

Worcester Public Schools
Middle School Level
School Improvement Plan
2008-2010
Sullivan Middle

School:

The Dr. Arthur F. Sullivan Middle School (SMS) is a large urban middle school serving 849 students in grade 7 and 8. SMS is located in the South quadrant of Worcester and includes the city's most economically challenged neighborhoods. The demographics are as follows: 34.86% White/Caucasian; 38.87% Hispanic/Latino; 14.02% African American; 11.78% Asian/Pacific Islander; and 0.47% Native American. Of these students, 26.03% are Special Education students and 18.73% have Limited English Proficiency. Almost eighty percent of all students (79.15%) who attend Sullivan are eligible for Free/Reduced Lunch.

The school embraces a middle school philosophy with the students grouped into Learning Communities (Academies) that loop for their two-year middle school experience. Teaming and looping are key components to providing a personalized educational experience for every student. Each academy uses a common planning time and student advisory to promote student success and to encourage parental involvement. The PBS program (Positive Behavioral Support System) coupled with the ILT (Instructional Leadership Team), and the RLT (Reading Literacy Team) protocol have positively impacted the school culture. PBS offers school-wide positive behavior support for a broad, pro-active approach with the goal of allowing teachers to spend more time on instruction. The ILT and the RLT provide leadership and support to help teachers define, incorporate, and deliver effective instructional practice.

For the past few years, we have been disaggregating student performance data (MCAS, MAP) to allow for more precisely targeted academic support. Previously, we examined our MCAS scores as a faculty, taking the aggregate of all student scores as an indicator of our own students' achievement. In the last two years we have been able to provide individual teaching teams with disaggregated student scores which allow for attention to specific areas of need. Using the Data Warehouse test item analysis data and the NWEA class overview data, teams are able to pinpoint both the students and the strands which need support. This data analysis facilitates effective grouping, differentiated instruction, and helps teams to allocate resources and support where they are most needed. In addition, there has been close examination of the achievement patterns of subgroups including Special Education students, English Language Learners (ELL), and students with disabilities. Regular education students of various races and socioeconomic status have also benefited from this scrutiny.

An examination of the disaggregated data by subgroups, race and socioeconomic status reveals patterns of disparity in achievement in both English Language Arts and Mathematics. Overall student achievement in both areas remains below State performance targets. The two subgroups of particular concern, Special Education students and English Language Learners, are significantly behind the general population, especially in Mathematics.

The following improvements are critical for growth in student proficiency:

- Adherence to the Positive Behavior Support (PBS) four codes of honor: Be Safe, Be Prepared, Be Respectful, Be a Learner.
- School wide adoption of the ABC requirement: Agenda, Binder, Cornell Notes
- Differentiated instruction that ensures increased opportunities for students to utilize critical thinking skills, sustained inquiry and questioning.
- Use of formative classroom assessments to ensure equity in assessing a student's full growth potential.
- Adherence to the Vision coupled with increased time for reading, writing instruction, communications, problem solving, and technology.
- Utilization of our common language to discuss achievement, instruction and classroom practice as delineated by Focus on Results

Ongoing data analysis will include:

- Analysis of customized MCAS results prepared through Data Warehouse that includes district, school, and classroom data.
- Examination of the Reading RIT and Math RIT (MAP) scores through the use of NWEAs Dynamic Reports site.
- Tracking the growth margins: Fall, winter, Spring (MAP) and analysis of growth trends in test item rosters (MCAS).
- Examination of the times, days, location and infraction trends in discipline through the use of Sage Reports and the PBS Reports site.

Targeted professional development includes:

- School-wide training for the integration of literacy and numeracy across the curriculum. Training of teachers as experts of Reading in their content area
- Focusing the repertoire of school-wide strategies to address short-answer and open-response questions
- Modeling of differentiated instruction, (multi-leveled text based discussion, effective grouping for curriculum mapping) formative assessment, effective questioning and Cornell note taking
- School-wide training on the application of the NEASC rubrics on anchor papers supplied by the DESE website
- School-wide participation in SMARTe goal setting and the writing of the School Improvement Plan

Vision Statement:

As a result of schoolwide efforts, all Sullivan Middle School students will show measurable growth in their ability to read and respond in all disciplines through an agreed upon set of common teaching practices.

Our work with Focus on

O Results (WPS Making Good Schools Better) illuminated the need for school staff to review past and present data, review and celebrate accomplishments, and set SMARTe goals. Using the Seven Areas of Focus our staff was able to develop the schoolwide instructional focus. The staff continues to engage in data driven planning. This vision will empower our students to become life-long learners by utilizing all resources available in our school community.

The Sullivan Middle School graduate will:

- Demonstrate the skills necessary for the successful transition to high school.
- Exhibit pride in self, family, school and community.
- Behave ethically, and take responsibility for his/her education.
- Approach education as an enthusiastic, active participant.
- Think critically, choose carefully and display problem solving skills. Continue on the path to becoming productive, informed and independent citizens in a global society.

Focus Statement:

“As a result of school wide efforts, all Sullivan Middle School students will show measurable growth in their ability to read and respond in all disciplines through an agreed upon set of common teaching practices.”

School Profile Information

Basic Information	
Name of School	Dr. Arthur Sullivan Middle School
Address	140 Apricot St.
	Worcester, MA
	01603
Telephone	508-799-3350
Fax	508-799-8244
School Web Page URL	www.wpsweb.com/sullivan
Principal	Robert E. Jennings Jr.
Phone, E-mail Address	Jenningsr@worc.k12.ma.us
Alternative Contact at School	Kathryn Bastien or Josephine Robertson

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
- CMP checklists, 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

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

Discipline	Teacher	Number of Students
English Language Arts	Morocco, Carla	77
	Gage, Melanie	76
	Machado, Adrian	82
	Griffin, George	72
	Ryan, Pat	97
	Savage, Luke	96
	Duratti, Diane	95
	Mickunas, Margaret	86
Reading	Duclos, Michelle	82
	Levine, Anita	91
	Pechie, Paula	84
	Granlund, Marie	86
	Duncan, Charity	81
Science	Ohan, Ann Marie	101
	McGuire, Bruce	104
	Galusha, Shelly	82
	Bastug, Sevim	97
	Rivera, Nestor	80
	Capobianco, Steven	84
	Munoz, Vanessa	90
	Denault, Lynne	74
Math	Ohanesian, Marsha	76
	Djangmah, Abraham	86
	Nguyen, Peter	83
	Castillo, Jorge	87
	McKiernan, Robert	100
	Quist, Joanne	84
	Fulk, Michelle	97
	Dill, Donald	78
	Goranson, Donna	62
Social Studies	Cawley, Kevin	90
	Dryden, Jay	83
	Robbins, Sharon	102
	Williams, Edward	104
	Kopka, Craig	84

	Thompson, David	80
	Crompton, David	97
	DeSavage (Adams), Dawn	75
Special Education	Brown, Frances	40
	Shea, Dawn	79
	Carelli, Jennifer	34
	Mihelioudaki, Cate	38
	Bonofilio, Melissa	52
	Vincent, Lynne	80
	Ingraham-Doyle, Helen	42
	Anderson, Susan	37
	Francis, Gayle	48
	George-Dolan, Rose	36
	Fransson, Jamie	34
	Byrnes, Jennifer	68
	Crowley, Julia	35
	Garvin, Erin	67
	Pauliukonis, Aldona	83
Bilingual	Mejia, Daniel	48
	Ramirez, Ada	49
	Panighel, Mayra	27
ESL	Cutter, Sarah	91
	McKnight (Joseph), Sandra	55
Art	Abbott, Mary	95
Avid	Gardiner, Emma	95
Foreign Language	O'Malley, Susan	97
	Gregorio-Bowen, Sonia	96
	Elizalde, Abigail	90
Facilitator of Data & School Initiatives	Bastien, Kathryn	
Guidance	Magarian, Diane	
	Noponen, Katia	
Health/MCAS Prep	Connor, Ryan	79
Librarian	Nelson, Amanda	

Industrial Technology	Graham, James	79
	Morocco, Edward	95
Music	Newton, Maria	97
	Ambrose, Jillian	78
Physical Education	Riley, Laureen	115
Student Support	Baxter, Orlando	

Enrollment, Enrollment History (October 1st)

2009	2008
849 In Building	871 In building
	897 Total

Demographics

Race	% of School
White/Caucasian	34.86%
African American	14.02%
Hispanic	38.87%
Asian, Pacific Islander	11.78%
Native American	0.47%
Limited English Proficiency	18.73%
Eligible for Free/Reduced Lunch	79.15%
(Other as appropriate)	34.86%

Student Information

Total number of registered students	% of School
Number of regular education students	73.97%
Number of special education students	26.03%
Number of ESL or LEP students	18.73%
Number of eligible for free and reduced lunch	79.15%

Baseline Cumulative Attendance

Year	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2007-2008	828	828								
2008-2009	809	776								

Mobility

	Inter	Intra	Total
Entry Mobility Factor	1.98%	2.91%	4.89%
Exit Mobility Factor	1.28%	2.10%	3.38%

2008 Adequate Yearly Progress (AYP) Report Summary

District: Worcester Public School

School:

Did school make AYP for 2008: ELA No Math No Attendance 921

Adequate Yearly Progress Designation:

Did the school meet the standard for AYP?

Overall AYP	English Language Arts		Math		Attendance	
	Made AYP	CPI	Made AYP	CPI	Made AYP	CPI
Aggregate	No	73.4	No	51.7	Yes	94.4
Students with Disabilities	No	54.0	No	35.3	No	91.9
Limited English Proficient	No	54.8	No	35.4	Yes	93.8
Low Income	No	70.7	No	48.1	Yes	93.9
African American/Black	No	70.5	No	44.5	Yes	95.2
Asian or Pacific Islander	Yes	87.1	No	75.8	Yes	97.4
Hispanic	No	66.1	No	41.4	Yes	93.6
Native American	-	-	-	-	-	-
White	No	77.6	No	58.1	No	58.1

Introduction/Executive Summary

The inception of Sullivan’s School-wide Instructional Focus began with a polling of the entire Sullivan staff. After meeting with Joe Palumbo (who asked us what the school focus was) for the first time it became clear that, despite our involvement in many initiatives and pilots—all of which promised sure success, we did not embrace one succinct statement that defined our mission. As expected, the poll answers were as disparate as there were pollsters—with answers to the question “What is our [Sullivan’s] focus?” ranging from “literacy” to “to provide a safe and nurturing environment for our middle school children.” We knew immediately that if we were to accomplish the gains that the Focus on Results team assured us we would, we would have to immediately determine our school wide focus.

With full-staff collaboration as our optimal goal, we created a survey that listed every initiative that the faculty was currently implementing. From here we asked the staff to number these in their order of importance and value. Scrutiny of this data, coupled with our scores from MCAS and MAP, led us to our current focus: *“As a result of school wide efforts, all Sullivan Middle School students will show measurable growth in their ability to read and respond in all disciplines through an agreed upon set of common teaching practices.”*

The necessary next step was to narrow our initiatives to three school-wide strategies that would be implemented with fidelity. Already in place was our commitment to AVID. This helped us roll out Cornell note taking in every class in the building. This two-column approach to note taking was beneficial for every student and, in particular, our Special Education and ELL students. Also from our AVID program we adopted Questioning, utilizing both Costa’s levels of questioning and Bloom’s Taxonomy. The focus on questioning supports our focus by increasing critical thinking (a solid basis for discussion and brainstorming as a precursor to “responding”) and increasing each student’s lexicon of test-taking vocabulary. Our third and most important “common teaching practice” is, of course, the utilization of differentiated instruction to ensure that teachers are tapping every modality thereby increasing every student’s chance at success.

With our focus displayed on every classroom wall and the message conveyed in every published missive, teachers and students have begun to internalize the focus and the strategies associated with them.

Professional development was designed to strengthen the staff’s acquisition of new skills intrinsic to the success of our focus. Here we looked at school, team, and classroom data, collaboratively framed our “Good News” and “Urgent Statements” which were published in the Principal’s Newsletter for staff, the newsletter that goes home, and a Power Point that was presented at the Sullivan Know Your School Night. The next department meeting was reserved for the creation of SMARTe goals. Armed with ELA and Math data as well as data relevant to Science and Social Studies, each department was engaged in the creation of these goals. Using a template provided by Focus on Results, the department heads reviewed the data with their respective staffs and wrote the goals. The task did not stop there however; departments also looked at the Special Education and LEP data. Each department wrote school goals (external, internal, and sub groups) ELA, and Math goals. This activity insured that every staff member was involved in the creation of the School Improvement Plan goals.

With goals that employ vocabulary that includes “one hundred percent increase” and, “75% Proficient or above in ELA,” the message is clear; if Sullivan is going to move the children into this realm, we need to acknowledge it is our one focus, and the strategies we chose to get us there, that will ensure student success. Together We Achieve More.

English Language Arts Analysis

Sullivan Middle School did not make AYP in English Language Arts on the 2008 MCAS. Data gleaned from the Data Warehouse (MCAS) and NWEA (MAP) sites reveals that our current 8th graders demonstrated significant difficulty in the areas of dramatic literature (47%) and fiction (51%). Last year's 8th graders showed a struggle with style and language (54%) and myth, traditional narrative, and classical literature (54%). Further scrutiny of MCAS and MAP performance in all areas revealed that the identification and comprehension of the questions (literacy) posed the greatest challenge.

This discovery, coupled with our affiliation with and guidance from the Focus on Results team, prompted our faculty to revise our school vision: *As a result of school wide efforts, Sullivan Middle School Students will show measurable growth in their ability to read and respond in all disciplines through and agreed upon set of common teaching practices.* Toward this end, professional development was designed to familiarize all staff with: school and classroom data, reading strategies with all faculty as experts of reading in their content area, Bloom's taxonomy and Costa's levels of questioning, and a common writing strategy for approaching open response questions.

Currently we are in the throes of revising our schedule to create an extended homeroom for the purpose of involving our students in a sustained silent reading program with all teachers as models. This will support our focus, which acknowledges all teachers as teachers of reading. In addition, we have designated Wednesdays of every week as open response days in every discipline. This practice will ensure that all students will become familiar with our school-wide approach to open response writing. Content teachers will concentrate on these skills throughout the school day and the results will be forwarded to the department heads to track progress. We have successfully repaired our Rack system (internal television station) and, in the near future, videotapes of good reading and writing strategies will be viewed on Wednesday mornings.

The ELA department has just received a brand new text book (the Holt Rhinehart Literature Series). This text has is an English Literature book with multiple levels of technical support directly related and linked to the Massachusetts frameworks and standards. This new text, coupled with the promise of all teachers as teachers of reading, will positively impact the literacy of our students.

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	Provide an additional period of classes for students identified at the lowest quartile in their class	<ul style="list-style-type: none"> • ELA Curriculum Liaison • ELA Department Head • Literacy Coach (external) • Administration • ELA Teachers • Reading Specialists 	<ul style="list-style-type: none"> • Professional Development offered by the Secondary Initiatives office 	Daily
ELA/Program Objectives	Actions Steps	Leader	Resources	Frequency/Timeline
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"> • Literacy Coach (external) • ELA and ESL Teachers • Reading Specialists • Facilitator of Data 	<ul style="list-style-type: none"> • MCAS, MAP, MEPA, MELA-O scores 	At monthly team meetings
Continue to develop and utilize staff to coordinate resources and activities in the building for the literacy school wide models	Department Head 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"> • Administrators • Teachers and Instructional Aides • ELA Teachers • Reading Specialists • ESL Teachers 	<ul style="list-style-type: none"> • Best Practice Lessons • Curriculum Frameworks • Student Assessment Data • Building Schedule 	Monthly
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"> • ELA Liaison • Teachers and Instructional Aides • Administrators 	<ul style="list-style-type: none"> • Instructional Publications • Catalogs • Internet 	Semi-annually or as needed by submission of purchase order (budget allowing)
Provide research based sustained staff development in reading instruction	<ul style="list-style-type: none"> • Continue implementation of Secondary Reading Grant Action Plan 	<ul style="list-style-type: none"> • Department Heads • Teachers and Instructional Aides • ILT/RLT 	<ul style="list-style-type: none"> • Vocabulary Lists • Content Area Curriculum • White Boards • White Board Markers 	Daily, Ongoing
Continue sustained staff development model	<ul style="list-style-type: none"> • Continue with the staff development plan that includes time for implementation, reflection, sharing with peers, and observation of peers 	<ul style="list-style-type: none"> • ELA Curriculum Liaison • ELA Department Head • Literacy Coach (external) • Administration • ELA Teachers • Reading Specialists 	<ul style="list-style-type: none"> • Literacy Strategy binders for each content area • Lesson Plans • Faculty Surveys (to gauge effectiveness) 	Ongoing

	<ul style="list-style-type: none"> • One hour department meeting per month • MAP Progress Monitoring 			
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"> • Administration • RLT/ILT • Department Heads • SMS Faculty 	<ul style="list-style-type: none"> • Consultants • MAP Trainers • Best Practice Lessons • Professional Development offered by the Secondary Initiatives office 	Ongoing
Encourage students to attend out-of-school time programs	<ul style="list-style-type: none"> • Identify students • Communicate with parents the benefits of after school and summer school programs 	<ul style="list-style-type: none"> • Administration • RLT/ILT • Department Heads 	<ul style="list-style-type: none"> • MCAS prep program • Remedial materials (subject-based) 	Daily, weekly, monthly, yearly (as appropriate to student need)

School Goal 1 EXTERNAL

One hundred percent of our students will show improvement in ELA as demonstrated by the administration of the MCAS. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. Our goal is to have 75% at Proficient or Above in ELA 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?
Instruction will be driven by the SMS Vision which focuses on Reading and Responding in all disciplines.	Data Warehouse Training Staff Development Days Principals Meetings Dept. Meetings	Fall 2008 through 2009 <ul style="list-style-type: none"> • First and third Mondays • Training and Professional Development Days as scheduled by the WPS 	Data Warehouse MCAS Reports DAB Support staff	Principal Facilitator of Data Dept. Heads ILT Members RLT Members SMS Faculty	MCAS results: Formative Assessment Lesson Plans NWEA MAP Projected Performance Reports Anecdotal records CPT Logs
Teachers will utilize data provided by NWEA MAP Projected Performance Reports and MCAS Data Warehouse Item Analysis and use school-	Principals Meetings Dept. meetings MAP Training Professional Development	Fall 2008 through 2009 <ul style="list-style-type: none"> • First and third Mondays • Training and Professional 	MCAS results/DOE MAP results/NWEA SAGE snapshots of each student	Principal Facilitator of Data Guidance Counselors Dept. Heads ILT Members	MCAS results MAP results Fall/Winter/Spring Teacher observations Anecdotal records

<p>generated SAGE snapshots (which include MAP and MCAS scores) to assist with formulating flexible groups for differentiated Instruction.</p>	<p>Workshops Data Warehouse Training</p>	<p>Development Days as scheduled by the WPS</p> <ul style="list-style-type: none"> • Meetings of the ILT and RLT scheduled bi-weekly or as needed. 		<p>RLT Members SMS Faculty</p>	<p>CPT Logs</p>
<p>A school wide focus on Open Response every Wednesday in every content area will increase reading and responding thereby impacting MCAS Proficiency</p>	<p>Principals meetings Dept. Meetings Professional Development Workshops RLT Training Curriculum Mapping</p>	<p>Fall 2008 through 2009</p> <ul style="list-style-type: none"> • First and third Mondays • Training and Professional Development Days as scheduled by the WPS • Meetings of the ILT and RLT scheduled bi-weekly or as needed. 	<p>MCAS results for incoming gr.7 students MAP results MCAS results Unit Tests Portfolios MCAS Anchor papers NCS Mentor</p>	<p>Principal Facilitator of Data MAP Trainers Dept. Heads ILT Members RLT Members SMS Faculty</p>	<p>DIBELS results Unit test results MCAS results MAP results Fall/Winter/Spring Teacher observations Anecdotal Records Student Portfolios CPT Logs</p>

School Goal 2 INTERNAL

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

Our goal is to have no less than 55 % at their grade level benchmark by June 2009.

<p>Action Steps What Actions will occur? What steps will staff take?</p>	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action</p>	<p>Resources What are the existing and new resources that will be used to accomplish the activity?</p>	<p>Person Responsible Who will provide the leadership? Who will do the work?</p>	<p>Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?</p>
<p>Teachers will utilize data provided by NWEA MAP Projected Performance Reports and MCAS Data Warehouse Item Analysis and use school-generated SAGE snapshots (which include MAP and MCAS scores) to assist with formulating flexible groups for differentiated Instruction.</p>	<p>Principals Meetings Dept. meetings MAP Training Professional Development Workshops Data Warehouse Training</p>	<p>Fall 2008 through 2009</p> <ul style="list-style-type: none"> • First and third Mondays • Training and Professional Development Days as scheduled by the WPS • Meetings of the ILT and RLT scheduled bi-weekly or as needed. 	<p>MCAS results/DOE MAP results/NWEA SAGE snapshots of each student</p>	<p>Principal Facilitator of Data Guidance Counselors Dept. Heads ILT Members RLT Members SMS Faculty</p>	<p>MCAS results MAP results Fall/Winter/Spring Teacher observations Anecdotal records CPT Logs</p>

<p>Monthly Dept. meetings will feature a “Best Practice” lesson that models strategies for Understanding Text Inform/Expos.</p>	<p>Principals Meetings Dept. Meetings Curriculum Mapping Training RLT Training</p>	<p>Fall 2008 through 2009</p> <ul style="list-style-type: none"> • First and third Mondays • Meetings of the ILT and RLT scheduled bi-weekly or as needed. 	<p>Lesson Plans Literacy Binders Secondary Reading Grant Action Plan</p>	<p>SMS Faculty (on a rotating basis) Dept. Heads Teachers</p>	<p>Lesson Plans Teacher Surveys Improved MAP and MCAS scores</p>
<p>Teachers will deliver specific skills for comprehending Non-Fiction/Expository text.</p>	<p>Principals Meetings Dept. Meetings AVID Write Path Training Curriculum Mapping Training RLT Training</p>	<p>Fall 2008 through 2009</p> <ul style="list-style-type: none"> • First and third Mondays • Training and Professional Development Days as scheduled by the WPS • Meetings of the ILT and RLT scheduled bi-weekly or as needed 	<p>Lesson Plans Literacy Binders APIP Grant Secondary Reading Grant</p>	<p>SMS Faculty Dept. Heads Teachers</p>	<p>Lesson Plans Teacher Survey Improved MAP and MCAS scores</p>

School Goal 3 Sub Groups

One hundred percent of our LEP students will show improvement in ELA as demonstrated by the administration of the MCAS. No less than 8% of LEP students will show growth to the next performance level. The remaining 92% will show growth within their performance level. While our current achievement in reading for the LEP subgroup is 30% proficient or above, this subgroup will make CPI of at least 56.6% in 2009 or safe harbor.

. One hundred percent of our Special Education students will show improvement in ELA as demonstrated by the administration of the MCAS. No less than 6% of Special Education students will show growth to the next performance level. The remaining 94% will show growth within their performance level. While our current achievement in reading for the Special Education subgroup is 16% proficient or above, this subgroup will make CPI of at least 56.6% in 2009 or safe harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Using MEPA/MELA-O scores and dates of entry, LEPs will decrease hours of ESL and bilingual instruction and will be enrolled in mainstream classes. All teachers and students will participate in weekly extended advisory for MCAS practice items (determined by Data Warehouse Item Analysis). All teachers and students will participate in differentiated instruction.	Regular ed teachers who have LEP students in their classes will complete TELL and category 4 trainings (70 hours required by the DOE) Differentiated Instruction Academy Data Warehouse Training Department Mtgs./Best Practice Workshops	Fall 2008 through 2009 <ul style="list-style-type: none"> • First and third Mondays • Training and Professional Development Days as scheduled by the WPS • Meetings of the ILT and RLT scheduled bi-weekly or as needed 	Category 4 classes are currently being completed by Dept. of ELL Focus On Results Professional Development Data Warehouse Test Item Analysis Roster White Boards Markers Costa's Levels of Questioning/Bloom's Taxonomy Flip Charts	Office of ELL Principal Assistant Principals SMS Faculty Department Heads Facilitator of Data	MCAS/MEPA/MELA-O MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks
Teachers will analyze and evaluate, and familiarize themselves with MAP, MEPA and MCAS scores in conjunction with all IEP mandated modifications for	Data Warehouse Training MAP training Dept. meetings Formative Assessment	Ongoing: <ul style="list-style-type: none"> • All teachers will have MAP training as scheduled by the WPS 	MAP training NWEA website Descartes (Learning strands)	Principal Assistant Principals Department Heads Facilitator	MAP scores will document improvement

each student in their classes.	Workshop SPED presentation	<ul style="list-style-type: none"> Evaluation of the MAP scores is on-going and revisited in the Fall, Winter, Spring Quarterly assessment of ELL portfolios 	ELPBO Nancy Starbird, Presenter	ESL Teachers SMS Faculty	
Teachers will analyze and determine individual learning styles, strengths and weaknesses of students. Teachers will collaborate with ELL and Inclusion Specialists to tailor instruction for the best possible outcome. Based on this analysis and collaboration, teachers will differentiate their instruction (depth and complexity) to ensure the success of each student.	Focus On Results Training Professional Development Days DI Academy Curriculum Mapping Department Mtgs./Best Practice Workshops Formative Assessment Training Data Warehouse Training	Ongoing: <ul style="list-style-type: none"> Evaluation of MAP and MCAS scores CPT all year Quarterly assessments in each discipline. 	White Boards Costa's Levels of Questioning/Bloom's Taxonomy Flip Charts Curriculum Maps	Principal Assistant Principals SMS Faculty Department Heads Facilitator of Data	MCAS/MEPA/MELA- O MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks Pre/Post Unit tests
Special Education teachers will reorganize Reading/Responding into subject area specialties and meet regularly to align lessons with subject teachers.	ELA department meetings/ Team meetings Professional Development Days DI Academy Curriculum Mapping Department Mtgs./Best Practice Workshops Formative Assessment Training	Fall 2008 through 2009 <ul style="list-style-type: none"> First and third Mondays Training and Professional Development Days as scheduled by the WPS Meetings of the ILT and RLT scheduled bi-weekly or as needed 	SAGE Snapshots Curriculum Maps CPT Logs Best Practice File Lesson Plans	Principal Assistant Principals SMS Faculty Department Heads Special Education Teachers	MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks Pre/Post Unit tests

Grade 7

ELA/Reading: Data

	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</i>			
Grade 7 MAP Assessment	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>
<i>Word Meaning</i>												
<i>Literal Comprehension</i>												
<i>Interpretive Comprehension</i>												
<i>Evaluative Comprehension</i>												
<i>Literature</i>												

Grade 7 MCAS Data Synopsis for last year’s grade 7 students (short analysis explaining data)

Reading/ELA Subject Area Sub-scores

<p><i>Language:</i> Of the 396 students tested last year, grade 7 students scored 8.3 points out of a possible 12 points in the MCAS Language strand (69%).</p>
<p><i>Reading and Literature:</i> Of the 396 students tested last year, grade 7 students received 55.8 points out of a possible 100 points in the Reading and Literature category (56%). The Composition total revealed that students scored 12.5 out of 20 possible points (63%). Composition: Topic Development data revealed that students tested scored 6.4 points out of a possible 12 points (53%) and in the Composition: Standard English Conventions category, students tested scored 6.1 out of a possible 8 points (76%).</p>
<p><i>Item Analysis (Multiple Choice & Open Response):</i> Item Analysis data revealed that students scored 46.1 points out of a possible 72 points (64%) in Multiple Choice. Open –Response data revealed students tested scored 18.0 out of a possible 40 points (45%). In the Writing Prompt category students scored 12.5 points out of a possible 20 points (63%).</p>

Grade 7 MCAS Data Synopsis for this year's class (use last year's grade 6 scores) (Explain any curricular or instructional adjustments for your current grade 7 students)
Reading/ELA Subject Area Sub-scores

Language:
 The aggregate of last year's grade 6 scores revealed that the incoming seventh graders presented similar difficulty in the ELA Language category. Based on diagnostic test of word recognition a significant number of students were identified as reading more than 2 years below grade level. To address this, the students were assigned to extra Literacy and 3-2-Word classes designed to raise their reading level 2 or more grade levels in a year.

Reading and Literature:
 The aggregate of last year's grade 6 scores revealed that the incoming seventh graders presented similar difficulty in the ELA Reading and Literature. To meet the challenge of targeted students reading two or more years below grade level we have introduced reading interventions, focusing on strengthening vocabulary and comprehension skills. (3/2 Word program)

Item Analysis (Multiple Choice & Open Response):
 The aggregate of last year's grade 6 scores revealed that the incoming seventh graders presented similar difficulty in the ELA Multiple Choice & Open Response. Students participate in writing and practicing Open response questions across the curriculum. Every Wednesday morning homeroom is extended to address a school-wide same open-response question. Content teachers spend the day reviewing the answers and modeling high scoring responses.

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	23	N/A	
240-258	116	256-258	6
220-238	70	236-238	34
200-218	74	216-218	55

Grade 7

ELA/Reading School Goal 1:

One hundred percent of our 7th grade students will show improvement in ELA as demonstrated by the administration of the MCAS. No less than 31% of students will show growth to the next performance level. The remaining 69% will show growth within their performance level. Our goal is to have 75% at Proficient or Above in ELA 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?
Continue to measure individual progress by using MCAS Test Item Analysis data found in Data Warehouse to drive instructional decision making in the classroom.	Data Warehouse Training Staff Development Days Principals Meetings Dept. Meetings	Fall 2008 through 2009 <ul style="list-style-type: none"> • First and third Mondays • Training and Professional Development Days as scheduled by the WPS 	Data Warehouse MCAS Reports DAB Support staff	Principal Facilitator of Data Dept. Heads ILT Members RLT Members SMS Faculty	MCAS results: Formative Assessment Teacher Observations NWEA MAP Projected Performance Reports Anecdotal records CPT Logs
Complete Professional Development workshops on Literacy and Curriculum Mapping	Consultants Workshops Principals Meetings Curriculum Mapping Training RLT Training	Fall 2008 through 2009 <ul style="list-style-type: none"> • • First and third Mondays • Training and Professional Development Days as scheduled by the WPS • Meetings of the ILT and RLT scheduled 	Consultants MAP Trainers	Principal Facilitator Department Heads ILT Members RLT Members SMS Faculty	Exit Surveys Anecdotal records Increased use Literacy Binders Lesson Plans Curriculum Planning Time (CPT) Logs

		bi-weekly or as needed.			
Administer various types of assessment (I.e. Pre/Post, Unit Tests, portfolios, MAP, MCAS) to form differentiated groups and determine if further intervention is necessary.	Principals meetings Dept. Meetings Professional Development Workshops RLT Training Curriculum Mapping	Fall 2008 through 2009 <ul style="list-style-type: none"> • First and third Mondays • Training and Professional Development Days as scheduled by the WPS • Meetings of the ILT and RLT scheduled bi-weekly or as needed. 	DIBELS results for incoming gr.7 students MAP results MCAS results Unit Tests Portfolios	Principal Facilitator of Data MAP Trainers Dept. Heads ILT Members RLT Members SMS Faculty	DIBELS results Unit test results MCAS results MAP results Fall/Winter/Spring Teacher observations Anecdotal Records Student Portfolios CPT Logs
Monthly Dept. meetings will feature a “Best Practice” lesson that models vocabulary building skills	Principals Meetings Dept. Meetings Curriculum Mapping Training RLT Training	Fall 2008 through 2009 <ul style="list-style-type: none"> • First and third Mondays • Meetings of the ILT and RLT scheduled bi-weekly or as needed. 	Lesson Plans Literacy Binders Secondary Reading Grant Action Plan	SMS Faculty (on a rotating basis) Dept. Heads Teachers	Lesson Plans Teacher Surveys Improved MAP and MCAS scores
Teachers will deliver specific skills for comprehending Non-Fiction/Expository text.	Principals Meetings Dept. Meetings AVID Write Path Training Curriculum Mapping Training RLT Training	Fall 2008 through 2009 <ul style="list-style-type: none"> • First and third Mondays • Training and Professional Development Days as scheduled by the WPS • Meetings of the ILT and RLT scheduled bi-weekly or as needed 	Lesson Plans Literacy Binders APIP Grant Secondary Reading Grant Word Walls	SMS Faculty Dept. Heads Teachers	Lesson Plans Teacher Survey Improved MCAS scores

Grade 7

ELA/Reading School Goal 2: One hundred percent of our students will show improvement in READING as demonstrated by the administration of MAP Assessment. No less than 60% of students will meet or exceed their growth scores. The remaining 40% will show growth in their over all RIT score from fall to spring

Our goal is to have no less than 55 % at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Complete Focus on Results Professional Development workshops that support the school's Vision regarding "reading and responding in all disciplines through an agreed upon set of teaching strategies."	Professional Development Workshops Principals Meetings Department Meetings RLT Workshops	Fall 2008 through 2009 <ul style="list-style-type: none"> • First and third Mondays • Training and Professional Development Days as scheduled by the WPS • Meetings of the ILT and RLT scheduled bi-weekly or as needed. 	Focus On Results Materials Cornell notes MCAS Open Response questions White boards Markers	Principal Facilitator of Data Department Heads ILT Members RLT Members SMS Faculty	Learning Walks Anecdotal records Increased use Literacy Binders Lesson Plans Curriculum Planning Time (CPT) Logs
Teachers will deliver specific skills for comprehending Non-Fiction/Expository text.	Principals Meetings Dept. Meetings AVID Write Path Training Curriculum Mapping Training RLT Training	Fall 2008 through 2009 <ul style="list-style-type: none"> • First and third Mondays • Training and Professional Development Days as scheduled by the WPS • Meetings of the ILT and RLT scheduled 	Lesson Plans Literacy Binders APIP Grant Secondary Reading Grant Word Walls	Principal Facilitator of Data Department Heads ILT Members RLT Members SMS Faculty	Lesson Plans Teacher Survey Improved MCAS scores

		bi-weekly or as needed			
Teachers will be required to utilize "Study Island" to increase their knowledge of comprehension and vocabulary. Usage of Study Island will familiarize the students with computerized assessment.	Professional Development Workshops Principals Meetings Department Meetings RLT Workshops	January 2008 – ongoing	Study Island computer Lab	Principal Facilitator of Data Department Heads ILT Members RLT Members SMS Faculty	Weekly "Annie Sullivan" Study Island Reports Lesson Plans Teacher Surveys Improved MAP and MCAS scores

Grade 7

ELA/Reading School Goal 3: One hundred percent of our Special Education students will show improvement in ELA as demonstrated by the administration of the MCAS. No less than 10% of Special Education students will show growth to the next performance level. The remaining 90% will show growth within their performance level. While our current achievement in reading for the Special Ed. subgroup is 2% proficient or above, this subgroup will make CPI of at least 52.1% in 2009 or safe harbor.

One hundred percent of our LEP students will show improvement in ELA as demonstrated by the administration of the MCAS. No less than 8% of LEP students will show growth to the next performance level. The remaining 92% will show growth within their performance level. While our current achievement in reading for the LEP subgroup is 10% proficient or above, this subgroup will make CPI of at least 55.2% in 2009 or safe harbor.

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?
Education teachers will reorganize resource room classrooms into subject area specialties and meet regularly to align lessons with subject teachers.	SPED teachers attend English Dept. meetings Curriculum mapping Consult with South High resource room	Fall 2008 through Spring 2009 • First and third Mondays	Consultation with WPS teachers ELA curriculum Secondary Reading Grant MAP data	Principal Dept. Heads Subject Teachers SPED teachers RLT members	MAP results Teacher observations Student ELA portfolios Progress Reports

	staff SPED curriculum meetings		Resource room materials measured by Lexile score		
Teachers will develop classroom resources categorized by Lexile score to aid in flexible grouping.	Principals meetings Dept. meetings Curriculum mapping RLT training	Fall 2008 through Spring 2009 • First and third Mondays	Current library books Current classroom libraries ELA Curriculum Secondary Reading Grant MAP data	Dept. Heads Classroom Teachers SPED teachers	MAP results Teacher observations Student portfolios Progress Reports
Special Education teachers will reorganize Reading/Responding into subject area specialties and meet regularly to align lessons with subject teachers.	ELA department meetings/ Team meetings Professional Development Days DI Academy Curriculum Mapping Department Mtgs./Best Practice Workshops Formative Assessment Training	Fall 2008 through 2009 • First and third Mondays • Training and Professional Development Days as scheduled by the WPS • Meetings of the ILT and RLT scheduled bi- weekly or as needed	SAGE Snapshots Curriculum Maps CPT Logs Best Practice File Lesson Plans	Principal Assistant Principals SMS Faculty Department Heads Special Education Teachers	MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks Pre/Post Unit tests

ELA/Reading: Data

Grade 8 MAP Assessment	<i>FALL 2006</i>				<i>WITNER 2007</i>				<i>SPRING 2007</i>			
	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>
<i>Word Meaning</i>												
<i>Literal Comprehension</i>												7
<i>Interpretive Comprehension</i>												
<i>Evaluative Comprehension</i>												

<i>Literature</i>												
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Grade 8 MCAS Data Synopsis for last year’s grade 8 students (short analysis explaining data)

Reading/ELA Subject Area Sub-scores

Language: Of the 406 students tested last year, grade 8 students scored 7.7 points out of a possible 12 points in the MCAS Language strand (64%).
Reading and Literature: Of the 406 students tested last year, grade 8 students received 58.9 points out of a possible 100 points in the Reading and Literature category (59%).
Item Analysis (Multiple Choice & Open Response): Item Analysis data revealed that students scored 46.5 points out of a possible 72 points (65%) in Multiple Choice. Open – Response data revealed students tested scored 20.0 out of a possible 40 points (50%).

Grade 8 MCAS Data Synopsis for this year’s class (use last year’s grade 7 scores) (Explain any curricular or instructional adjustments for your current grade 8 students)

Reading/ELA Subject Area Sub-scores

Language: The aggregate of last year’s grade 7 scores revealed that the current grade 8 students presented difficulty in the ELA Reading and Literature category. To address this, lesson plan templates with SIP goals and methodology were mandated for all staff. Increased Language labs were implemented to support students who scored in the Warning/Needs Improvement Low category. Sullivan adopted a School-wide focus to increase Reading/Responding.
Reading and Literature: The aggregate of last year’s grade 7 scores revealed that the current grade 8 students presented difficulty in the ELA Composition: Topic Development category. To address this, the faculty has committed to a school-wide composition strategy. Anchor papers, and overlay processes (as demonstrated by NCS Mentor), are being utilized for the purpose of modeling. Weekly compositions in all subject areas are required. Teachers continue to share best practices across the curriculum with Reading Specialists and ELA teachers acting as resource persons to all disciplines. As part of the Secondary Reading Grant initiative, all teachers must address literacy and demonstrate evidence of this in the lesson plan template.
Item Analysis (Multiple Choice & Open Response): Multiple Choice aggregates reveal that current grade 8 students presented difficulty. Practice exams, as well as MAP testing preparations have been implemented. To address this, Study Island is being utilized with more frequency. In the area of Open-Response, current grade 8 students presented significant difficulty (40%). Scrutiny of the item analysis revealed that a large number of these questions were left blank or received no score (#9 OR – 7, #18 OR – 8, #27 OR – 11, #36 OR – 12). To address this, practice open-response questions in all classrooms across the curriculum are identified on the lesson plan. One period per week the whole building stops to answer the same open-response question. Every department develops a lesson for the day on the open response writing.

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	37	N/A	
240-258	51	256-258	2
220-238	95	236-238	10
200-218	210	216-218	89

Grade 8

ELA/Reading School Goal 1: One hundred percent of our 8th students will show improvement in ELA as demonstrated by the administration of the MCAS. No less than 38% of students will show growth to the next performance level. The remaining 52% will show growth within their performance level. Our goal is to have 75% at Proficient or Above in ELA 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?
Continue to measure individual progress by using MCAS Test Item Analysis data found in Data Warehouse to drive instructional decision making in the classroom.	Data Warehouse Training Staff Development Days Principals Meetings Dept. Meetings	Fall 2008 through 2009 • First and third Mondays • Training and Professional Development Days as scheduled by the WPS	Data Warehouse MCAS Reports DAB Support staff	Principal Facilitator of Data Dept. Heads ILT Members RLT Members SMS Faculty	MCAS results: Formative Assessment Teacher Observations NWEA MAP Projected Performance Reports Anecdotal records CPT Logs

Administer various types of assessment (I.e. Pre/Post, Unit Tests, portfolios, MAP, MCAS) to form differentiated groups and determine if further intervention is necessary.	Principals meetings Dept. Meetings Professional Development Workshops RLT Training Curriculum Mapping	Fall 2008 through 2009 <ul style="list-style-type: none"> • First and third Mondays • Training and Professional Development Days as scheduled by the WPS • Meetings of the ILT and RLT scheduled bi-weekly or as needed. 	DIBELS results for incoming gr.7 students MAP results MCAS results Unit Tests Portfolios	Principal Facilitator of Data MAP Trainers Dept. Heads ILT Members RLT Members SMS Faculty	Unit test results MCAS results MAP results Fall/Winter/Spring Teacher observations Anecdotal Records Student Portfolios CPT Logs
Monthly Dept. meetings will feature a “Best Practice” lesson that models vocabulary building skills	Principals Meetings Dept. Meetings Curriculum Mapping Training RLT Training	Fall 2008 through 2009 <ul style="list-style-type: none"> • First and third Mondays • Meetings of the ILT and RLT scheduled bi-weekly or as needed. 	Lesson Plans Literacy Binders Secondary Reading Grant Action Plan	SMS Faculty (on a rotating basis) Dept. Heads Teachers	Lesson Plans Teacher Surveys Improved MAP and MCAS scores

Grade 8

ELA/Reading School Goal 2: One hundred percent of our students will show improvement in READING as demonstrated by the administration of MAP Assessment. No less than 65% of students will meet or exceed their growth scores. The remaining 35% will show growth in their over all RIT score from fall to spring

Our goal is to have no less than 70 % at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term	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
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		(more than one year) or short term action			difference in student outcome?
Complete Focus on Results Professional Development workshops that support the school's Vision regarding <i>"reading and responding in all disciplines through an agreed upon set of teaching strategies."</i>	Professional Development Workshops Principals Meetings Department Meetings RLT Workshops	Fall 2008 through 2009 <ul style="list-style-type: none"> • First and third Mondays • Training and Professional Development Days as scheduled by the WPS • Meetings of the ILT and RLT scheduled bi-weekly or as needed. 	Focus On Results Materials Cornell notes MCAS Open Response questions White boards Markers	Principal Facilitator of Data Department Heads ILT Members RLT Members SMS Faculty	Learning Walks Anecdotal records Increased use Literacy Binders Lesson Plans Curriculum Planning Time (CPT) Logs
Monthly Dept. meetings will feature a "Best Practice" lesson that models vocabulary building skills	Principals Meetings Dept. Meetings Curriculum Mapping Training RLT Training	Fall 2008 through 2009 <ul style="list-style-type: none"> • First and third Mondays • Meetings of the ILT and RLT scheduled bi-weekly or as needed. 	Lesson Plans Literacy Binders Secondary Reading Grant Action Plan	SMS Faculty (on a rotating basis) Dept. Heads Teachers	Lesson Plans Teacher Surveys Improved MAP and MCAS scores
Teachers will deliver specific skills for comprehending Non-Fiction/Expository text.	Principals Meetings Dept. Meetings AVID Write Path Training Curriculum Mapping Training RLT Training	Fall 2008 through 2009 <ul style="list-style-type: none"> • First and third Mondays • Training and Professional Development Days as scheduled by the WPS • Meetings of the ILT and RLT scheduled bi-weekly or as needed 	Lesson Plans Literacy Binders APIP Grant Secondary Reading Grant Word Walls	SMS Faculty Dept. Heads Teachers	Lesson Plans Teacher Survey Improved MCAS scores
Teachers will be required to utilize "Study Island" to increase their knowledge of comprehension and vocabulary.	Professional Development Workshops Principals Meetings	January 2008 – ongoing	Study Island computer Lab	Principal Facilitator of Data Department Heads ILT Members	Weekly "Annie Sullivan" Study Island Reports

Usage of Study Island will familiarize the students with computerized assessment.	Department Meetings RLT Workshops			RLT Members SMS Faculty	Lesson Plans Teacher Surveys Improved MAP and MCAS scores

Grade 8

ELA/Reading School Goal 3: One hundred percent of our Special Education students will show improvement in ELA as demonstrated by the administration of the MCAS. No less than 12% of Special Education students will show growth to the next performance level. The remaining 88% will show growth within their performance level. While our current achievement in reading for the Special Ed. subgroup is 14% proficient or above, this subgroup will make CPI of at least 64.6% in 2009 or safe harbor.

One hundred percent of our LEP students will show improvement in ELA as demonstrated by the administration of the MCAS. No less than 8% of LEP students will show growth to the next performance level. The remaining 92% will show growth within their performance level. While our current achievement in reading for the LEP subgroup is 20% proficient or above, this subgroup will make CPI of at least 56.6% in 2009 or safe harbor.

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?
Education teachers will reorganize resource room classrooms into subject area specialties and meet regularly to align lessons with subject teachers.	SPED teachers attend English Dept. meetings Curriculum mapping Consult with South High resource room	Fall 2008 through Spring 2009 • First and third Mondays	Consultation with WPS teachers ELA curriculum Secondary Reading Grant MAP data	Principal Dept. Heads Subject Teachers SPED teachers RLT members	MAP results Teacher observations Student ELA portfolios Progress Reports

	staff SPED curriculum meetings		Resource room materials measured by Lexile score		
Teachers will develop classroom resources categorized by Lexile score to aid in flexible grouping.	Principals meetings Dept. meetings Curriculum mapping RLT training	Fall 2008 through Spring 2009 • First and third Mondays	Current library books Current classroom libraries ELA Curriculum Secondary Reading Grant MAP data	Dept. Heads Classroom Teachers SPED teachers	MAP results Teacher observations Student portfolios Progress Reports

Mathematics Analysis

Sullivan Middle School did not make AYP in Mathematics in 2008. Eighty-seven percent (87%) of 8th grade students and sixty-six percent (66%) of 7th grade students at Sullivan continue to score below Proficient on the MCAS Math test. By focusing on improving performance on the MAP test we hope to see a corresponding improvement in MCAS scores. There is a large population that is in the Warning-High category that we seek to move into the Needs Improvement -High category, thus bringing them closer to proficiency.

Analysis of the current data revealed that students in our school continue to struggle with short answer and open response questions. Current data revealed that ELL students continue to struggle with the language challenges in relation to Mathematics. Specifically, Math literacy and comprehension of testing vocabulary impacts the students' ability to complete open-response and short answer questions. School-wide initiatives are in place and continue to be implemented to improve achievement and practice skills in these areas. Specifically, Sullivan students work on open-response questions during a building-wide, dedicated time (once a week) to help them become more comfortable responding to these types of questions. Also, short -answer questions taken from old MCAS tests will continue to be used as a daily start-up activity in mathematics classrooms. Finally, the Assistments program which is a diagnostic tool provides students the opportunity to practice computation and problem solving using MCAS questions.

Data has also revealed that many students across the academies struggle with basic computational math skills. This impedes their ability to progress to more advanced levels of abstract thought (necessary for success in Geometry) as is reflected in MAP and MCAS scores. To address this issue, we will continue a "double-dosing" in math for targeted students. The before and after-school MCAS programs will also continue to target these areas of weakness. Also, we have begun to implement school-wide interdisciplinary efforts that focus on including basic math skills across the curriculum. Together, these initiatives will help students achieve mastery of basic math skills.

Measurement, number sense and operations are other areas of weakness on which we are placing focus. Our Special Education population and our general population, consistently score very low in these areas. Subject teachers and Special Education teachers will work together to carefully plan and align curriculum to address this need. Also, teachers will continue to expand their differentiation of instruction to accommodate the diverse levels within their classes.

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
Connected Math Program Academic Numeracy Course Use MCAS and MAP data to drive instruction Staff Development	<ul style="list-style-type: none"> • 60 minute math block • identify students needing further math instruction and support • monitor individual student progress • monitoring pacing of program • identify teacher needs • provide workshop opportunities for staff to become familiar with CMP 	Academic Numeracy Teacher Classroom Teacher Mathematics Liaison Classroom Teacher SPED teacher	CMP disks and books Smart Boards White Boards Additional CMP resources from testing disks, Special Ed. “hardbooks” Math coach Assistments Pre/Post unit tests Data Warehouse Curriculum Mapping	School year (on-going)
CMP Program Objectives	Actions Steps	Leader	Resources	Frequency/Timeline
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 Facilitator of Data	MAP, MCAS data Data Warehouse Test Item Analysis Roster Drill down (ESE Cubes) NWEA Dynamic Reports (MAP Data)	Ongoing Monthly Department Meetings
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 • ESL Teacher 	Best practice lessons CMP program Smart Boards	Monthly Department Meetings
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 		Manipulatives Grade 6, 7 CMP tracking	Prescriptive
Provide research based sustained staff development in math instruction	<ul style="list-style-type: none"> • Staff training in Connected Math Program 		CMP program materials	Ongoing

Provide staff development in the area of differentiating instruction	<ul style="list-style-type: none"> Train staff in differentiating instruction for mathematics 		Student assessment data Samples of Best Practice lessons including samples of student work Weekly school wide open response questions	Monthly/Weekly
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School Goal 1 EXTERNAL

One hundred percent of our students will show improvement in Math as demonstrated by the administration of the MCAS. No less than 40% of students will show growth to the next performance level. The remaining 60% will show growth within their performance level. Our goal is to have 50% at Proficient or above in MATHEMATICS IN 2009.

<i>Action Steps</i> What Actions will occur? What steps will staff take?	<i>Professional Development</i> How will staff acquire the necessary skills and attitudes to implement the activity?	<i>Timeline/Date Completed</i> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<i>Resources</i> What are the existing and new resources that will be used to accomplish the activity?	<i>Person Responsible</i> Who will provide the leadership? Who will do the work?	<i>Monitoring Effectiveness</i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Continue to measure individual math progress by using MAP data to drive Instructional decisions in the classroom.	MAP training	Fall 2008 through 2009	Collecting data for each student	Principal Steered by math teacher Every teacher on academy	Teacher observation The 3 MAP testing sessions Teacher designed tests
Using MCAS analysis to give extra support on student weaknesses	Informal meetings with teachers on a regular basis	Fall 2008 through 2009	MCAS tests and scores	Principal Asst. Principal Teachers	Teacher observation Teacher made tests MAP Tests progress Performance on

Curriculum MAP, CMP and prioritized pacing and score to teach the skills that are covered in the frameworks.					previous MCAS questions
Progress monitor students' performance on frameworks and to differentiate instruction.	Assistments Program Training	Fall 2008 through 2009	The program Each other's reports (binder)	Math dept. head Principal Assistments Instructor All mathematics teachers	Teachers adding particular problems on tests Scores from Assistments
Teachers will					

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 60% of students will meet or exceed their growth scores. The remaining 40% will show growth in their over all RIT score from fall to spring

Our goal is to have no less than 67 % at their grade level benchmark by June 2009

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Implement weekly open	Ongoing professional	Fall 2008 through 2009	Previous years' MCAS	Principal	Rubric

response questions building wide with follow through in math classes (SOAPS)	development Monthly math department meeting		questions CMP	Asst. principals Math teachers	Teacher assessment Teacher observation
Review short answer questions through daily class-starter problems school-wide Incorporate open-response questions on teacher made tests	Ongoing professional development Monthly math dept. meeting	Fall 2008 through 2009	Previous years' MCAS questions CMP	Principal Math teachers	Teacher observation and assessment
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Utilize the MAPS, Assisments, in-class tests and MCAS data to chart student progress and to focus on the areas where remediation is necessary.		Fall 2008 through 2009			
Teachers will be required to utilize "Study Island" to increase their knowledge of comprehension and vocabulary. Usage of Study Island will familiarize the students with computerized assessment.	Professional Development Workshops Principals Meetings Department Meetings RLT Workshops	January 2008 – ongoing	Study Island computer Lab	Principal Facilitator of Data Department Heads ILT Members RLT Members SMS Faculty	Weekly "Annie Sullivan" Study Island Reports Lesson Plans Teacher Surveys Improved MAP and MCAS scores

School Goal 3 Sub Groups

One hundred percent of our Special Education students will show improvement in MATH as demonstrated by the administration of the MCAS. No less than 3% of students will show growth to the next performance level. The remaining 96% will show growth within their performance level. While our current achievement in MATH for Special Education subgroup is 0% proficient or above, this subgroup will make AYP of at least 36.5% in 2009 or safe harbor.

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?
All teachers and students will participate in weekly extended advisory for MCAS practice items (determined by TestWiz Item Analysis). All teachers and students will participate in differentiated instruction.	Differentiated Instruction Academy Department Mtgs./Best Practice Workshops TestWiz Training Formative Assessment Training AVID Path Training Assissments Training	TELL Training completed by Spring 2007 (to comply with WPS mandate) Spring 2007 through 2008 <ul style="list-style-type: none"> • First and third Mondays • Training and Professional Development Days as scheduled by the WPS • Meetings of the ILT and RLT scheduled bi-weekly or as needed 	DI Academy resources provided by DAB White Boards Costa's Levels of Questioning/Bloom's Taxonomy Flip Charts	Office of ELL Principal Assistant Principals SMS Faculty Department Heads Facilitator of Data	MCAS/MEPA/MELA-O MAP scores Student work portfolios Assisments Data Anecdotal data Teacher/student observation Learning Walks Study Island Data
Teachers will analyze and evaluate MAP scores, MEPA and MCAS scores in conjunction with all IEP	Professional Development Days DI Academy Curriculum Mapping	Ongoing: <ul style="list-style-type: none"> • All teachers will have MAP training as scheduled by the WPS 	MAP training NWEA website Descartes (Learning strands)	Principal Assistant Principals Department Heads Facilitator of Data	Teacher made tests MAP Tests progress Performance on previous MCAS questions MCAS/MEPA/MELA-

<p>mandated modifications for each student in their classes.</p>	<p>Department Mtgs./Best Practice Workshops Formative Assessment Training</p>	<ul style="list-style-type: none"> • Evaluation of the MAP scores is on-going and revisited in the Fall, Winter, Spring • Quarterly assessment of ELL portfolios 	<p>ELPBO Nancy Starbird, Presenter DI Academy resources provided by DAB White Boards Costa's Levels of Questioning/Bloom's Taxonomy Flip Charts</p>	<p>Dept. of ELL ESL Teachers SMS Faculty</p>	<p>O MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks</p>
<p>Teachers will analyze and determine individual learning styles, strengths and weaknesses of students. Teachers will collaborate with ELL and Inclusion Specialists to tailor instruction for the best possible outcome. Based on this analysis and collaboration, teachers will differentiate their instruction (depth and complexity) to ensure the success of each student.</p>	<p>Professional Development Days DI Academy Curriculum Mapping Department Mtgs./Best Practice Workshops Formative Assessment Training</p>	<p>Ongoing:</p> <ul style="list-style-type: none"> • Evaluation of MAP and MCAS scores • CPT all year • Quarterly assessments in each discipline. 	<p>NWEA website Descartes (Learning strands) ELPBO Nancy Starbird, Presenter DI Academy resources provided by DAB White Boards Costa's Levels of Questioning/Bloom's Taxonomy Flip Charts</p>	<p>Principal Assistant Principals SMS Faculty Department Heads Facilitator of Data</p>	<p>Teacher made tests MAP Tests progress Performance on previous MCAS questions MCAS/MEPA/MELA-O MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks</p>

Grade 7 Mathematics - Data

	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</i>			
Grade 7 MAP Assessment	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>
<i>Number Sense and Operations</i>												
<i>Patterns Relations and Algebra</i>												
<i>Geometry</i>												
<i>Measurement</i>												
<i>Data Analysis, Statistics, and Probability</i>												

**Grade 7
Goal 1 Mathematics -Data**

	<i>Unit Test- FALL 2008</i>	<i>Unit Test-WINTER 2009</i>	<i>Unit Test-SPRING 2009</i>
Grade 7 Connected Mathematics Program (CMP)			
Math ASSISTments (Insert School Time Line)			

Grade 7 MCAS Data Synopsis for this year's class use last year's grade 7 scores (short analysis explaining data)

Mathematics Subject Area Sub-scores

Number Sense and Operations:

Of the 370 students tested in 2008, grade 7 students scored 14.2 out of a possible 28 points in the Number Sense in Operations category (53%).

Patterns, Relations, and Algebra:

Of the 370 students tested in 2008, grade 7 students scored 18.2 out of a possible 30 points in the Patterns, Relations, and Algebra category (61%).

Geometry:

Of the 370 students tested in 2008, grade 7 students scored 6 out of a possible 14 points in the Geometry category (43%).

Measurement:

Of the 370 students tested in 2008, grade 7 students scored 6.1 out of a possible 28 points in the Measurement category (44%).

Data Analysis, Statistics, and Probability:

Of the 370 students tested in 2008, grade 7 students scored 13.1 out of a possible 22 points in the Data Analysis, Statistics, and Probability category (23%).

Item Analysis (Multiple Choice & Open Response):

Item analysis data revealed that students scored 33.5 out of a possible 58 points (58%) on Multiple Choice questions; 5.5 out of a possible 10 points on the Short Answer questions; and 18.5 points out of a possible 40 in the Open-Response category.

Grade 7 MCAS Data Synopsis for this year's class (use last year's grade 6 scores) (Explain any curricular or instructional adjustments for your current Grade 7 students)

Mathematics Subject Area Sub-scores

Number Sense and Operations: The aggregate of last year's data revealed that grade 7 students presented difficulty with Number Sense and Operations. To address this, the Assistments program, the CSR Grant Action Steps and Math Enrichments (double-dosing) have been implemented.

Patterns, Relations, and Algebra:

The aggregate of last year's data revealed that grade 7 students presented difficulty with Patterns, Relations and Operations. To address this, the Assistments program, the CSR Grant Action Steps and Math Enrichments (double-dosing) have been implemented.

Geometry:

The aggregate of last year's data revealed that grade 7 students presented difficulty with Geometry. To address this, the Assistments program, the CSR Grant Action Steps and Math Enrichments (double-dosing) have been implemented.

Measurement:

The aggregate of last year's data revealed that grade 7 students presented difficulty with Measurement. To address this, the Assistments program, the CSR Grant Action Steps and Math Enrichments (double-dosing) have been implemented.

Data Analysis, Statistics, and Probability:

The aggregate of last year's data revealed that grade 7 students presented difficulty with Data Analysis, Statistics, and Probability. To address this, the Assistments program, the CSR Grant Action Steps and Math Enrichments (double-dosing) have been implemented.

Item Analysis (Multiple Choice & Open Response): The aggregate of last year's data revealed that grade 7 students presented significant difficulty in the areas of Multiple Choice and Open Response. To address this, extended emphasis will be placed on common math vocabulary for all students. A focus on specific test-taking strategies will support exam completion. Members of the RLT will share best practices to increase literacy in Math.

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	34	N/A	
240-258	69	256-258	17
220-238	108	236-238	19
200-218	211	216-218	87

Grade 7

Mathematics School Goal 1:

One hundred percent of our students will show improvement in Math as demonstrated by the administration of the MCAS. No less than 40% of students will show growth to the next performance level. The remaining 60% will show growth within their performance level. Our goal is to have 50% at Proficient or above 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?
Teachers will continue to measure individual math progress by using MAP data to drive instructional decisions in the classroom. Students will know their MAP score and use the goal setting techniques	Professional Development Days DI Academy Department Mtgs./Best Practice Workshops Formative Assessment Training	Ongoing: <ul style="list-style-type: none"> Evaluation of MAP and MCAS scores CPT all year Quarterly assessments in each discipline. 	DI Academy resources provided by DAB NWEA Dynamic Reports NWEA Goal Setting Page	Principal Assistant Principals SMS Math Faculty Math Department Heads Facilitator of Data	MCAS/MEPA/MELA-O MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation

<p>offered by NWEA. Students will have a personal goal for improvement and a plan to meet this goal.</p>					<p>Learning Walks</p>
<p>Teachers will analyze MCAS scores and item analysis provided through TestWiz to identify trends and focus goals. Curriculum maps, CMP, and prioritized pacing will be utilized.</p>	<p>Professional Development Days DI Academy Curriculum Mapping Department Mtgs./Best Practice Workshops Formative Assessment Training Data Warehouse Training</p>	<p>Ongoing:</p> <ul style="list-style-type: none"> • Evaluation of MAP and MCAS scores • CPT all year • Quarterly assessments in each discipline. 	<p>MCAS tests and scores Curriculum Maps TestWiz</p>	<p>Principal Dept. Head Asst. Principals Facilitator of Data Teachers</p>	<p>Teacher made tests MAP Tests progress Performance on previous MCAS questions MCAS/MEPA/MELA-O MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks</p>
<p>Teachers will monitor students' progress and performance on frameworks and to use accompanying data to differentiate instruction.</p>	<p>DI Academy Curriculum Mapping Department Mtgs./Best Practice Workshops Formative Assessment Training Data Warehouse Training Assessment Training Study Island Training PD Days</p>	<p>Ongoing:</p> <ul style="list-style-type: none"> • Evaluation of MAP and MCAS scores • CPT all year • Quarterly assessments in each discipline. 	<p>MCAS tests and scores Curriculum Maps TestWiz Assistments Program Study Island</p>	<p>Math dept. head Principal Neil Heffernan (Assistment Designer) SMS Staff</p>	<p>Teacher made tests MAP Tests progress Performance on previous MCAS questions MCAS/MEPA/MELA-O MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks</p>
<p>Teachers will continue to measure individual math progress by using MAP data to drive instructional decisions in the classroom. Students will know their MAP score and use the goal setting techniques offered by NWEA. Students will have a personal goal for improvement and a plan to meet this goal.</p>					

Grade 7

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 60% of students will meet or exceed their growth scores. The remaining 40% will show growth in their over all RIT score from fall to spring

Our goal is to have no less than 67 % at their grade level benchmark by June 2009

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will implement weekly open response questions (building-wide) with follow through in math classes (SOAPS). Results will be shared with Math Department Head.	DI Academy Curriculum Mapping Department Mtgs./Best Practice Workshops Formative Assessment Training Data Warehouse Training Assistment Training Study Island Training PD Days	Ongoing: <ul style="list-style-type: none"> Evaluation of MAP and MCAS scores CPT all year Quarterly assessments in each discipline. 	Teacher made tests MAP Tests progress Performance on previous MCAS questions MCAS/MEPA/MELA-O MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation	Principal Math teachers 1 Dept. Head Asst. Principals Facilitator of Data Teachers	Teacher made tests MAP Tests progress Performance on previous MCAS questions MCAS/MEPA/MELA-O MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks

<p>Students will review short answer questions through daily class-starter problems school-wide Teachers will incorporate open-response questions on teacher made tests. Teachers and Dept. Head will analyze results from End of Quarter assessments.</p>	<p>DI Academy Curriculum Mapping Department Mtgs./Best Practice Workshops Formative Assessment Training Data Warehouse Training Assistment Training Study Island Training PD Days</p>	<p>Ongoing:</p> <ul style="list-style-type: none"> • Evaluation of MAP and MCAS scores • CPT all year • Quarterly assessments in each discipline. 	<p>Learning Walks</p> <p>Teacher made tests MAP Tests progress Performance on previous MCAS questions MCAS/MEPA/MELA-O MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks</p>	<p>Principal Math teachers Dept. Head Asst. Principals Facilitator of Data Teachers</p>	<p>Teacher made tests MAP Tests progress Performance on previous MCAS questions MCAS/MEPA/MELA-O MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks</p>
<p>Teachers will utilize formative assessment to discern progress in students' higher order thinking skills and problem solving skills through their writing in short answer and open response items. Teachers will model literacy practices as experts in their discipline.</p>	<p>Assistment Training and CMP Coaching DI Academy Curriculum Mapping Department Mtgs./Best Practice Workshops AVID Path Training Data Warehouse Training Assistment Training Study Island Training PD Days Formative Assess. Training</p>	<p>Daily Ongoing:</p> <ul style="list-style-type: none"> • Evaluation of MAP and MCAS scores • CPT all year • Quarterly assessments in each discipline. 	<p>Teacher made tests MAP Tests progress Performance on previous MCAS questions MCAS/MEPA/MELA-O MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks</p>	<p>SMS Staff Assistment Instructor CMP Coach Principal Dept. Head Asst. Principals Facilitator of Data Teachers</p>	<p>Teacher made tests MAP Tests progress Performance on previous MCAS questions MCAS/MEPA/MELA-O MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks</p>
<p>Teachers will be required to utilize "Study Island" to increase their knowledge of comprehension and vocabulary. Usage of Study Island will familiarize the students with computerized assessment.</p>	<p>Professional Development Workshops Principals Meetings Department Meetings RLT Workshops</p>	<p>January 2008 – ongoing</p>	<p>Study Island computer Lab</p>	<p>Principal Facilitator of Data Department Heads ILT Members RLT Members SMS Faculty</p>	<p>Weekly "Annie Sullivan" Study Island Reports</p> <p>Lesson Plans Teacher Surveys Improved MAP and MCAS scores</p>
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes?</p>					

Utilize the MAPS, Assistments, in-class tests and MCAS data to chart student progress and to focus on the areas where remediation is necessary.

Grade 7

Mathematics School Goal 3: One hundred percent of our Special Education students will show improvement in MATH as demonstrated by the administration of the MCAS. No less than 3% of students will show growth to the next performance level. The remaining 96% will show growth within their performance level. While our current achievement in MATH for Special Education subgroup is 0% proficient or above, this subgroup will make AYP of at least 36.5% in 2009 or safe harbor.

<i>Action Steps</i> What Actions will occur? What steps will staff take?	<i>Professional Development</i> How will staff acquire the necessary skills and attitudes to implement the activity?	<i>Timeline/Date Completed</i> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<i>Resources</i> What are the existing and new resources that will be used to accomplish the activity?	<i>Person Responsible</i> Who will provide the leadership? Who will do the work?	<i>Monitoring Effectiveness</i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
All teachers and students will participate in weekly extended advisory for MCAS practice items (determined by Data Warehouse Item Analysis). All teachers and students will participate in differentiated instruction.	Differentiated Instruction Academy Department Mtgs./Best Practice Workshops Data Warehouse Training Formative Assessment Training AVID Path Training Assistments Training	Ongoing <ul style="list-style-type: none"> • First and third Mondays • Training and Professional Development Days as scheduled by the WPS • Meetings of the ILT and RLT scheduled bi-weekly or as needed 	DI Academy resources provided by DAB White Boards Costa's Levels of Questioning/Bloom's Taxonomy Flip Charts	Office of ELL Principal Assistant Principals SMS Faculty Department Heads Facilitator of Data	MCAS/MEPA/MELA-O MAP scores Student work portfolios Assistments Data Anecdotal data Teacher/student observation Learning Walks Study Island Data
		Ongoing:			Teacher made tests MAP Tests progress

Teachers will analyze and evaluate MAP scores, MEPA and MCAS scores in conjunction with all IEP mandated modifications for each student in their classes.	Professional Development Days DI Academy Curriculum Mapping Department Mtgs./Best Practice Workshops Formative Assessment Training	<ul style="list-style-type: none"> All teachers will have MAP training as scheduled by the WPS Evaluation of the MAP scores is on-going and revisited in the Fall, Winter, Spring Quarterly assessment of ELL portfolios 	MAP training NWEA website Descartes (Learning strands) ELPBO Nancy Starbird, Presenter DI Academy resources provided by DAB White Boards Costa's Levels of Questioning/Bloom's Taxonomy Flip Charts	Principal Assistant Principals Department Heads Facilitator of Data Dept. of ELL ESL Teachers SMS Faculty	Performance on previous MCAS questions MCAS/MEPA/MELA-O MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks
Teachers will analyze and determine individual learning styles, strengths and weaknesses of students. Teachers will collaborate with ELL and Inclusion Specialists to tailor instruction for the best possible outcome. Based on this analysis and collaboration, teachers will differentiate their instruction (depth and complexity) to ensure the success of each student.	Professional Development Days DI Academy Curriculum Mapping Department Mtgs./Best Practice Workshops Formative Assessment Training	Ongoing: <ul style="list-style-type: none"> Evaluation of MAP and MCAS scores CPT all year Quarterly assessments in each discipline. 	NWEA website Descartes (Learning strands) ELPBO Nancy Starbird, Presenter DI Academy resources provided by DAB White Boards Costa's Levels of Questioning/Bloom's Taxonomy Flip Charts	Principal Assistant Principals SMS Faculty Department Heads Facilitator of Data	Teacher made tests MAP Tests progress Performance on previous MCAS questions MCAS/MEPA/MELA-O MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks
SPED teachers will reorganize resource room classrooms into subject area specialties and meet regularly to align lessons with subject area teachers.	Special education teachers attend Math department meetings Curriculum Mapping Consult with South High resource room staff SPED curriculum meetings	Fall 2008 through 2009	Consultation with WPS teachers Math curriculum (CMP) MAP Data	Principal Dept. Heads Subject Teachers SPED Teachers	MAP results Teacher observations Student work Progress reports
Teachers will expand the math curriculum to increase materials	CMP training for Special Ed Teachers Curriculum Mapping	Fall 2008 through 2009	Increased manipulatives for CMP Curriculum Math Curriculum	Principal Dept Heads Subject Teachers	MAP results Teacher observation CMP unit quizzes

and techniques available for differentiation	Monday meetings Dept. meetings		MAP math data	Special Ed Teachers	Progress reports
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes?</p> <p>Utilize the MAPS, Assistments, in-class tests and MCAS data to chart student progress and to focus on the areas where remediation is necessary.</p>					

Grade 8

Goal I Mathematics - Data

	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</i>			
Grade 8 MAP Assessment	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>	<i>MEAN RIT</i>	<i>LO</i>	<i>AV</i>	<i>HI</i>
<i>Number Sense and Operations</i>												
<i>Patterns Relations and Algebra</i>												
<i>Geometry</i>												
<i>Measurement</i>												
<i>Data Analysis, Statistics, and Probability</i>												

Grade 8

Goal 1 Mathematics -Data

	<i>Unit Test- FALL 2008</i>	<i>Unit Test-WINTER 2009</i>	<i>Unit Test-SPRING 2009</i>
Grade 8			

Connected Mathematics Program (CMP)			
Math ASSISTMENTS (Insert School Time Line)			

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

Mathematics Subject Area Sub-scores

Number Sense and Operations:

Of the 393 students tested in 2006, grade 8 students scored 11.8 out of a possible 28 points in the Number Sense in Operations category (49%).

Patterns, Relations, and Algebra:

Of the 393 students tested in 2006, grade 8 students scored 13 out of a possible 33 points in the Patterns, Relations, and Algebra category (45%).

Geometry:

Of the 393 students tested in 2006, grade 8 students scored 6.1 out of a possible 15 points in the Geometry category (41%).

Measurement:

Of the 393 students tested in 2006, grade 8 students scored 6.4 out of a possible 13 points in the Measurement category (38%).

Data Analysis, Statistics, and Probability :

Of the 393 students tested in 2006, grade 8 students scored 11.6 out of a possible 19 points in the Data Analysis, Statistics, and Probability category (50%).

Item Analysis (Multiple Choice & Open Response):

Item analysis data revealed that students scored 29.7 out of a possible 58 points (51%) on Multiple Choice questions; 4 out of a possible 10 points on the Short Answer questions; and 15.2 points out of a possible 40 in the Open-Response category (38%).

Grade 8 MCAS Data Synopsis for this year's class (use last year's grade 7 scores) (Explain any curricular or instructional adjustments for your current Grade 8 students)

Mathematics Subject Area Sub-scores

Number Sense and Operations: The aggregate of last year's data revealed that grade 7 students presented difficulty with Number Sense and Operations. To address this, the Assistments program, the CSR Grant Action Steps and Math Enrichments (double-dosing) have been implemented.

Patterns, Relations, and Algebra:

The aggregate of last year's data revealed that grade 7 students presented difficulty with Patterns, Relations and Operations. To address this, the Assistments program, the CSR Grant Action Steps and Math Enrichments (double-dosing) have been implemented.

Geometry:

The aggregate of last year's data revealed that grade 7 students presented difficulty with Geometry. To address this, the Assistments program, the CSR Grant Action Steps and Math Enrichments (double-dosing) have been implemented.

Measurement:

The aggregate of last year's data revealed that grade 7 students presented difficulty with Measurement. To address this, the Assistments program, the CSR Grant Action Steps and Math Enrichments (double-dosing) have been implemented.

Data Analysis, Statistics, and Probability:

The aggregate of last year's data revealed that grade 7 students presented difficulty with Data Analysis, Statistics, and Probability. To address this, the Assistments program, the CSR Grant Action Steps and Math Enrichments (double-dosing) have been implemented.

Item Analysis (Multiple Choice & Open Response): The aggregate of last year's data revealed that grade 7 students presented significant difficulty in the areas of Multiple Choice and Open Response. To address this, extended emphasis will be placed on common math vocabulary for all students. A focus on specific test-taking strategies will support exam completion. Members of the RLT will share best practices to increase literacy in Math.

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	27	N/A	
240-258	39	256-258	6
220-238	102	236-238	14
200-218	148	216-218	94

Mathematics School Goal 1: One hundred percent of our students will show improvement in Math as demonstrated by the administration of the MCAS. No less than 40% of students will show growth to the next performance level. The remaining 60% will show growth within their performance level. Our goal is to have 50% at Proficient or above 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?
Continue to measure individual math progress by using MAP data to drive Instructional decisions in the classroom.	MAP training	Fall 2008 through 2009	Collecting data for each student	Principal Steered by math teacher Every teacher on academy	Teacher observation The 3 MAP testing sessions Teacher designed tests
Using MCAS analysis to give extra support on student weaknesses Curriculum MAP, CMP and prioritized pacing and score to teach the skills that are covered in the frameworks.	Informal meetings with teachers on a regular basis	Fall 2008 through 2009	MCAS tests and scores	Principal Asst. Principal Teachers	Teacher observation Teacher made tests MAP Tests progress Performance on previous MCAS questions
Progress monitor students' performance on frameworks and to differentiate instruction.	Assistments Program Training	Fall 2008 through 2009	The program Each other's reports (binder)	Math dept. head Principal Assistments Instructor All mathematics teachers	Teachers adding particular problems on tests Scores from Assistments



Grade 8

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 60% of students will meet or exceed their growth scores. The remaining 40% will show growth in their over all RIT score from fall to spring

Our goal is to have no less than 67 % at their grade level benchmark by June 2009

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Implement weekly open response questions building wide with follow through in math classes (SOAPS)	Ongoing professional development Monthly math department meeting	Fall 2008 through 2009	Previous years' MCAS questions CMP	Principal Asst. principals Math teachers	Rubric Teacher assessment Teacher observation
Review short answer questions through daily class-starter problems school-wide	Ongoing professional development Monthly math dept.	Fall 2008 through 2009	Previous years' MCAS questions CMP	Principal Math teachers	Teacher observation and assessment

Incorporate open-response questions on teacher made tests	meeting				
Implement weekly open response questions building wide with follow through in math classes (SOAPS)	Ongoing professional development Monthly math department meeting	Fall 2008 through 2009	Previous years' MCAS questions CMP	Principal Asst. principals Math teachers	Rubric Teacher assessment Teacher observation

Grade 8:

Mathematics School Goal 3: One hundred percent of our Special Education students will show improvement in MATH as demonstrated by the administration of the MCAS. No less than 3% of students will show growth to the next performance level. The remaining 96% will show growth within their performance level. While our current achievement in MATH for Special Education subgroup is 0% proficient or above, this subgroup will make AYP of at least 36.5% in 2009 or safe harbor.

<i>Action Steps</i> What Actions will occur? What steps will staff take?	<i>Professional Development</i> How will staff acquire	<i>Timeline/Date Completed</i> When will this strategy	<i>Resources</i> What are the existing and new resources that	<i>Person Responsible</i> Who will provide the leadership? Who will do	<i>Monitoring Effectiveness</i> What ongoing formative
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	the necessary skills and attitudes to implement the activity?	or action begin and end? Please indicate if this is a long term (more than one year) or short term action	will be used to accomplish the activity?	the work?	evidence will be gathered to show this activity is making a difference in student outcome?
All teachers and students will participate in weekly extended advisory for MCAS practice items (determined by TestWiz Item Analysis). All teachers and students will participate in differentiated instruction.	Differentiated Instruction Academy Department Mtgs./Best Practice Workshops TestWiz Training Formative Assessment Training AVID Path Training Assessments Training	Spring 2007 through 2008 • First and third Mondays • Training and Professional Development Days as scheduled by the WPS • Meetings of the ILT and RLT scheduled bi-weekly or as needed	DI Academy resources provided by DAB White Boards Costa's Levels of Questioning/Bloom's Taxonomy Flip Charts	Office of ELL Principal Assistant Principals SMS Faculty Department Heads Facilitator of Data	MCAS/MEPA/MELA-O MAP scores Student work portfolios Assessments Data Anecdotal data Teacher/student observation Learning Walks Study Island Data
Teachers will analyze and evaluate MAP scores, MEPA and MCAS scores in conjunction with all IEP mandated modifications for each student in their classes.	Professional Development Days DI Academy Curriculum Mapping Department Mtgs./Best Practice Workshops Formative Assessment Training	Ongoing: • All teachers will have MAP training as scheduled by the WPS • Evaluation of the MAP scores is ongoing and revisited in the Fall, Winter, Spring • Quarterly assessment of ELL portfolios	MAP training NWEA website Descartes (Learning strands) ELPBO Nancy Starbird, Presenter DI Academy resources provided by DAB White Boards Costa's Levels of Questioning/Bloom's Taxonomy Flip Charts	Principal Assistant Principals Department Heads Facilitator of Data Dept. of ELL ESL Teachers SMS Faculty	Teacher made tests MAP Tests progress Performance on previous MCAS questions MCAS/MEPA/MELA-O MAP scores Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks
Teachers will analyze and determine individual learning styles, strengths and weaknesses of students. Teachers will collaborate with ELL and Inclusion Specialists to tailor instruction for the best possible outcome. Based on this	Professional Development Days DI Academy Curriculum Mapping Department Mtgs./Best Practice Workshops Formative Assessment Training	Ongoing: • Evaluation of MAP and MCAS scores • CPT all year • Quarterly assessments in each discipline.	NWEA website Descartes (Learning strands) ELPBO Nancy Starbird, Presenter DI Academy resources provided by DAB	Principal Assistant Principals SMS Faculty Department Heads Facilitator of Data	Teacher made tests MAP Tests progress Performance on previous MCAS questions MCAS/MEPA/MELA-O MAP scores

analysis and collaboration, teachers will differentiate their instruction (depth and complexity) to ensure the success of each student.			White Boards Costa's Levels of Questioning/Bloom's Taxonomy Flip Charts		Student work portfolios Writing samples Anecdotal data Teacher/student observation Learning Walks
SPED teachers will reorganize resource room classrooms into subject area specialties and meet regularly to align lessons with subject area teachers.	Special education teachers attend Math department meetings Curriculum Mapping Consult with South High resource room staff SPED curriculum meetings	Fall 2008 through 2009	Consultation with WPS teachers Math curriculum (CMP) MAP Data	Principal Dept. Heads Subject Teachers SPED Teachers	MAP results Teacher observations Student work Progress reports
Teachers will expand the math curriculum to increase materials and techniques available for differentiation	CMP training for Special Ed Teachers Curriculum Mapping Monday meetings Dept. meetings	Fall 2008 through 2009	Increased manipulatives for CMP Curriculum Math Curriculum MAP math data	Principal Dept Heads Subject Teachers Special Ed Teachers	MAP results Teacher observation CMP unit quizzes Progress reports

FAMILY INVOLVEMENT

Sullivan Middle School has adopted a strength-based philosophy through PBIS which carries into how we interact with families and the community. We recognize the importance of knowing who our students and their families are, and providing them with the opportunities not only to receive support from our school, but to contribute as well. We know that when families and community members feel their input valued, this increases their sense of ownership and promotes higher standards of student achievement.

We have reciprocal relationships with many community agencies, businesses, and individuals to meet the needs of our students while also meeting the needs of the community-at-large. For example, several members of our administrative, support, and teaching staff will frequently make home visits, hold meetings at neighborhood centers, and assist families in accessing services that are necessary for the well-being of our students and their parents/caregivers. In the area of parenting these services include the ESSIP Program the Department of Social Services working with Sullivan to prevent truancy and provide services for families of students who are repeat offenders and Information for Community Based Counseling referral service for families of students in crisis. AVID Family Night[s] connects families with college representatives and provides support to encourage college readiness. And our School Based Health Center (LIST) replete with a Nurse Practitioner which provides, in addition to its medical services, training on Nutrition (Planet Health) and the importance of daily exercise (Jump Up and Go!). We also host the UMASS FNP (Family Nutrition Program) a collaborative partnership committed to nutrition education.

Sullivan Middle has worked very hard to bridge the communication gap with families. This year's Know Your School Night included tables and presentations for families regarding health, nutrition, counseling, college-readiness, and (of course!) our Vision table that focused on reading and responding. We have committed ourselves to producing newsletters for Sullivan families every other month and, thanks to the tutelage of Focus on Results, we have dedicated sections in the newsletter which focus on good news and urgent statements regarding data. The N.T.I telephone system has been instrumental in communicating with Sullivan families regarding current events and concerns. On many occasions we have asked bilingual staff to translate these messages into other languages to ensure all families have access.

We have been successfully collaborating with South High School for our AVID Family nights. These evenings are dedicated to sharing our AVID program with the families of our AVID students. Representatives from local colleges come to speak with parents about the admissions process—students and parents are apprised of the Advanced Placement opportunities at South and the importance of those courses in the admissions process.

Sullivan Middle has embraced a child-focused and family-centered ideology because we know the family is a student’s foundation. We believe we have the responsibility to strengthen that foundation so each student has equal access to an excellent education.

School Involvement Goal 1: To increase the effectiveness of communication between the school and student families.

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

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?
Sullivan’s Know Your School Night will establish a tradition of having community health, counseling, welfare services, and college opportunities represented at tables in the foyer. The PTO will also have its own area for recruiting purposes. Refreshments will be served		Fall 2008 – Ongoing	Funds	Principal Asst. principal Guidance Teachers Health clinic members PTO members AVID Coordinators	KYSN Attendance PTO Membership Health Clinic form returns
Teachers will regularly schedule family/school conferences via meetings, phone calls, emails, etc.	SAGE Snapshot familiarity MAP training Data analysis training	Ongoing Teachers set the goal of meeting with 2-3 parents per week	Teacher prep/plan periods Student snapshots (Data from MAPS, SAGE etc.)	Principal Asst. principal Facilitator Guidance Counselors Teachers	SAGE Reports Guidance Reports Parent attendance, Parent feedback on conference Memo sheets

			Conference sheet		CPT Logs
Sullivan will create a monthly newsletter that includes an address from the principal, academy news briefs, school data in the form of graphs and good news and urgent statements.	Data Warehouse Training Focus On Results templates	On-going bi-quarterly	Data Warehouse Microsoft Excel Microsoft Word	Principal Asst. Principal Designated secretary	Parent feedback Attendance at events Parent involvement in support of assignments, testing attendance, etc.
ESSIP services for targeted students and families	ESSIP Training Professional Development Days	On-going	ESSIP Forms	Principal Guidance Counselors	Individual student data Monitoring of academic, attendance, & discipline. Parent satisfaction survey
Cultivate the Sullivan Reading Extravaganza! And encourage family involvement in the Reading program	Model best practice and read-aloud techniques via Dept. meetings, and multimedia exposure Professional Development Days DI Academy Department Mtgs./Best Practice Workshops	December 2008	Utilize the Reading Grant and community involvement programs within	Model best practice and read-aloud techniques via Dept. meetings, and multimedia exposure	Sullivan Reading Extravaganza Logs Parent Signatures Compositions Cornell Notes
Continue to distribute and utilize the community resource catalog and referral process specific to Sullivan Middle School students and families.	Workshops and meetings provided by guidance staff	Ongoing Developed Sp. 07 to be implemented in the Fall of '07		Workshops and meetings provided by guidance staff	Utilization of the clinic Communities of Care Data
AVID Family Nights and AVID Events that involve area colleges to visit, display their	AVID Path Training AVID College by Design Conferences	Ongoing	AVID Funds	AVID Coordinator AVID Teachers	AVID Family Night Attendance AVID enrollment

information, and give lectures on what they have to offer.	AVID Site Team Meetings	Developed Fall 2007			
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School Involvement Goal 3: To increase student and family support.

Rationale: To better know the needs of our students and families and to respond with appropriate interventions as needed.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Continue to distribute and utilize the community resource catalog and referral process specific to Sullivan Middle School students and families.	Workshops and meetings provided by guidance staff	Ongoing Developed Sp. 07 to be implemented in the Fall of '07		Workshops and meetings provided by guidance staff	Utilization of the clinic Communities of Care Data
Continue AVID classes and events to inform and encourage students and their families to strive for AP courses in high school and acceptance into a 4 year college or university	AVID Path Training AVID College by Design Conferences AVID Site Team Meetings	Ongoing	AVID Funds Collaboration with local Colleges and universities. AVID Teachers AVID Coordinator South High Community School AVID Team	Principal AVID Coordinator AVID Site Team AVID Teachers Guidance Counselors South High Principal South High AVID Coordinator	AVID Family Night Attendance AVID enrollment AP Course Enrollment College Enrollment

				South High AVID Site Team South High Guidance	
Continue and expand the Sullivan Health and Nutrition Program (Jump Up and Go!) and the weekly UMASS Healthy Choices Education Initiative	Sullivan Health Clinic Jump Up & Go!	Ongoing	Jump Up and Go! Grant UMASS Healthy Choices Grant	Health Clinic UMass Education in Nursing, Principal Facilitator of Data & School Initiatives	Jump Up & Go Participation Log UMASS classes at Sullivan Healthy Choices Grant Report Healthy Choices by students and staff Decreased Candy fund raisers!
Continue and expand the Sullivan PBS Initiative for the aggregate and plan for the tertiary group.	Professional Development Days Department Mtgs PBS Conferences PBS Site Team Meetings	Ongoing	Student snapshots (Data from SAGE etc.) Conference sheet	Principal PBS Director PBS Coordinator PBS Site Team SMS Faculty	PBS Data SAGE Discipline Reports Suspension rate Detention Rate
Continued involvement in the ESSIP Program that provides early intervention for students in crisis and the Information for Community Based Counseling that refers families in crisis to support services.	Professional Development Days Workshops and meetings provided by guidance staff		ESSIP Forms	Principal Guidance Staff Adjustment Counselors	ESSIP Reports SAGE Discipline Reports Court Involvement Rate Suspension rate Detention Rate



The school's instructional leadership team will be responsible for the collection of evidence as stated in the action steps of the plan. The team will be responsible for the next phase in the process by assisting in the monitoring of the implementation and outcome benchmarking. Implementation benchmarking measures whether you have successfully implemented your strategies and serve as a critical periodic review of those strategies and whether they are contributing to changes in your desired student outcomes.

Name	Role/Title	Signature
Robert Jennings	Principal	
Kathryn Bastien	Facilitator of Data	
Melanie Gage	ELA Department Head	
Marsha Ohanesian	Math Department Head	
Luke Savage	ELA Teacher	
Michele Fulk	Math Teacher	
Emma Gardiner	AVID Teacher	
Fran Brown	Special Education Department Head	
Helen Doyle-Ingraham	Special Education Teacher	