and new resources that will be used to accomplish the activity?	<i>Person Responsible</i> Who will provide the leadership? Who will do the work?	<i>Monitoring Effectiveness</i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
The Math Department will collaborate to create 12 open response questions per course that will be maintained in student portfolios.	Department meetings, after school meetings, Focus meetings.	January-June 2009	Text Resources Previous MCAS responses	Math Department, Focus Team, Principal	Binders, student portfolios
The Math Department will analyze student answers to create a booklet of anchor responses as student models and for teacher instruction and assessment.	Department meetings, after school meetings, faculty meetings.	January-June 2009	Text Resources, previous MCAS responses	Math Department	Binders
The Math Department will adopt a "Fix and Redo" policy where students will have multiple chances to express mastery of the given skills.	Department meetings, after school meetings.	January-June 2009	Text Resources	Math Department	Student Portfolio, MAPS and MCAS scores, student grades

Grade 10

Mathematics School Goal 3 (subgroup): To increase the % of ELL students scoring proficient and above from 15 to 20% and Students with Disabilities scoring proficient and above from 5% to 20%.

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?
ELL and SPED math teachers will use <i>focus writing strategies</i> in teaching math open responses, and use math city wide NEASC rubric for assessment.	ELL and SPED math teachers will attend Math Department meetings. Faculty meetings, Writing workshops at Jacob Hiatt Urban Center at Clark University	January-June 2009	Monthly Math Department Meetings, Faculty meetings, math rubric, writing strategies, math rounds, Jacob Hiatt Urban Center teachers	SPED Department Head ELL Math teacher, Math Department Head, Tom Delprete, Dr. James McDermott	Open Response portfolios Attendance at Faculty meetings
ELL and Special Education students will be integrated into regular education math classes for 3 weeks before MCAS testing.	After school meetings, Special Education and Math Department meetings	February- March 2009	Grade 10 Special Education, ELL Math teacher and grade 10 Math teachers, previous MCAS questions	10 th grade ELL, Special Education and grade 10 math teachers, Special Education and Math Department Head, Assistant Principals, Principal	MCAS performance
ELL and SPED math teachers will analysis MAPS testing and develop a plan to improve student weaknesses	MAPS Training Math and Special Education Department Meetings	October 2008- June 2009	Frameworks, MAPS Testing, math rounds	Special Ed. Department Head Special Ed. teachers, Math Department Head	Lesson plans, MAPS scores, math grades

Grade 11 & 12

Math External School Goal 1 (external): To increase student scores on the Math PSAT and SAT tests by 5%.

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?
The Math Department will align the curriculum both vertically and horizontally by creating a common final for all courses.	Department meetings, After school meetings	Tests completed by April 2009 and will be implemented by May 2009.	New textbooks MCAS tests	Math Department Head Math Department	PSAT and SAT scores Final Exam results, Student math grades
Encourage Grade 10 and 11 students to take the PSAT test at South during the school day.	N/A	October 2008	PSAT practice tests and PSAT Test.	Guidance Counselors, Head Guidance Counselor, all teachers	Number of students taking the PSAT Student scores on the PSAT
Junior and senior teachers will supplement courses with past PSAT exam questions and provide practice on answering multiple choice questions.	Department meetings, after school meetings	January-June 2009	PSAT and SAT questions, Math textbooks	Math Department Head, math teachers, guidance counselors	Lesson Plans, scores on PSAT & SAT

Grade 11 & 12

MATH Internal School Goal 1 (internal): Increase the number of students receiving acceptances into 4 year colleges by 5%.

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?
Encourage students to take a fourth year of Math by offering college, online and AP Math courses.	AP Math Training	August 2008-June 2009	Online Classes, AP texts, math textbooks, computers	Math Department Head, Online Math teacher, Head Guidance Counselor, math teachers, guidance counselor, Principal, Assistant Principals	SAT /PSAT scores, college acceptances
The Math Department will align the curriculum both vertically and horizontally by creating a common final for all courses.	Department meetings, After school meetings	Tests completed by April 2009 and will be implemented by May 2009.	New textbooks MCAS tests	Math Department Head Math Department	PSAT and SAT scores Final Exam results, Student math grades
The Math Department will identify students who are struggling with math concepts and provide additional support for those students.	Math Department meetings	August 2008-June 2009	Textbook Resources, math teachers	Math Department Head, Math teachers, guidance counselors	Math grades, college acceptances

Grade 11 & 12

Math Sub Group School Goal 3 (subgroup): To achieve a 75% passing rate on the EPP test.

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?
After school tutoring will be provided for students who are required to pass the EPP Test.	Math Department, Special Education Department meetings	January-April 2009	Grant Funding, MCAS Specialist and tutors, ELL Director, Math teachers, Math Department Head, Data Specialist	Sped teachers, ELL Math teacher, Sped Dept Head MCAS Specialist, Tutors, Guidance Counselors, Data Specialist	Attendance at tutoring, EPP test scores, math grades.
The Special Education and ELL Math teachers will analyze student responses to math problems and develop individual student plans.	Common Planning Time Special Education and Math Department Meetings, After School Meetings	January –June 2009	Student work City-wide rubrics, textbooks, Textbook resources,	Special Education Department Head, Special Education and ELL Math teachers	Student grades, Open response portfolio, EPP test results
ELL and SPED math teachers will use <i>focus writing strategies</i> in teaching math open responses, and use math city wide NEASC rubric for assessment.	ELL and SPED math teachers will attend Math Department meetings. Faculty meetings, Writing workshops at Jacob Hiatt Urban Center at Clark University	January 2009-June 2009	Monthly Math Department Meetings, Faculty meetings, math rubric, writing strategies, math rounds, Jacob Hiatt Urban Center teachers	SPED Department Head ELL Math teacher, Math Department Head, Tom Delprete, Dr. James McDermott	Math grades, scores on EPP tests.

FAMILY INVOLVEMENT

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

South High Community School acknowledges the critical role that parents play in the education of their children. Strong parental support enhances improved academic performances. Parents who are aware of their childrens' school experiences are more able to provide quality support that advances those activities. South High's three small learning communities: The Academy of Arts and Humanities, The Academy of Education, Service & Government and the Academy of Information Technology, work to improve communication between the school and parents and to increase the parents' awareness of their childrens academic and social growth. Grade 9 academy teachers share common planning time which includes dedicated time for parent contact and meetings. Special Education teachers and ELL teachers also have common planning time where parent contact is a major component. The School Adjustment Counselor, the Community/School Liaison and the Guidance Department continue to provide counseling, educational and referral services to individual students and families in need. For the 2008-09 school year, the guidance staff has been reorganized to provide the same guidance counselor to students for all four years. This will allow guidance counselors to establish a more personal and informed relationship with their students over four years. Guidance counselors will have more opportunities to meet students parents and to provide more personal college recommendations for their students. Beginning in January 2009, a guidance counselor has been assigned to provide additional academic monitoring to 20 juniors/ seniors who are not passing academic classes at the 2nd semester interim mark.

South High Community School will strengthen its existing outreach to parents and the community by intensifying and expanding existing programs and opportunities for parents to become involved with the school. Some of these activities include: SHCS Principal Newsletters, School Journalism Newspapers, Renaissance Programs, and the use of Connect ED to inform parents of school updates in Spanish and English. The Community Service Learning Program which was previously centered in the Academy of Education, Service and Government will be expanded to include the Academy of Arts and Humanities and the Academy of Information Technology.

South High Community School will continue to build community by connecting local agencies and businesses to the school. During the 2008-09 school year the School Council and the Community Service Advisory Council has been joined to work as one council. The Community Service Advisory Council consists of college and community representatives that work to increase community involvement with students and staff. Outreach to the community will grow through school wide activities that occur in school and in the community such as Community Service Learning, band concerts, the Black Student Union Show, the International Show, robotics competitions, Parent Award Day, Multicultural AP Night, and John and Abigail Adams award celebrations. There will be numerous opportunities for guest speakers, especially South High Alumni, to enhance the curriculum and to extend South High's involvement in the community.

School Involvement Goal 1: To improve communication with families about school programs and student progress through effective school-to-home and home-to – school communications.

Rationale: Providing written and verbal communication with parents throughout the school year results in a stronger school community and an increase in student achievement.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Principal will send a minimum of three written newsletters to parents/guardian.	N/A	Fall 2008-June 2009	Microsoft Publisher Printing supplies	Principal, Assistant Principals, Department Heads, Teachers	No. of Newsletters Parent/ Student responses
Journalism class will send a minimum of three student newsletters to parents/guardian and distribute copies to students during the school day.	N/A	January 2009-June 2009	Microsoft Publisher Printing supplies	Journalism Teacher, Students	No. of newsletters Parent/Student Responses
The number of parents on the school council will be increased by three parents and two community members.	N/A	October 2009	School Site Council Community Service Learning Council	Principal, Assistant Principals, Teachers, Students	No. of Members Minutes of meetings
Parents/ Guardians will be informed of school events, information sessions and school news using Connect ED.	Connect ED Training	September 2008-June 2009	Connect ED Program Financial Aid Counselors AVID Family Night	Principal, Assistant Principal, Head Guidance Counselor, Guidance Counselors	Parental Attendance and Responses
Additional opportunities will be provided for parents to attend school celebrations, (Parent Awards Night).	N/A	January 2009-June2009	Parent Awards, Microsoft Publisher, meeting supplies	Principal, Focus Team, Assistant Principals	Parent al Attendance

School Involvement Goal 2: To increase collaboration between the community and South High students and staff.

Rationale: Community collaboration results in additional school resources, volunteer opportunities for students, a positive school image, civic learning for youth, and opportunities for 21st Century Skills.

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?
Staff will utilize faculty meetings and the School Site Council meetings to report on programs and provide information on specific opportunities for the South High community to become involved.	N/A	September 2008-June 2009	Staff and community member presentations Student presentations Grant funding	Principal, Assistant Principal, Teachers, Community Members, Parents, Students, Focus Group	Community Participation Rates, student and faculty presentations.
Service learning will be expanded to include one school wide service learning project on Hunger that includes presentations by community organizations and agencies.	N/A	October 2008	Novels on hunger, fact booklets and worksheets on hunger , authors, community members, computers, videos	Principal, Assistant Principals, Teachers, Librarian, students	Teacher, community agency, student reaction sheets, No. of volunteer hours and student involvement, Student presentations in the community.
Opportunities will be provided for students and their families to volunteer in the community.	KIDS Consortium Training on CSL for School Council Members	October 2008-June 2009	KIDS Service Learning Text, Community agencies, daily morning and afternoon announcements	Principal, KIDS Consultant, Teachers, students, community agencies	No. of students and families involved in service
Collaborative activities with area colleges will provide additional academic opportunities for staff and students.	Writing workshops at Clark University for all academic areas. Trainings at Worcester State College Urban Studies Institute.	January 2009-June 2009	National Writing Workshop, Professors from Jacob Hiatt Center at Clark University; Worcester State College Urban Studies Professors, Commonwealth Corps Grant	Principal, Department Heads, CSL Teacher Advisors, Focus Team	Teacher and student presentations, evaluations of student writing

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
Anne Kisiel	President of Advisory Council	
Maureen Binienda	Acting Principal	

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
John Grady	English Department Head	
Heather Burden	MCAS Specialist	
Carenza Jackson	Math Department Head	