

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

Version 7

1

October 2008

School:
University Park Campus School

Vision Statement:
University Park Campus School
Mission

“For every atom belonging to me as good belongs to you.” - Whitman

University Park Campus School is a unique learning community, promising to accept students of all abilities from the neighborhood and prepare them for college. Every single student pursues a rigorous academic program consisting of all honors classes. At the same time, instruction is individualized to connect to each student’s particular level of development. There is no tracking. Instead, there are small classes, personal relationship-building with a caring competent faculty, longer days, 90-minute learning blocks, summer school, and morning and evening homework sessions. Making connections is key, connecting prior knowledge to new in-depth learning, connecting instruction to assessment, connecting process to content, connecting classroom to personal meaning, and connecting to one another affectively as well as cognitively. Students learn that diligence and commitment pay off. They also learn the power of moving toward independent learning.

University Park Campus School is an oasis of hope and opportunity within a rough, inner-city neighborhood. It is home to a diverse group of economically challenged children motivated by the promise of success in a college preparatory program and free tuition at Clark University. Students study in a building that is small, nurturing, intimate, and comfortable, but one that is inextricably connected to Clark University, a world-class university, having an intellectually rich and stimulating campus. Our students think of themselves as young Clark students as they compete on the University athletic complex, study at the University library, and attend selected University events. University professors teach and university students learn to teach in our building, teaming with UPCS faculty. Our students enroll in college courses as juniors and seniors.

Focus Statement:

To ensure that all students are college ready, University Park Campus School will focus on teaching kids to read, write, and think analytically and critically.

School Profile Information

Basic Information	
Name of School	University Park Campus School
Address	12 Freeland St
	Worcester, Massachusetts 01603
Telephone	508-799-3591
Fax	508-799-8109
School Web Page URL	www.teacherweb.com/MA/UniversityParkCampusSchool/homepage
Principal	June Eressy
Phone, E-mail Address	508-799-3101, eressyj@worc.k12.ma.us
Alternative Contact at School	Ricci Hall, Coordinator UPCS

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 benchmark documents
- # 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 Templates
- # MCAS Data
- # MAP Data
- # MELA-O and MEPA data
- # Student Schedules, including intervention schedules
- # Student Academic Grades and Grade Distribution/ Successful Course Completion Reports
- # Information on Teacher Qualifications
- # Information on Staff Attendance
- # Minutes from meetings involving teachers, administration, and parents (e.g., grade level, horizontal, and parent conference)
- # Principals Records of Classroom informal observations and Summary of School Base Learning Walks/
Walkthroughs/Rounds
- # 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
- # CMPchecklists, e.g. Unit/Quarter Class checklists, Unit/Quarter Individual Profile of Progress Worcester Public Schools
ELA Portfolios
- # ISSPs
- # After School/Summer School Attendance
- # Professional development listing of teacher participation
- # Curriculum maps
- # Curricula scope and sequence

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

Position	Personnel	# of Students	Signature
Principal	June Eressy	0	
Assistant Principal	Ricci Hall	0	
9 th Grade Teacher	Peter Weyler Kaitlin Kelley Shannon Hammond Jody Bird Michael Torrisi	22 (44) 22 (44) 22 (44) 22 (44) 22 (44)	
10 th Grade Teacher	Jody Bird Kevin Moylan Kaitlin Kelley Caitlin Dwyer-Huppert Lilac Green	22 (44) 22 (44) 22 (44) 22 (44) 22 (44)	
11 th Grade Teacher	Daniel St. Louis Peter Weyler James Looney Shannon Hammond Michael Torrisi	16 (32) 16 (32) 16 (32) 16 (32) 16 (32)	
12 th Grade Teacher	James Looney Ricci Hall Daniel St. Louis Lilac Green Peter Weyler Mary O'Sullivan Kaitlin Kelley	19 (38) 19 (38) 19 (38) 19 (38) 19 (38) 19 (38) 19 (38)	
Special Education	Deborah Baxter		
ESL	N/A		
Intervention Tutor	N/A		N/A
Music	Sue Miville		N/A
Art	Jay Benotti		
Physical Education	Scott Brodin		N/A
Health	Maureen Selen		N/A
Office Staff	Erin Toohil		N/A

School Adjustment Counselor	Lauren Mills		N/A
Guidance Counselor	Mary O'Sullivan		N/A
School Psychologist	Karis Post		N/A

Enrollment, Enrollment History (October 1st)

2009	2008
	231

Demographics

Race	% of School
White/Caucasian	32.9%
African American	6.9%
Hispanic	40.3%
Asian, Pacific Islander	19%
Native American	0%
Limited English Proficiency	5.2%
Eligible for Free/Reduced Lunch	78.5%
(Other as appropriate)	N/A

Student Information

Total number of registered students	231
Number of regular education students	219/ 94.8%
Number of special education students	12/ 5.2%
Number of ESL or LEP students	12/ 5.2%
Number of eligible for free and reduced lunch	180/ 77.9%

Baseline Cumulative Attendance

Year	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2007-2008	222	214	215	216	217	212	216	216	213	215
2008-2009	224	216	216	216						

Mobility

	Inter	Intra	Total
Entry Mobility Factor	1/ .43%	4/1.73%	5/ 2.16%
Exit Mobility Factor	0	0	0
Combined Mobility Factor	.43%	1.73%	2.16%

2008 Adequate Yearly Progress (AYP) Report Summary

District: Worcester Public School

School: University Park Campus School

Did school make AYP for 2008: ELA Yes Math No Grad Rate Yes

Adequate Yearly Progress Designation: ELA: No Status

Math: Improvement Year 1- Subgroups

Did the school meet the standard for AYP?

Overall AYP	English Language Arts		Math		Graduation	
	Made AYP	CPI	Made AYP	CPI	Made AYP	CPI
Aggregate	Yes	91.4	Yes	78.5	YES	89.7
Students with Disabilities	N/A	Only 13 students	N/A	Only 13 students	N/A	Only 13 students
Limited English Proficient	N/A	Only 17 students	N/A	Only 17 students	N/A	Only 17 students
Low Income	Yes	91.2	Yes	91.2	YES	90.3
African American/Black	N/A	Only 7 students	N/A	Only 7 students	N/A	Only 7 students
Asian or Pacific Islander	N/A	Only 22 students	N/A	Only 22 students	N/A	Only 22 students
Hispanic	Yes	88.3	No	73.7	Yes	90.9
Native American	N/A	No students	N/A	No students	N/A	No students
White	Yes	93.9	Yes	80.4	Yes	93.2

Introduction/Executive Summary

Since University Park Campus School opened in 1997 with 35 seventh graders, it has been dedicated to preparing every student for college success. Every decision the faculty makes is to serve a mission that provides Honors-level instruction to the children of the most economically challenged neighborhood in Worcester. This mission and focus has served us well; nearly every tenth-grade student passes the English, Math, and Science MCAS exams on the first attempt, and 100% of students are accepted to a post-secondary academic institution. However, despite all the statistical success, the faculty and students of University Park know that there are areas where we can improve. This document seeks to elucidate these goals.

In the past months, the Principal, Coordinator, and Instructional Leadership team have worked to gather data from internal and external sources. Sources include data from MCAS, MAP tests, AP exams, PSAT, and SATs, as well as student grades, writing samples, and a research study on our college retention rates. The team organized the data and distributed it at a faculty meeting dedicated to analyzing it in smaller groups.

At this meeting, teachers split into sub-groups according to grade level; the middle school teachers worked together, and the high school broke into a freshman/sophomore team and a junior/senior team. Each group had time to examine the data and look for trends among the students they currently have in class. Team leaders took notes, then presented their findings to the larger group. As a faculty, we were able to come to a consensus regarding the next steps to take in order to make sure all of our students are prepared for MCAS and for college.

This year we saw tremendous scores on the sophomore MCAS, with 84% of students scoring advanced and proficient in English, and 87% scoring advanced and proficient in math (78% advanced), so we remain dedicated to a philosophy of teaching that places the student and his/her achievement at the core of its mission. Students are actively engaged in the teaching and learning process, group work and accountability are common strategies, the goal toward independent learning is palpable in all classes, and a spirit of cooperation exists between teachers, staff, students, and parents. Teachers are dedicated to using reading, writing, and thinking/problem solving strategies across the curriculum. All members of our community are committed to the teaching, learning, and growth of our students in the social, academic, and civic arenas.

Our study of data has allowed us to have a concrete understanding of certain issues our faculty was seeing in class. For example, our current ninth grade is entering high school with significantly lower scores than in previous years. To address this issue, we implemented a ninth-grade summer academy for three weeks to focus on the cross-curricular theme, "A Sense of Place." This program worked in conjunction with our August Academy for our incoming seventh graders. We have also reshaped our students' senior year to reflect a style of teaching and workload more similar to what they will experience in college. Our faculty remains dedicated to the strategies that have worked for us in the past, yet it is interventions like these that keep us focused on doing the best for our kids, and making sure that they transition smoothly into, within, and out of our building. We are committed to these goals as we seek to continuously improve our school.

English Language Arts Analysis

The English Language Arts program is very strong at University Park. Our most recent 10th grade data show 87% of sophomores scoring Advanced and Proficient in the ELA portion of the MCAS. Yet to maintain these scores and eliminate scores below proficient, we must address several areas of concern. Our current tenth-grade students' last MCAS administration was in eighth grade, and were fairly low in comparison. At that point, about a third were scoring in the Needs Improvement category. We would like to see all students score at the level of proficient and advanced.

We are also seeking ways to transition our 8th graders into the high school grades, so we have implemented a ninth grade academy to set an positive, academic tone. We will also seek to decrease the gender gap in the current ninth grade so that the males are achieving closer to the levels of the females. Special efforts to reach these young men have already begun. Freshman mean RIT scores as determined by MAP testing hover around 218; to translate to MCAS success, these scores should be raised at least 7 points on average.

Students in all subgroups perform relatively well on statewide testing, though the portion scoring Needs Improvement tends toward those students with LD and SPED services. In the last MCAS administration (8th grade), 65% of current sophomores in the LD/SPED subgroup scored in the warning or needs improvement category. Our goal is to raise all members of this relatively small group to the level of proficiency.

In the higher grades we will make concerted efforts to reach an average score of 3 on all AP exams. We will also raise participation in the "Let's Get Ready" program to boost SAT scores. Targeted vocabulary instruction will help move toward our goal of eliminating student scores below 400 on the Critical Reading portion of the SAT.

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 a the lowest quartile of their class 	<ul style="list-style-type: none"> • ELA Curriculum Liaison • ELA Department Head • Literacy Coach • Building Administrators • English Teachers • Reading Teachers 	<ul style="list-style-type: none"> • After-school program 	Long-term (2008-2010)
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"> • Instructional Data Coach • ELA Teachers 	<ul style="list-style-type: none"> • MAP scores • MCAS scores 	Long-term (2008-2010)
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"> • Administrators • Special Education Teachers • ESL 	<ul style="list-style-type: none"> • Common planning time • Staff meetings 	Long-term (2008-2010)
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"> • Massachusetts ELA frameworks 	Long-term (2008-2010)
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"> • Principal • Coordinator 	<ul style="list-style-type: none"> • In-school and district offering on in-service days. 	Long-term (2008-2010)
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"> • Principal • Coordinator 	<ul style="list-style-type: none"> • “Rounds” • “Best practices” trainings 	Long-term (2008-2010)
Provide staff development in the area of differentiating instruction	<ul style="list-style-type: none"> • Training staff in the area of differentiating instruction 	<ul style="list-style-type: none"> • Principal • Coordinator 	<ul style="list-style-type: none"> • 	Long-term (2008-2010)
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"> • Principal • Coordinator • Guidance Counselor 	<ul style="list-style-type: none"> • Let’s Get Ready • Internship sites 	Long-term (2008-2010)

School Goal 1 EXTERNAL

One hundred percent of our students will show proficiency in English Language Arts as demonstrated by the administration of the 10th Grade MCAS. Our goal is to have zero students scoring in the “Failure’ and “Needs Improvement” categories, and at least 25% scoring “Advanced.’

<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 scores to evaluate reading skills and help students to set achievement goals.</p>	<ul style="list-style-type: none"> • Common planning time and Professional Development time where staff will analyze MAP reports. • Class time • End of Term, End of Semester reflection activities 	<p>Long-term (2008-2010)</p>	<ul style="list-style-type: none"> • NWEA website • Descartes Continuum • Lexile.com 	<ul style="list-style-type: none"> • Principal • Coordinator • Teachers (Kevin Moylan) • MAP personnel (Jeff Glick, Michael Torrisi) 	<ul style="list-style-type: none"> • Examine Periodic MAP scores • In-class activities (vocabulary, reading comprehension, writing)
<p>Use rubrics that align with MCAS to evaluate student need and weakness in the area of writing and reading comprehension.</p>	<ul style="list-style-type: none"> • Monthly staff meetings • Common planning time • Staff Development Days <p>Staff will analyze scores and anchor documents to better align classroom instruction with MCAS</p>	<p>Long-term (2008-2010)</p>	<ul style="list-style-type: none"> • MCAS Rubrics • Massachusetts ELA Frameworks • MCAS prep books 	<ul style="list-style-type: none"> • Teacher (Kevin Moylan) • Coordinator 	<ul style="list-style-type: none"> • Teacher made tests • MAP scores
<p>Use curriculum mapping as a unifying school wide vehicle to develop formal benchmark assessments for active literacy for every subject and on every level.</p>	<ul style="list-style-type: none"> • Monthly meetings • Weekly common planning time • Staff will be able to codify their curriculum and see areas of overlap within departments 	<p>Long-term (2008-2010)</p>	<ul style="list-style-type: none"> • Fresh Pond Curriculum • Mapping Template • WPS syllabus template • MASS Frameworks • WPS curriculum 	<ul style="list-style-type: none"> • Principal • Coordinator • All Teachers 	<ul style="list-style-type: none"> • Teacher made tests • MAP (three times per year) • Teacher observations

School Goal 2 INTERNAL

One hundred percent of our students will show improvement in ELA as demonstrated by the administration of Spring MAP Assessment as compared with the previous fall. No less than 70% of students will meet or exceed their RIT scores. The remaining 30% will show growth in at least two goal performance areas. Our goal is to have no less than 75% of students showing RIT score growth of at least 8 points.

<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>Encourage literacy across the curriculum through the vertical mapping process. Provide professional development to all teachers in strategies such as literacy circles.</p>	<ul style="list-style-type: none"> • Monthly staff meetings • Common planning time • Staff Development Days <p>Staff will be able to codify their curriculum and see areas of overlap within departments</p>	<p>Long-term (2008-2010)</p>	<ul style="list-style-type: none"> • Fresh Pond Curriculum Mapping • Mapping Template • WPS syllabus template • MASS Frameworks <p>WPS curriculum</p>	<ul style="list-style-type: none"> • Principal • Teachers • DAB Curriculum Liasons 	<ul style="list-style-type: none"> • Teacher made tests • MAP scores
<p>Use targeted vocabulary instruction and reading comprehension strategies such as active reading, scaffolding texts, and literacy circles for students who struggle on the MAP assessment.</p>	<ul style="list-style-type: none"> • Monthly meetings • Weekly common planning time--In these meetings staff will analyze MAP reports and develop strategies to boost scores 	<p>Long-term (2008-2010)</p>	<ul style="list-style-type: none"> • NWEA Website • NWEA materials • Descartes Continuum • Lexile.com 	<ul style="list-style-type: none"> • ELA teachers • DAB support personnel • Coordinator 	<ul style="list-style-type: none"> • Teacher made tests • MAP (three times per year) • Teacher observations
<p>Carry out specific interventions to boost male students' success, such as student meetings, parent meetings, and targeted special assignments in mathematics and reading comprehension</p>	<ul style="list-style-type: none"> • Common planning time • Staff development—MAP training • ELL training • Teacher observations 	<p>Long-term (2008-2010)</p>	<ul style="list-style-type: none"> • MAP reports • Massachusetts ELA Frameworks • WPS curriculum 	<ul style="list-style-type: none"> • Principal • Coordinator • Ninth and tenth grade teachers 	<ul style="list-style-type: none"> • Teacher made tests • MAP (three times per year) • Teacher observations

School Goal 3 Sub Groups

One hundred percent of our ELL and Special Education students will demonstrate proficiency in reading as demonstrated by the administration of the MCAS. Zero students will scored in the “Failure” and “Needs Improvement” categories. No less than 70% will improve their RIT scores by 5 points between the fall and Spring administration of the MAP tests, with the remaining 30% showing growth in at least two performance areas.

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?
Coordinate with special education teacher to develop strategies and rubrics that accommodate Individual Learning Plans and allow for full immersion and inclusion.	<ul style="list-style-type: none"> • Staff meetings • Common planning time 	Long-term (2008-2010)	<ul style="list-style-type: none"> • Trainings and literature in instruction of Special Ed. Students and differentiated instruction. 	<ul style="list-style-type: none"> • Coordinator • Special Ed. Teacher • Classroom Teachers 	<ul style="list-style-type: none"> • Map scores • Performance on teacher-created assignments
Implement SEI strategies and PD for all teachers to become Category I and II certified.	<ul style="list-style-type: none"> • Professional Development days. 	Long-term (2008-2010)	<ul style="list-style-type: none"> • District offering in Categories 1-4 	<ul style="list-style-type: none"> • Coordinator • Classroom Teachers 	<ul style="list-style-type: none"> • Map scores • Performance on teacher-created assignments
Use cross-curricular literacy circles, writing-to-learn strategies, and text-scaffolding techniques to raise reading and writing abilities.	<ul style="list-style-type: none"> • Staff meetings • Common planning time 	Long-term (2008-2010)	<ul style="list-style-type: none"> • Massachusetts ELA frameworks. • IEPs • Past MAP and MCAS scores 	<ul style="list-style-type: none"> • Coordinator • Special Ed. Teacher • Classroom Teachers 	<ul style="list-style-type: none"> • Map scores • Performance on teacher-created assignments

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>Word Meaning</i>	214.3	17	19	2								
<i>Literal Comprehension</i>	218.5	10	23	5								
<i>Interpretive Comprehension</i>	217	12	26	0								
<i>Evaluative Comprehension</i>	215	14	21	3								
<i>Literature</i>	219.2	12	22	4								

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>Students, on average, obtained 70% of available points in the Language category. This number falls above the district but below the state averages.</i></p>
<p>Reading and Literature: <i>Students obtained an average of 64% of available Reading and Literature points. As with the category above, this number falls slightly higher than the district average, but six percentage points below the state average.</i></p>
<p>Item Analysis (Multiple Choice & Open Response): <i>Students answered 71% of multiple-choice questions correctly, but while there is room for improvement, the greatest strides can be made on open responses, where students obtained just 54% of available points.</i></p>

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	3	N/A	
240-258	22	256-258	2
220-238	15	236-238	2
200-218	1	216-218	1

Grade 9

ELA/Reading School Goal 1: One hundred percent of students will show proficiency in English Language Arts as demonstrated by the Spring 2010 administration of the MCAS. Our goal is to have zero students scoring in the “Failure” and “Needs Improvement” categories, and at least 25% scoring “advanced.”

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?
Coordinate the 9 th and 10 th grade curricula to maintain a logical progression of skills through the curriculum mapping process.	<ul style="list-style-type: none"> • Monthly meetings • Weekly common planning time 	Long term, Spring 2010	<ul style="list-style-type: none"> • Fresh Pond Curriculum Mapping • Mapping Template • WPS syllabus template • MASS Frameworks • WPS curriculum 	<ul style="list-style-type: none"> • ELA teachers (Kevin Moylan, Peter Weyler) • Coordinator 	<ul style="list-style-type: none"> • Teacher made tests and written assignments • MAP scores
Familiarize freshman with the scoring method and rubrics used for the MCAS open-response and long composition items. Develop common class rubrics to evaluate assessments.	<ul style="list-style-type: none"> • Monthly meetings • Weekly common planning time 	Spring 2009	<ul style="list-style-type: none"> • MCAS rubrics • MASS Frameworks • WPS curriculum 	<ul style="list-style-type: none"> • 9th grade ELA teacher (Peter Weyler) 	<ul style="list-style-type: none"> • Student performance on in-class and take-home writing assignments
Use writing-to-learn strategies such as journals, low-stakes writing, and in-class essays to develop written communication.	<ul style="list-style-type: none"> • Staff Development Days • Summer Institutes • Monthly Staff Meetings • Department Meetings 	-Long-term, Spring 2010	<ul style="list-style-type: none"> • NWEA • MAP Data 	<ul style="list-style-type: none"> • Coordinator • Principal • Teachers 	<ul style="list-style-type: none"> • Teacher Observations • Teacher created test • Quarterly reports • Progress reports • Team Evals • MAP

Grade 9

ELA/Reading School Goal 2: One hundred percent of our students will show improvement in ELA as demonstrated by the administration of Spring MAP Assessment as compared with the previous fall. No less than 70% of students will meet or exceed their RIT scores. The remaining 30% will show growth in at least two goal performance areas. Our goal is to have no less than 75% of students showing RIT score growth of at least 8 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?
Use MAP data to evaluate the needs of students in reading comprehension.	<ul style="list-style-type: none"> • Monthly team time • Class time • End of Term, End of Semester reflection activities 	Ongoing, Long-term Spring 2009 Spring 2010	<ul style="list-style-type: none"> • NWEA website • Descartes Continuum • Lexile.com • WPS Curriculum • Homework Center • 9th grade academy 	<ul style="list-style-type: none"> • Coordinator • ELA Teachers • MAP personnel 	<ul style="list-style-type: none"> • Teacher made tests • MAP Scores • Goal specific worksheets
Assist students to use MAP results to build student-created goals.	<ul style="list-style-type: none"> • Monthly team time • Class time • End of Term, End of Semester reflection activities 	Ongoing, Long-term Spring 2009 Spring 2010	<ul style="list-style-type: none"> • NWEA website • Descartes Continuum • Lexile.com • WPS Curriculum • Homework Center • 9th grade academy 	<ul style="list-style-type: none"> • Coordinator • ELA Teachers • MAP personnel 	<ul style="list-style-type: none"> • Teacher made tests • MAP Scores • Goal specific worksheets
Familiarize students with strategies for answering multiple-choice questions. Develop a school-wide systemic approach to this style of question.	<ul style="list-style-type: none"> • Monthly staff meetings • Common planning time • Staff Development Days 	Fall 2009	<ul style="list-style-type: none"> • Fresh Pond Curriculum Mapping • Mass Frameworks 	<ul style="list-style-type: none"> • Principal • Coordinator • Teachers 	<ul style="list-style-type: none"> • Teacher-created tests • MAP • Goal specific worksheets

Grade 9

ELA/Reading School Goal 3: One hundred percent of our ELL and Special Education students will demonstrate proficiency in reading as demonstrated by the administration of the MCAS. Zero students will scored in the “Failure” and “Needs Improvement” categories. No less than 70% will improve their RIT scores by 5 points between the fall and Spring administration of the MAP tests, with the remaining 30% showing growth in at least two performance areas.

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?
ELA teachers coordinate with special education teacher to codify reading techniques (decoding, chunking, writing-to learn, scaffolding, etc) for special education students.	<ul style="list-style-type: none"> • Staff meetings • Common planning time 	Spring 2009 Spring 2010	<ul style="list-style-type: none"> • IEPs • Literature on reading strategies • Homework Center • 9th grade academy 	<ul style="list-style-type: none"> • Coordinator • Classroom teachers • Special Ed. teacher 	Performance on: <ul style="list-style-type: none"> • Teacher made tests • MAP (three times per year) • Teacher observations
Use SEI strategies to support full immersion program to help ELL students progress at individual paces.	<ul style="list-style-type: none"> • PD days for staff development in strategies for effective instruction for English Language Learners. 	Long-term, 2010	<ul style="list-style-type: none"> • District offerings in category 1-4 trainings • Homework Center • 9th grade academy 	<ul style="list-style-type: none"> • Coordinator • Classroom teachers 	Performance on: <ul style="list-style-type: none"> • Teacher made tests • MAP (three times per year) • Teacher
Implement specific intervention for 9 th grade male students, so that they approach the levels of female students. (Goal- setting, low-stakes writing assignments, active reading strategies.)	<ul style="list-style-type: none"> • Staff meetings • Common planning time 	Spring 2009 Spring 2010	<ul style="list-style-type: none"> • Class time • Homework Center • 9th grade academy 		

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>Word Meaning</i>	220.65	10	19	4								
<i>Literal Comprehension</i>	228	7	22	4								
<i>Interpretive Comprehension</i>	216	9	20	4								
<i>Evaluative Comprehension</i>	220.4	7	24	2								
<i>Literature</i>	228.5	10	17	6								

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

Reading/ELA Subject Area Sub-scores

Language: <i>Students obtained 81% of Language points, which is above the district and state averages.</i>
Reading and Literature: <i>Students obtained 79% of available points, which is above district and state averages.</i>
Item Analysis (Multiple Choice & Open Response): <i>Students answered 79% of MC questions correctly, 4 percentage points higher than the state average. While UPCS students obtained a lower percentage (71%) of available open-response points, this number is 8 percentage points above the state average. Another strength is the long composition, where students obtained 74% of available points. However, the topic development portion was just 63%, and while this number outpaces the state and district, there is room for improvement.</i>

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	9	N/A	
240-258	18	256-258	3
220-238	5	236-238	2
200-218	0	216-218	0

Grade 10

ELA/Reading School Goal 1: One hundred percent of students will show proficiency in English Language Arts as demonstrated by the Spring 2010 administration of the MCAS. Our goal is to have zero students scoring in the “Failure” and “Needs Improvement” categories, and at least 25% scoring “advanced.”

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?
Coordinate the 9 th and 10 th grade curricula to maintain a logical progression of skills through the curriculum mapping process.	<ul style="list-style-type: none"> • Monthly meetings • Weekly common planning time 	Long term, Spring 2010	<ul style="list-style-type: none"> • Fresh Pond Curriculum Mapping • Mapping Template • WPS syllabus template • MASS Frameworks • WPS curriculum 	<ul style="list-style-type: none"> • ELA teachers (Kevin Moylan, Peter Weyler) • Coordinator 	<ul style="list-style-type: none"> • Teacher made tests and written assignments • MAP scores
Students will use a systemic approach to answering multiple-choice questions.	<ul style="list-style-type: none"> • Monthly meetings • Weekly common planning time--Teachers will review multiple choice questions and review strategies for answering these questions 	<ul style="list-style-type: none"> • Spring 2009 • Spring 2010 	<ul style="list-style-type: none"> • Fresh Pond Curriculum Mapping • Mass Frameworks 	<ul style="list-style-type: none"> • Principal • Coordinator • Teachers 	Performance on: <ul style="list-style-type: none"> • Teacher made tests • MAP (three times per year) • Teacher observations
Sophomores will be comfortable and confident with the scoring method and rubrics used for the MCAS open-response and long composition items.	<ul style="list-style-type: none"> • Monthly meetings • Weekly common planning time 	<ul style="list-style-type: none"> • Spring 2009 • Spring 2010 	<ul style="list-style-type: none"> • MCAS rubrics • MASS Frameworks • WPS curriculum 	<ul style="list-style-type: none"> • 10th grade ELA teacher (Kevin Moylan) 	<ul style="list-style-type: none"> • Student performance on in-class and take-home writing assignments

Grade 10

ELA/Reading School Goal 2: One hundred percent of our students will show improvement in ELA as demonstrated by the administration of Spring MAP Assessment as compared with the previous fall. No less than 70% of students will meet or exceed their RIT scores. The remaining 30% will show growth in at least two goal performance areas. Our goal is to have no less than 75% of students showing RIT score growth of at least 8 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?
Analyze MAP data to evaluate the needs of students in vocabulary development and reading comprehension.	<ul style="list-style-type: none"> Monthly team time Class time End of Term, End of Semester reflection activities 	<ul style="list-style-type: none"> Long term, Spring 2010 	<ul style="list-style-type: none"> NWEA website Descartes Continuum Lexile.com 	<ul style="list-style-type: none"> Principal Coordinator Teachers MAP personnel 	Performance on: <ul style="list-style-type: none"> Teacher made tests MAP Goal specific worksheets
Use curriculum mapping as a unifying school wide vehicle to develop common summative and formative assessments (collaborative groupwork, low-stakes writing, etc)	<ul style="list-style-type: none"> Monthly meetings Weekly common planning time Professional Development Days where staff will be able to codify their curriculum for literacy across the curricula. 	<ul style="list-style-type: none"> Long term, Spring 2010 	<ul style="list-style-type: none"> Fresh Pond Curriculum Mapping Mass Frameworks 	<ul style="list-style-type: none"> Principal Coordinator Teachers 	Performance on: <ul style="list-style-type: none"> Teacher made tests MAP (three times per year) Teacher observations
Differentiate instruction in all classes to allow multiple entry points to material (literacy groups, text scaffolding, active reading strategies, etc).	<ul style="list-style-type: none"> Staff Development Days Summer Institutes Monthly Staff Meetings Department Meetings 	<ul style="list-style-type: none"> Short Term Fall 2006 Fall 2007 	<ul style="list-style-type: none"> NWEA MAP Data MAP Academy 	<ul style="list-style-type: none"> MAP Data Coach Principal Teachers/ Staff 	<ul style="list-style-type: none"> Teacher Observations Teacher created tests Team Evals MAP scores

Grade 10

ELA/Reading School Goal 3: One hundred percent of our ELL and Special Education students will demonstrate proficiency in reading as demonstrated by the administration of the MCAS. Zero students will scored in the “Failure” and “Needs Improvement” categories. No less than 70% will improve their RIT scores by 5 points between the fall and Spring administration of the MAP tests, with the remaining 30% showing growth in at least two performance areas.

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 identify the students in each subgroup who are struggling with reading and comprehension. Implement specific strategies (writing-to-learn, active reading, text scaffolding) to improve skills.	<ul style="list-style-type: none"> Common planning time and Professional Development time where staff will analyze MAP reports. Class time End of Term, End of Semester reflection activities 	Long-term (2008-2010)	<ul style="list-style-type: none"> NWEA website Descartes Continuum Lexile.com 	<ul style="list-style-type: none"> Principal Coordinator Teachers (Kevin Moylan) MAP personnel (Jeff Glick, Michael Torrisi) 	<ul style="list-style-type: none"> Examine Periodic MAP scores In-class activities (vocabulary, reading comprehension, writing)
ELA teachers coordinate with special education teacher to codify reading techniques (decoding, chunking, literacy circles, etc) for special education students.	<ul style="list-style-type: none"> Staff meetings Common planning time 	Spring 2009 Spring 2010	<ul style="list-style-type: none"> IEPs Literature on reading strategies Homework Center 9th grade academy 	<ul style="list-style-type: none"> Coordinator Classroom teachers Special Ed. teacher 	Performance on: <ul style="list-style-type: none"> Teacher made tests MAP (three times per year) Teacher observations
Use SEI strategies and differentiated instruction to allow multiple entry points to material.	<ul style="list-style-type: none"> PD days for staff development in strategies for effective instruction for English Language Learners and Differentiate Instruction. 	Long-term, 2010	<ul style="list-style-type: none"> District offerings in category 1-4 trainings Homework Center 9th grade academy 	<ul style="list-style-type: none"> Coordinator Classroom teachers 	Performance on: <ul style="list-style-type: none"> Teacher made tests MAP (three times per year) Teacher

Grade 11/12

ELA/Reading Goal 1: Students should score an average of 500 on the Critical Reading portion of the SAT. Our goal is to eliminate student scores below 400 on Critical Reading.

Rationale: Students will achieve at higher levels if teachers use data to inform instruction

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 targeted vocabulary instruction in the Junior and Senior year.	<ul style="list-style-type: none"> Weekly common planning time 	<ul style="list-style-type: none"> Long-term, 2008-2010 	<ul style="list-style-type: none"> Vocabulary and SAT prep resources 	<ul style="list-style-type: none"> 11th and 12th grade Teachers (Peter Weyler, Daniel St. Louis) 	Performance on: <ul style="list-style-type: none"> Teacher made tests SAT practice tests
Review with students their performance on PSAT. Identify targeted areas for improvement.	<ul style="list-style-type: none"> Common planning time Class time Guidance counselor will ensure that teachers are well-versed at the use of SAT data and materials 	<ul style="list-style-type: none"> Fall 2009 Fall 2010 	<ul style="list-style-type: none"> College Board SAT/PSAT Practice Tests 	<ul style="list-style-type: none"> Guidance Counselor Coordinator Teachers 	Performance on: <ul style="list-style-type: none"> Teacher made tests Practice Tests
Encourage students to participate in the Let's Get Ready program for SAT prep.	<ul style="list-style-type: none"> Common planning time Senior Seminar 	<ul style="list-style-type: none"> Fall 2009 Fall 2010 	<ul style="list-style-type: none"> Let's Get Ready Literature and materials College Board Student Reports 	<ul style="list-style-type: none"> Teachers Coordinator Guidance Counselor 	Performance on: <ul style="list-style-type: none"> Teacher made tests SAT Prep Scores Pre and post tests

Grade 11/12

ELA/Reading Goal 2: Our goal is to have 25% of AP students scoring 4 or 5 on the AP exam. Scores should reach an average of 3, and we will move to eliminate scores of 1 and 2.

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?
Purchase and use AP Prep manuals, like Princeton Review, to better understand strategies for the tests.	<ul style="list-style-type: none"> • Monthly meetings • Weekly common planning time • AP Institute 	<ul style="list-style-type: none"> • Spring 2009 	<ul style="list-style-type: none"> • Collegeboard.com • AP Prep Manuals 	<ul style="list-style-type: none"> • Principal • Coordinator • Teachers 	Performance on: <ul style="list-style-type: none"> • Teacher-created writing assignments • Practice tests
Develop rubric for in-class essays that familiarizes students with the 9 point AP essay rubric for English Literature.	<ul style="list-style-type: none"> • Common planning time • Class time • End of Term, End of Semester reflection activities • Building AP teachers will spend time reviewing AP strategies 	<ul style="list-style-type: none"> • Long term, ongoing 	<ul style="list-style-type: none"> • WPS AP Conferences • College Board 	<ul style="list-style-type: none"> • Principal • Coordinator • Teachers 	Performance on: <ul style="list-style-type: none"> • Teacher-created writing assignments • Practice tests
Develop and employ a consistent editing and revision policy for writing for every class on a developmental level.	<ul style="list-style-type: none"> • Monthly staff meetings • Common planning time • Staff Development Days ELA and humanities teachers will have a consistent and common platform upon which to judge writing.	<ul style="list-style-type: none"> • Long-term, ongoing 	<ul style="list-style-type: none"> • MCAS Rubrics • MASS Frameworks • AP rubrics 	<ul style="list-style-type: none"> • Teachers • Coordinator 	Performance on: <ul style="list-style-type: none"> • Teacher-created writing assignments • Practice tests

Grade 11/12

ELA/Reading Goal 3: Special Education students and students who speak English as a second language will increase by 50 points on average their Critical Reading SAT scores in comparison to PSAT scores. Our goal is to eliminate scores below 400 on the Critical Reading portion of the SAT.

<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>Build active reading strategies for extraction and reaction as opposed to a passive approach</p>	<ul style="list-style-type: none"> • Monthly meetings • Weekly common planning time 	<ul style="list-style-type: none"> • Long term-ongoing 	<ul style="list-style-type: none"> • Fresh Pond Curriculum Mapping • Mass Frameworks 	<ul style="list-style-type: none"> • Principal • Coordinator • Teachers 	<p>Performance on:</p> <ul style="list-style-type: none"> • Teacher made tests • Teacher observations • Practice tests
<p>Provide professional development to teachers to better assist students who are ELL or SPED in taking the PSAT/SAT tests.</p>	<ul style="list-style-type: none"> • Monthly team time • SEI trainings • Class time • End of Term, End of Semester reflection activities • Special Ed Teachers will assist teachers with helping ELL and SPED students on these exams 	<ul style="list-style-type: none"> • Long term, 2010 	<ul style="list-style-type: none"> • College board website • Descartes Continuum • Lexile.com 	<ul style="list-style-type: none"> • Teachers • Coordinator • Guidance Counselor 	<p>Performance on:</p> <ul style="list-style-type: none"> • Teacher made tests • Goal specific worksheets • Practice tests
<p>Administer more pre- and post tests of the SAT to determine areas of weakness to address.</p>	<ul style="list-style-type: none"> • Monthly staff meetings • Common planning time • Staff Development Days <p>Guidance Counselors will provide practice tests in greater quantity to math and English teachers</p>	<ul style="list-style-type: none"> • Spring 2009 • Fall 2010 	<ul style="list-style-type: none"> • SAT prep materials • MASS Frameworks 	<ul style="list-style-type: none"> • Teachers • Coordinator 	<p>Performance on:</p> <ul style="list-style-type: none"> • Teacher made tests • Goal specific worksheets • Practice tests

Mathematics Analysis

The 2008 MCAS scores show a significant improvement for the class of 2010. The results for the class of 2012, similar to that of the class of 2011 the year before, indicate a need for remediation and growth. Our main objective is to provide the necessary provisions to advance students from *needs improvement* to the level of *proficient* and those that are *proficient* to *advanced*. Although the students of the class 2011 exhibit strength with patterns and algebraic knowledge (RIT of 247.5), the data presents significant gaps in spatial mathematical concepts, specifically in the fields of geometry and measurement (both having an RIT of 242). Our goal for the 10th grade is to increase the number of students scoring at the level of *advanced* or *proficient* by 30% and decrease the *needs improvement* and *failure* category by 30% (percentages based on previous 8th grade MCAS scores). We will monitor and sustain the success of each student using NWEA reports. Our internal goal for the current 10th grade is to meet, and possibly exceed, the median score for the NWEA Norm-Growth Standard.

Based on the analysis of several different types of data (e.g., MCAS, MAP, teacher observations), it is clear the class of 2012 has a number of difficulties in the area of mathematics. Although our MCAS scores are comparable at the district level, we fall short of meeting state averages (which UPCS typically outperforms) in several sub-scores, most notable measurement. Based on prior success, we make the necessary efforts to address this concern before the class of 2012 enters 10th grade. The data, MAP and MCAS, indicates that efforts need to be targeted toward decreasing achievement gaps within subgroups of the aggregate specifically gender. Action steps for this class include the grant funded *academic skill building summer academy* that began in the summer of 2008. This was an overwhelming success with over 85% of the students attending this 3 week summer session that focused on the core academic subjects of Mathematics, English, and Biology.

UPCS has made a commitment to prepare each of our students for college success. Targeted steps to achieve this goal are the focus for our upper level students. Our goals to increase SAT scores, 100% exposure to the Accuplacer Test, 25% increase in the number of students enrolled in AP courses or dual enrolled in math courses, and changes in 12th grade scheduling address this focus.

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"> • MCAS Data • MAP Data • Clark University • WPS Course Offerings • WPS Math Curriculum 	<ul style="list-style-type: none"> • September 2008-September 2010
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"> • Computer Lab • Lap Tops • Common Planning Time 	<ul style="list-style-type: none"> • September 2008- June 2010
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"> • Rounds model (Clark U) • Math Benchmarks 	<ul style="list-style-type: none"> • September – June 2008-10 • Summers 2008 and 2010
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"> • Math/Science teachers • Curriculum Liaison 	<ul style="list-style-type: none"> • NCTM • Curriculum Resources • IMP/ CMP • McDougall Littell Resources • NWEA DesCartes Planning 	<ul style="list-style-type: none"> • September 2008 -June 2010
Provide research based sustained staff development in math instruction	<ul style="list-style-type: none"> • Staff training 	<ul style="list-style-type: none"> • Building Administrator • Math Department Head • Curriculum Liaison 	<ul style="list-style-type: none"> • Marshall Memo • NCTM Publications • On-line resources 	<ul style="list-style-type: none"> • Staff Development Days (2009 – 2010)
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"> • Building Administrator • Math Lead Teacher 	<ul style="list-style-type: none"> • Clark Curriculum Teams • Embedded PD 	<ul style="list-style-type: none"> • June-July 2008 • June-July 2010

School Goal 1 EXTERNAL

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of the MCAS, specifically focusing on students at the cusp of the proficient level. No less than 30% of students will show growth to the next performance level. The remaining 70% will show growth within their performance level. Our goal is to have 100 % at proficient and/or advanced level in MATHEMATICS IN 2008 - 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?
Analyze MCAS data to identify and address weak goal performance areas	<ul style="list-style-type: none"> • Staff Development Days At the conclusions of these meetings, teachers will clearly identify sub topics in math that need to be addressed	<ul style="list-style-type: none"> • Fall 2008 • Fall 2009 • Fall 2010 	<ul style="list-style-type: none"> • MCAS Reports • MAP/MCAS alignment data • MCAS Mentor software 	<ul style="list-style-type: none"> • Teachers • Coordinator • DAB Staff 	<ul style="list-style-type: none"> • Teacher Made Tests • Basic Skills Assessments • Goal Performance worksheet
Draw on score guides for MCAS open response questions using the NCS Mentor for Massachusetts Scoring software	<ul style="list-style-type: none"> • On-Line teacher training to take place during weekly common planning time • 10th grade team meetings 	<ul style="list-style-type: none"> • Fall 08 • Fall 09 • Fall 10 	<ul style="list-style-type: none"> ○ NCS mentor for Massachusetts scoring MCAS www.ncsmentor.com ○ DOE website ○ MCAS anchor documents and exams 	<ul style="list-style-type: none"> ○ Coordinator ○ 10th grade Math teachers ○ Curriculum Liaison 	<ul style="list-style-type: none"> ○ Interim reports ○ Student math writing assignments (ie. Problem of the week) ○ Basic Skills Assessment
Use MAP testing and utilize the DesCartes planning system	<ul style="list-style-type: none"> • Team Meetings • Common Planning Time In these meetings staff will be trained at using the MAP reports	<ul style="list-style-type: none"> • Long term Fall 2008-Spring 2010 	<ul style="list-style-type: none"> • NWEA Reports • NWEA web site 	<ul style="list-style-type: none"> • Coordinator • Teachers • DAB Staff 	<ul style="list-style-type: none"> • Teacher Made Tests • Basic Skills Assessments • Goal Performance worksheet

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 80% of students will meet or exceed median growth scores according to NWEA Norm-Growth standards.. The remaining 20% 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 NWEA DesCartes planning system to narrow and identify strengths and needs of specific students.	<ul style="list-style-type: none"> • Team Meetings • Common Planning Time In these meetings staff will be trained at using DesCarrtes	<ul style="list-style-type: none"> • Fall 2008- Spring 2010 	<ul style="list-style-type: none"> • NWEA web site 	<ul style="list-style-type: none"> • Coordinator • Teachers • DAB Staff 	<ul style="list-style-type: none"> • Teacher Made Tests • Basic Skills Assessments • Goal Performance worksheet • MAP Scores
Utilize MAP data to identify subgroups and subtopics that require special attention	<ul style="list-style-type: none"> • Staff Development • Monthly Staff Meetings • Department Meetings In these meetings staff will be trained at using the MAP reports	<ul style="list-style-type: none"> • Fall 2008- Spring 2009 • Fall 2009- Spring 2010 	<ul style="list-style-type: none"> • NWEA website • NWEA reports • MAP testing schedules 	<ul style="list-style-type: none"> • Coordinator • Teachers * DAB Staff/ Technical Support/ Information Systems	<ul style="list-style-type: none"> • Teacher Observations • Student Goal Worksheets
Involve students in goal planning for MAP RIT score growth	<ul style="list-style-type: none"> • Common Planning time to train teachers on facilitating student goal setting • Staff Development Days 	<ul style="list-style-type: none"> • Fall 2008 • Spring 2009 	<ul style="list-style-type: none"> • NWEA goal setting worksheet and accompanying website resources • In house faculty led workshops focusing on goal setting strategies 	<ul style="list-style-type: none"> • Coordinator • DAB Staff 	<ul style="list-style-type: none"> • Goal Performance worksheet • MAP Scores

School Goal 3 Sub Groups

- a. To decrease the gender gap in the current 9th grade so that the males are achieving closer to the levels of the females. Specifically we would like a 20% increase in the number of males achieving advanced level in Mathematics MCAS.
- b. Increase by 5% the number of students within the subgroups and the aggregate scoring advanced and proficient on the MCAS

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?
Focus on instructional strategies that include all students and are proven to decrease achievement gaps (group work, differentiated instructions, heterogeneous classes, etc.)	<ul style="list-style-type: none"> • Round model • Faculty meetings consisting of focus group discussions about current educational research 	<ul style="list-style-type: none"> • Fall 08 Staff Development Day 	<ul style="list-style-type: none"> • Marshall Memo • Clark University Ed Dept • WPS Professional Development Opportunities 	<ul style="list-style-type: none"> • Principal • Coordinator • 9th grade teacher team 	<ul style="list-style-type: none"> • Interim Reports • Quarterly Reports • Goal Performance worksheets
Use new district wide McDougall Littell Mathematics text and resources to find real-world connections to Math instruction that engage all students	<ul style="list-style-type: none"> • Monthly Staff Meeting • Weekly common planning time <p>Online resources for teachers and students that will address issues of real world math topics</p>	<ul style="list-style-type: none"> • Long term Fall 08- Spring 2010 	<ul style="list-style-type: none"> • CMP Resource Kits • McDougall Littell Texts • Classzone.com Website for online supplemental material and animations 	<ul style="list-style-type: none"> • Teachers • DAB Liaisons 	<ul style="list-style-type: none"> • McDougall Littell designed standardized practice tests • Teacher Reports • Teacher Observations
Provide teachers with the tools to score student responses to MCAS open responses questions.	<ul style="list-style-type: none"> • Staff Development Days Teachers will online train to standardize scoring of open response items. • Common Planning Time Teachers will mutually create practice MCAS questions that address specific weaknesses 	<ul style="list-style-type: none"> • Long term Fall 2008- Spring 2010 	<ul style="list-style-type: none"> • NCS Mentor for MCAS • MCAS Reports • MCAS Test Builder Website • MAP/MCAS alignment data 	<ul style="list-style-type: none"> • Teachers • Coordinator • DAB Staff 	<ul style="list-style-type: none"> • Teacher Made Tests • Test Builder Tests • Basic Skills Assessments • Goal Performance worksheet

**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>	237.2	20	11	5								
<i>Patterns Relations and Algebra</i>	237.5	15	18	3								
<i>Geometry</i>	238.2	18	14	4								
<i>Measurement</i>	236.9	21	8	7								
<i>Data Analysis, Statistics, and Probability</i>	241.5	10	20	6								

**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: *Number Sense and Operations is our school's strongest sub-score as the students received 67% of the possible points. We attribute this statistic to UPCS commitment to basic numeracy in our middle school curriculum.*

Patterns, Relations, and Algebra:
Our students also exhibit strength dealing with mathematical patterns, relations, and algebra scoring and average 60% correct. This will serve well as all students will continue a mathematics curriculum with Algebra.

Geometry:
On average 56% of questions about geometry were answered correctly. This statistic is higher than the district score of 45% and state score of 55%. We will continue our emphasis on this area during the middle school years to ensure continued success.

Measurement:
This was an area of weakness for our students. They scored 35% of the questions correctly which compares to 41% and 54% at the district and state levels prospectively. This score is significantly lower than previous year's scores. 8th grade and 9th grade math teachers are aware of this weakness and will make targeted instructional changes to address this need.

Data Analysis, Statistics, and Probability: *In this area students at UPC scored 56% of their questions right. While it is higher than district percentages our school did not outscore the state level. An added emphasis in this area would be positive.*

Item Analysis (Multiple Choice & Open Response):
Our school outperformed the district at all levels while falling slightly behind state levels. The class of 2012 exhibits academic needs in several academic areas. All 9th grade teachers are working together to address these needs in their classrooms..

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	8	N/A	
240-258	11	256-258	0
220-238	11	236-238	2
200-218	11	216-218	9

Grade 9

Mathematics School Goal 1:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of the MCAS, specifically focusing on students at the cusp of the needs improvement level. No less than 30% of students will show growth to the next performance level. The remaining 70% will show growth within their performance level. Our goal is to have 100 % of this cohort at proficient and/or advanced level in MATHEMATICS 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?
Use MAP testing to evaluate math skills with a specific focus on utilizing the DesCartes planning system	<ul style="list-style-type: none"> • Team Meetings • Common Planning Time In these meetings staff will be trained at using the MAP reports	<ul style="list-style-type: none"> • Long term Fall 2008-Spring 2010 	<ul style="list-style-type: none"> • NWEA Reports • NWEA web site 	<ul style="list-style-type: none"> • Coordinator • Teachers • DAB Staff 	<ul style="list-style-type: none"> • Teacher Made Tests • Basic Skills Assessments • Goal Performance worksheet
Analyze MCAS data to identify and address weak goal performance areas	<ul style="list-style-type: none"> • Staff Development Days At the conclusions of these meetings, teachers will clearly identify sub topics in math that need to be addressed	<ul style="list-style-type: none"> • Fall 2008 • Fall 2009 • Fall 2010 	<ul style="list-style-type: none"> • MCAS Reports • MAP/MCAS alignment data • MCAS Mentor software 	<ul style="list-style-type: none"> • Teachers • Coordinator • DAB Staff 	<ul style="list-style-type: none"> • Teacher Made Tests • Basic Skills Assessments • Goal Performance worksheet
Develop and host a 3 week interdisciplinary summer program for all 9 th grade students aimed at improving basic skills	<ul style="list-style-type: none"> • Team Meetings • Common Planning Time In these meetings staff will develop interdisciplinary units with clear curriculum goals and learning outcomes	<ul style="list-style-type: none"> • Spring 08/Summer 08 • Spring 09/Summer 09 	<ul style="list-style-type: none"> • WPS benchmarks • WPS curriculum • Clark University Education Department • MCAS Reports • NWEA Reports • Descartes 	<ul style="list-style-type: none"> • Principal • Coordinator • 9th grade teacher team 	<ul style="list-style-type: none"> • Basic Skills Assessments • Goal Performance worksheet • Participation Rates

Grade 9

Mathematics School Goal 2:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MAP Assessment. No less than 80% of students will meet or exceed median growth scores according to NWEA Norm-Growth standards.. The remaining 20% 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 NWEA DesCartes planning system to narrow and identify strengths and needs of specific students.	<ul style="list-style-type: none"> • Team Meetings • Common Planning Time In these meetings staff will be trained at using DesCarrtes	<ul style="list-style-type: none"> • Fall 2008- Spring 2010 	<ul style="list-style-type: none"> • NWEA web site 	<ul style="list-style-type: none"> • Coordinator • Teachers • DAB Staff 	<ul style="list-style-type: none"> • Teacher Made Tests • Basic Skills Assessments • Goal Performance worksheet • MAP Scores
Utilize the geometry sketch pad software and the wireless laptops to make geometry and measurement instruction more salient	<ul style="list-style-type: none"> • Semi-Annual Grant Trainings • On-Line Teacher Trainings Teachers will learn how to use this software to make geometry come alive for students	<ul style="list-style-type: none"> • Fall 08 – Spring 2010 	<ul style="list-style-type: none"> • Geometry sketch pad • Lap Top Carts • Key Curriculum Press online courses for Math teachers 	<ul style="list-style-type: none"> • Grant Coordinator • Math Teachers • Principal 	<ul style="list-style-type: none"> • Teacher Observations • Student Assignments on Geo Sketch Pad
Administer and analyze the MAP and use the MAP/NWEA website to provide instruction to students in the specific goal performance areas of number sense, geometry, and data analysis.	<ul style="list-style-type: none"> • Staff Development • Monthly Staff Meetings • Department Meetings In these meetings staff will be trained at using the MAP reports	<ul style="list-style-type: none"> • Fall 2008 - Spring 2010 • Fall 2008 - Spring 2010 	<ul style="list-style-type: none"> • NWEA website • NWEA reports • MAP testing schedules 	<ul style="list-style-type: none"> • Coordinator • Teachers • DAB staff 	<ul style="list-style-type: none"> • Teacher Observations • Student Goal Worksheets

Grade 9

Mathematics School Goal 3:

To decrease the gender gap in the current 9th grade so that the males are achieving closer to the levels of the females. Specifically we would like a 20% increase in the number of males achieving advanced level in Mathematics MCAS.

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?
Focus on instructional strategies that include all students and are proven to decrease achievement gaps (group work, differentiated instructions, heterogeneous classes, etc.)	<ul style="list-style-type: none"> • Round model • Faculty meetings consisting of focus group discussions about current educational research 	<ul style="list-style-type: none"> • Fall 08 Staff Development Day 	<ul style="list-style-type: none"> • Marshall Memo • Clark University Ed Dept 	<ul style="list-style-type: none"> • Principal • Coordinator • 9th grade teacher team 	I <ul style="list-style-type: none"> • nterim Reports • Quarterly Reports • Goal Performance worksheets
Develop and host a 3 week interdisciplinary summer program for all 9 th grade students aimed at improving basic skills	<ul style="list-style-type: none"> • Team Meetings • Common Planning Time In these meetings staff will develop interdisciplinary units with clear curriculum goals and learning outcomes	<ul style="list-style-type: none"> • Spring 08/Summer 08 • Spring 09/Summer 09 	<ul style="list-style-type: none"> • WPS benchmarks • WPS curriculum • Clark University Education Department • MCAS Reports • NWEA Reports • Descartes 	<ul style="list-style-type: none"> • Principal • Coordinator • 9th grade teacher team 	<ul style="list-style-type: none"> • Basic Skills Assessments • Goal Performance worksheet • Participation Rates
Develop and use research-based strategies for instruction of all students across all subgroups	<ul style="list-style-type: none"> • Staff Development • Monthly Staff Meetings • Department Meetings In these meetings staff will be trained at using the MAP reports	<ul style="list-style-type: none"> • Fall 2008 - Spring 2010 	<ul style="list-style-type: none"> • NWEA website • NWEA reports • MAP testing schedules 	<ul style="list-style-type: none"> • Coordinator • Teachers • DAB staff 	<ul style="list-style-type: none"> • Teacher Observations • Student Goal Worksheets

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>	244	9	16	5								
<i>Patterns Relations and Algebra</i>	247	6	24	6								
<i>Geometry</i>	242.8	7	19	4								
<i>Measurement</i>	242.4	10	15	5								
<i>Data Analysis, Statistics, and Probability</i>	242.4	8	16	6								

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

Mathematics Subject Area Sub-scores

Number Sense and Operations: The data supports that our student have a good understanding of number sense and operations with 67% of the questions correct.

Patterns, Relations, and Algebra: A solid understanding of this subject area is demonstrated with students achieving 70% of the questions correct.

Geometry: Geometry was the lowest of all subtopics in this cohort, scoring 53% of the questions correct. This is equivalent to the state percentage, but is a relative weakness for our school.

Measurement: Measurement subgroup showed students receiving 77% of the questions corrects. This percentage shows tremendous growth from last years' score of 68% correct.

Data Analysis, Statistics, and Probability: Our school showed significant improvements from 2007 score of 67% of the questions correct to 79% of the questions correct in 2008. We hope to sustain at least a 75% correct level for the 2009 testing.

Item Analysis (Multiple Choice & Open Response):

There was little difference in how students preformed within the types of questions. Overall students scored 69% correct on multiple choice and 70% of possible open responses points. This consistency supports the importance of low-states writing in the curriculum.

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	25	N/A	
240-258	3	256-258	0
220-238	4	236-238	3
200-218	0	216-218	0

Grade 10

Mathematics School Goal 1:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of the MCAS, specifically focusing on students at the cusp of the proficient level. No less than 30% of students will show growth to the next performance level. The remaining 70% will show growth within their performance level. Our goal is to have 100 % at proficient and/or advanced level in MATHEMATICS IN 2009

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Utilize the geometry sketch pad software and the wireless laptops to make geometry and measurement instruction more salient	<ul style="list-style-type: none"> Semi-Annual Grant Trainings On-Line Teacher Trainings Teachers will learn how to use this software to make geometry come alive for students	<ul style="list-style-type: none"> Fall 08 – Spring 2010 	<ul style="list-style-type: none"> Geometry sketch pad Lap Top Carts Key Curriculum Press online courses for Math teachers 	<ul style="list-style-type: none"> Grant Coordinator Math Teachers Principal 	<ul style="list-style-type: none"> Teacher Observations Student Assignments on Geo Sketch Pad
Draw on score guides for MCAS open response questions using the NCS Mentor for Massachusetts Scoring software	<ul style="list-style-type: none"> On-Line teacher training to take place during weekly common planning time 10th grade team meetings 	<ul style="list-style-type: none"> Fall 08 Fall 09 Fall 10 	<ul style="list-style-type: none"> NCS mentor for Massachusetts scoring MCAS www.ncsmentor.com DOE website MCAS anchor documents and exams 	<ul style="list-style-type: none"> Coordinator 10th grade Math teachers Curriculum Liaison 	<ul style="list-style-type: none"> Interim reports Student math writing assignments (ie. Problem of the week) Basic Skills Assessment
Use MAP testing to create purposeful groupings of students in class instruction	<ul style="list-style-type: none"> Team Meetings Common Planning Time In these meetings staff will have time to interpret MAP reports	<ul style="list-style-type: none"> Long term Fall 2006-Spring 2008 	<ul style="list-style-type: none"> NWEA Reports NWEA web site 	<ul style="list-style-type: none"> Coordinator Teachers DAB Staff 	<ul style="list-style-type: none"> Teacher Made Tests Basic Skills Assessments Goal Performance worksheet

Grade 10

Mathematics School Goal 2:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MAP Assessment. No less than 80% of students will meet or exceed median growth scores according to NWEA Norm-Growth standards.. The remaining 20% 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?
Involve students in goal planning for MAP RIT score growth	<ul style="list-style-type: none"> Common Planning time to train teachers on facilitating student goal setting Staff Development Days 	<ul style="list-style-type: none"> Fall 2008 Spring 2009 	<ul style="list-style-type: none"> NWEA goal setting worksheet and accompanying website resources In house faculty led workshops focusing on goal setting strategies 	<ul style="list-style-type: none"> Coordinator DAB Staff 	<ul style="list-style-type: none"> Goal Performance worksheet MAP Scores
Use NWEA DesCartes planning system to narrow and identify strengths and needs of specific students.	<ul style="list-style-type: none"> Team Meetings Common Planning Time <p>In these meetings staff will be trained at using DesCartes</p>	<ul style="list-style-type: none"> Fall 2008- Spring 2010 	<ul style="list-style-type: none"> NWEA web site 	<ul style="list-style-type: none"> Coordinator Teachers DAB Staff 	<ul style="list-style-type: none"> Teacher Made Tests Basic Skills Assessments Goal Performance worksheet MAP Scores
Utilize MAP data to identify subgroups and subtopics that require special attention	<ul style="list-style-type: none"> Staff Development Monthly Staff Meetings Department Meetings <p>In these meetings staff will be trained at using the MAP reports</p>	<ul style="list-style-type: none"> Fall 2008- Spring 2009 Fall 2009- Spring 2010 	<ul style="list-style-type: none"> NWEA website NWEA reports MAP testing schedules 	<ul style="list-style-type: none"> Coordinator Teachers * DAB Staff/ Technical Support/ Information Systems 	<ul style="list-style-type: none"> Teacher Observations Student Goal Worksheets

Grade 10

Mathematics School Goal 3:

Increase by 5% the number of students within the subgroups and the aggregate scoring advanced and proficient on the MCAS

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 new district wide McDougall Littell Mathematics text and resources to find real-world connections to Math instruction that engage all students	<ul style="list-style-type: none"> Monthly Staff Meeting Weekly common planning time Online resources for teachers and students that will address issues of real world math topics	<ul style="list-style-type: none"> Long term 2006- Spring 2008 	<ul style="list-style-type: none"> CMP Resource Kits McDougall Littell Texts Classzone.com Website for online supplemental material and animations 	<ul style="list-style-type: none"> Teachers DAB Liaisons 	<ul style="list-style-type: none"> McDougall Littell designed standardized practice tests Teacher Reports Teacher Observations
Provide teachers with the tools to score student responses to MCAS open responses questions.	<ul style="list-style-type: none"> Staff Development Days Teachers will online train to standardize scoring of open response items. Common Planning Time Teachers will mutually create practice MCAS questions that address specific weaknesses 	<ul style="list-style-type: none"> Long term Fall 2008- Spring 2010 	<ul style="list-style-type: none"> NCS Mentor for MCAS MCAS Reports MCAS Test Builder Website MAP/MCAS alignment data 	<ul style="list-style-type: none"> Teachers Coordinator DAB Staff 	<ul style="list-style-type: none"> Teacher Made Tests Test Builder Tests Basic Skills Assessments Goal Performance worksheet
Analyze MAP and MCAS data to address the specific goal performance areas where Hispanic/Latino students struggle	<ul style="list-style-type: none"> Weekly common planning time Monthly Staff Meeting Teachers will find better ways to address the learning of the Hispanic/Latino students 	<ul style="list-style-type: none"> Fall 2008 Spring 2009 Fall 2009 Spring 2010 	<ul style="list-style-type: none"> MCAS Data MAP Data NWEA Reports 	<ul style="list-style-type: none"> Principal Coordinator Teachers 	<ul style="list-style-type: none"> Teacher Reports Progress Reports Student Goal Worksheets

Grade 11/12

Mathematics Goal 1:

Our students will show improvement on Math SAT scores. Our goal is to have a 50% increase in the number of students that receive a score of 500 points or above.

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?
Require students to take the SAT at least twice	<ul style="list-style-type: none"> Advisory time to meet with students during Common Planning time 	<ul style="list-style-type: none"> Fall 08 – Spring 2010 continuing 	<ul style="list-style-type: none"> College Board Website SAT prep books Bottom Line Lets Get Ready Program 	<ul style="list-style-type: none"> Guidance Department Coordinator Principal 	<ul style="list-style-type: none"> Attendance rates for SAT prep programs SAT reports
Incorporate problems of the week that come from previous SAT exams into all junior and senior Math courses	<ul style="list-style-type: none"> Weekly team meetings Department Meetings <p>A series of math and ELA questions will be created by the staff and addressed by the math teachers</p>	<ul style="list-style-type: none"> Long term Fall 2008-Spring 2010 	<ul style="list-style-type: none"> SAT Problems AP Problems 	<ul style="list-style-type: none"> Teachers DAB personnel Math Liaison 	<ul style="list-style-type: none"> POW scores Teacher Observations
Modify 12 th grade schedule so all students enroll in a Mathematics course	<ul style="list-style-type: none"> Math Department meetings to focus on correlation between college readiness and HS math courses 	<ul style="list-style-type: none"> Long term fall 2008-spring 2010 	<ul style="list-style-type: none"> Additional text books 	<ul style="list-style-type: none"> Coordinator Guidance Counselor Math Teachers 	<ul style="list-style-type: none"> Report cards Practice test scores Teacher observations

Grade 11/12

Mathematics Goal 2:

Our school will have a 25% increase in the number of students enrolled in Advanced Placement Calculus and/or College Mathematics/Computer Science course

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?
Changing junior course offerings to include pre-calculus in addition to Algebra II.	<ul style="list-style-type: none"> Revisiting curriculum maps for 11th and 12th grade math courses during common planning time. 	<ul style="list-style-type: none"> Fall 2008 	<ul style="list-style-type: none"> Purchasing of additional Pre-Calculus text books and supplemental material. 	<ul style="list-style-type: none"> Principal Coordinator Guidance counselor 11/12th grade Math teachers 	<ul style="list-style-type: none"> Course attendance rates
Target advising and support for students interested dual enrollment	<ul style="list-style-type: none"> Modification of schedule to allow time for student support. 	<ul style="list-style-type: none"> Fall 08-Spring 2010 	<ul style="list-style-type: none"> College Board Reports Clark University 	<ul style="list-style-type: none"> Principal Coordinator Guidance counselor College Support Advisor 	<ul style="list-style-type: none"> Course attendance AP Scores Course Scores
Vertically align HS Mathematics curricula to allow successful preparation for students	<ul style="list-style-type: none"> Revision of curriculum maps during Common Planning Time and Staff Development Days CPAS Training 	<ul style="list-style-type: none"> Spring 09 Fall 2010 	<ul style="list-style-type: none"> EPIC/CPAS tools Jobs for the Future Fresh Pond Curriculum mapping resources McDougall Littell Resources 	<ul style="list-style-type: none"> Coordinator Principal Math Department 	<ul style="list-style-type: none"> CPAS assignment scores Interim Reports

Grade 11/12

Mathematics Goal 3:

All students interested in community and or state colleges will successfully passed the Accuplacer Test eliminating the need for remedial college Mathematic courses

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Students applying to state and or community colleges will take the Accuplacer test online course	<ul style="list-style-type: none"> • Staff Meetings • Math Department Meetings 	<ul style="list-style-type: none"> • Long term Spring 2009- Spring 2010 	<ul style="list-style-type: none"> • Advance Math Concepts Text and accompanying resources • www.testprepreview.com/accuplacer_practice.htm 	<ul style="list-style-type: none"> • Math Teachers • Coordinator • Principal • Curriculum Liaison 	<ul style="list-style-type: none"> • Teacher Observations • Number of students using materials • Practice test scores
Require that all 12 th grade students enroll in a Mathematics course	<ul style="list-style-type: none"> • Math Department meetings to focus on correlation between college readiness and HS math courses 	<ul style="list-style-type: none"> • Long term fall 2008- spring 2010 	<ul style="list-style-type: none"> ○ CMP and other real world application resources ○ CPAS projects and assignments 	<ul style="list-style-type: none"> • Coordinator • Guidance Counselor • Math Teachers 	<ul style="list-style-type: none"> • Report cards • Practice test scores
Provide time in each week for students who wish to practice SAT/PSAT test materials	<ul style="list-style-type: none"> • Staff Meetings • Department Meetings 	<ul style="list-style-type: none"> • Long term fall 2006- Spring 2008 	<ul style="list-style-type: none"> • College Board CDs • SAT Test Prep Materials 	<ul style="list-style-type: none"> • Math Teachers • Principal 	<ul style="list-style-type: none"> • Teacher Observations • Number of students using materials

FAMILY INVOLVEMENT

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

University Park Campus School prides itself in having a close relationship with its parents. Only with the full cooperation of the school and the parents, can we hope to truly educate, in every possible way, the youngsters in our charge. Therefore UPCS will focus on the following types of parent involvement.

School Involvement Goal 1: *Increase by 20% the number of Connect-Ed messages and parent contacts by the school*

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

Communicating

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?
A better and more consistent use of the Connect-Ed system	<ul style="list-style-type: none"> • Staff Development Meetings • Weekly Common Planning Time 	Long Term Fall 2008- Spring 2010	<ul style="list-style-type: none"> • Connect-Ed Booklet • Connect Ed on line Resources 	<ul style="list-style-type: none"> • Principal • Coordinator 	<ul style="list-style-type: none"> • On going checklist for the number of parents contacted
Holding parent conferences where MAP and MCAS data is shared with parents in substantive ways	<ul style="list-style-type: none"> • Know Your School Night • Meet the Guidance Counselor Night • Coffee with the Coordinator 	Long Term Fall 2008-Spring 2010	<ul style="list-style-type: none"> • MCAS and MAP Data • MCAS and NWEA web sites • Reporting documents 	<ul style="list-style-type: none"> • Principal • Coordinator • Teachers • Guidance Counselor 	<ul style="list-style-type: none"> • On going checklist for the number of parents contacted
Updating the school website and teacher websites to keep parents informed about student progress	<ul style="list-style-type: none"> • Staff Development • Common Planning 	Long Term Fall 2008-Spring 2010	<ul style="list-style-type: none"> • School website • Computer lab 	<ul style="list-style-type: none"> • Teachers • Coordinator 	<ul style="list-style-type: none"> • On going checklist for the number of parents contacted

School Involvement Goal 2: Increase the total number of community-based collaborative efforts for family and school involvement

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

Parenting

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 advertise parent conferences focusing on issues of college, AP, and financial aid.	<ul style="list-style-type: none"> • Staff Development Meetings • Weekly Common Planning Time 	Long Term Fall 2008- Spring 2010	<ul style="list-style-type: none"> • College Board Material • FAFSA 	<ul style="list-style-type: none"> • Principal • Coordinator • Guidance 	<ul style="list-style-type: none"> • On going checklist for the number of parents contacted
Create and advertise student internships and community service activities with local businesses and institutions	<ul style="list-style-type: none"> • Know Your School Night • College Conference • Internship/Coordinator 	Long Term Fall 2008-Spring 2010	<ul style="list-style-type: none"> • Community Service access • UPCS Guidance 	<ul style="list-style-type: none"> • Principal • Coordinator • Guidance 	<ul style="list-style-type: none"> • Internship/Community Service Handbook
Create opportunities for businesses to assist in providing services to our students during the school day and after school time.	<ul style="list-style-type: none"> • Staff Development • Common Planning • Meetings with business exec 	Long Term Fall 2008-Spring 2010	<ul style="list-style-type: none"> • Al-Com • Probus • Clark University Organizations 	<ul style="list-style-type: none"> • Principal • Coordinator • Guidance 	<ul style="list-style-type: none"> • On going list of organizations • Business directory

