

South Hadley High School  
School Improvement Plan

2009-2010

<b>Goal Area 1: Student Effort</b>		
<b>Goal 1.1:</b>		
Increase student effort and investment in academic success.		
<b>Current Data:</b>		
<ul style="list-style-type: none"> <li>- Increased number of “D”s and “F”s this year, especially in the freshman class</li> <li>- A number of low performing students do not take the opportunity to make up work or stay after school for extra help</li> <li>- A number of average performing students do not strive for better academic success</li> <li>- Anecdotal evidence that in some students, effort seems to have diminished</li> <li>- Anecdotal evidence that our culture for high academic achievement is not as strong as it should be</li> <li>- Gap between increased rigor/higher teacher expectations and the students’ ability to rise to the challenge</li> <li>- Possibly a gap between allowing students to “meet the standard” by turning in work late or after multiple revisions vs. students “postponing” completion of tasks due to flexible due dates</li> </ul>		
<b>Indicators:</b>		
<ul style="list-style-type: none"> <li>• Increased percentage of students completing homework</li> <li>• Higher scores on main assessments within each course</li> <li>• Reduction in the number of students dropping course levels as the school year progresses</li> <li>• Reduction in the numbers of “D” and “F” grades at progress report and report card marking periods</li> </ul>		
<b>TASKS:</b>	<b>PERSON(S) RESPONSIBLE:</b>	<b>EVIDENCE/MONITORING METHOD(S)/TIMELINE</b>
1. Develop common expectations among teachers of 9 <sup>th</sup> grade students. These common expectations can center on (1) important study skills instruction and use, (2) effective student learning behaviors, etc. Teachers of 9 <sup>th</sup> grade students would develop the common expectations during summer professional development sessions and would meet periodically through the school year to review their implementation progress.	Administration Representatives Faculty 9 <sup>th</sup> Grade Team Members	<ul style="list-style-type: none"> <li>- Professional Development sessions during the summer months with periodic meetings during the school year</li> <li>- Common expectations for 9<sup>th</sup> grade students implemented at the start of the school year and carried out throughout the 9<sup>th</sup> grade year.</li> </ul>

TASKS:	PERSON(S) RESPONSIBLE:	EVIDENCE/MONITORING METHOD(S)/TIMELINE
<p>2. Creation of a 9<sup>th</sup> grade “Data Collector” position as a duty. This person will ask each 9<sup>th</sup> grade teacher for weekly updates on students and hear any specific concerns. The person will convey the information to the 9<sup>th</sup> grade assistant principal who will allocate the necessary resources to address the lower-performing students.</p>	<p>9<sup>th</sup> Grade Data Collector, 9<sup>th</sup> Grade Assistant Principal, Other personnel as needed</p>	<ul style="list-style-type: none"> <li>- Meeting logs (Data Collector/Assistant Principal)</li> <li>- Completed SPR forms indicating issues and interventions</li> <li>- Ongoing, throughout the year</li> </ul>
<p>3. Begin to identify strategies for developing and strengthening a culture that supports high academic achievement for all students.</p>	<p>Administration, Faculty, Parents, Students</p>	<ul style="list-style-type: none"> <li>- By October, develop a baseline set of data that provides a picture of the current state of the academic achievement culture</li> <li>- By February, develop and implement at least three measureable strategies aimed at developing and strengthening the culture of high achievement</li> <li>- By June, develop and implement an additional three measureable strategies.</li> </ul>

<b>Goal Area 2: Higher Order Thinking/Academic Rigor</b>		
<b>Goal 2.1:</b>		
Introduce the pre-Advanced Placement skills, the active participation skills, and the higher order thinking skills required for each department's curriculum and implement within each course.		
<b>Current Data:</b>		
<ul style="list-style-type: none"> <li>- Research supports Advanced Placement skills, active participation skills, and higher order thinking skills as vehicles to increased student achievement</li> <li>- Initial professional development sessions were held with teachers during 2008-2009</li> <li>- School data continues to show that we are achieving at an average to slightly above average rate overall, with a number of students achieving below standard.</li> </ul>		
<b>Indicators:</b>		
<ul style="list-style-type: none"> <li>- Observations by administrative staff that the various skills are in use in classrooms</li> <li>- Formal and informal discussions among staff at meetings/professional development sessions about their successes in implementing the stated skills.</li> </ul>		
<b>TASKS:</b>	<b>PERSON(S) RESPONSIBLE:</b>	<b>EVIDENCE/MONITORING METHOD(S)/TIMELINE</b>
1. Provide professional development experiences to all staff in the three areas of pre-advanced placement skills, active participation skills, and higher order thinking skills with specific implementation and monitoring expectations.	Administration, Faculty	<ul style="list-style-type: none"> <li>- Professional Development Plan for 2009-2010</li> <li>- Attendance records from Professional Development sessions</li> <li>- Indications of implementation of skills in walkthroughs and observations</li> <li>- Results of formal discussions about skills during faculty meetings, department meetings, professional development sessions, etc.</li> </ul>

<b>Goal Area 3: Professional Development/Staff Collaboration</b>		
<b>Goal 3.1:</b>  Provide frequent and high quality opportunities for professional development.		
<b>Current Data:</b>  <ul style="list-style-type: none"> <li>- Currently, there is very little time provided for curricular or cross-curricular collaboration.</li> <li>- Current district-led professional development has been less than effective in meeting the needs of individual teachers and departments.</li> <li>- There is no structure in place for teachers to learn and implement a peer coaching program.</li> </ul>		
<b>Indicators:</b>  <ul style="list-style-type: none"> <li>- A release-time/common time calendar will be developed and published.</li> <li>- A year-long professional development calendar will be published to all staff.</li> <li>- A report will be developed outlining the needs of a peer coaching model, in time for budget development.</li> </ul>		
<b>TASKS:</b>	<b>PERSON(S) RESPONSIBLE:</b>	<b>EVIDENCE/MONITORING METHOD(S)/TIMELINE</b>
1. Investigate possible release times available; develop a schedule and publish it out; examine duty schedule for possible common collaboration time.	Admin Team	- Published schedule by September
2. Explore the peer coaching model; determine if the school can support the model with the existing resources	Peer Coaching Team (Ted, Maureen, Dave)  Admin Team	- Report by December (in time for budget recommendations for 2010-2011)
3. Develop and publish out Professional Development calendar for year in collaboration with HS Admin Team members.	Admin Team	- Published calendar by September

<b>Goal Area 4: Writing</b>		
<b>Goal 4.1:</b>		
To increase the use of writing-to-learn strategies and the use/functionality of the School-Wide Writing Rubric as it applies to writing across the curriculum.		
<b>Current Data:</b>		
<ul style="list-style-type: none"> <li>- Comments by staff via survey indicate that the School Wide Writing Rubric is being used at least quarterly by most teachers, but it has yet to reach the level of functionality or automaticity primarily due to its lack of specificity for each assignment.</li> <li>- A number of teachers are using the School Wide Writing Rubric at least quarterly because of the requirement to do so, not because it is particularly helpful in providing helpful feedback to students</li> <li>- A number of teachers have found our continued focus on writing is helpful to their continued use of the rubric and increased writing expectations for students</li> <li>- A number of teachers continued to use writing-to-learn activities this year while others used them less so because we had less emphasis on this aspect of writing over the course of the year.</li> </ul>		
<b>Indicators:</b>		
<ul style="list-style-type: none"> <li>- Use of School-Wide Writing Rubric by each department, with more specific criteria appropriate to the assignment, yet still maintaining the six traits</li> <li>- Increased use of writing-to-learn strategies as measured by walkthroughs and formal observations</li> </ul>		
<b>TASKS:</b>	<b>PERSON(S) RESPONSIBLE:</b>	<b>EVIDENCE/MONITORING METHOD(S)/TIMELINE</b>
1. Continue to refine the use of the School-Wide Writing Rubric in all content areas by encouraging departments to develop assignment-specific criteria for each of the six traits of the rubric. Additionally, develop and implement strategies to increase student use of rubric as growth tool (providing students with rubric ratings before providing a grade, etc.)	Administration, Faculty	<ul style="list-style-type: none"> <li>- Quarterly writing samples/rubrics obtained from each teacher that use the six traits but are more specific to the assignment</li> <li>- Evidence of discussions in faculty meetings, department meetings or professional development sessions</li> </ul>

<b>TASKS:</b>	<b>PERSON(S) RESPONSIBLE:</b>	<b>EVIDENCE/MONITORING METHOD(S)/TIMELINE</b>
2. Create mini-lessons on rubric traits to be used online, in department meetings, in faculty meetings, or on professional development days to increase teacher knowledge and skill in identifying the traits in student writing and increasing teacher confidence in discussing trait improvement with students.	Administration, Faculty	<ul style="list-style-type: none"> <li>- Evidence of mini-lessons in use</li> <li>- Increased confidence by teachers as evidenced on EOY survey</li> </ul>
3. Renew efforts to increase teacher use of writing-to-learn activities in the classroom; refreshing knowledge of their value and of the various activity types. One way to accomplish this will be to develop an online collection of effective writing-to-learn activities.	Administration, Faculty	<ul style="list-style-type: none"> <li>- Evidence of writing-to-learn activities in classrooms (walkthroughs; formal observations)</li> </ul>

<b>Goal Area 5: Rules and Regulations</b>		
<b>Goal 5.1:</b>		
Continue focus on having students remove hats and put all electronic devices away upon entering school, with hats not to be worn and electronic devices not to be visible or used throughout the school day.		
<b>Current Data:</b>		
<ul style="list-style-type: none"> <li>- Most teachers surveyed indicate we've made substantial progress on both fronts this past year.</li> <li>- A very small number of students continue to violate the expectations, pushing the limits</li> <li>- An emerging issue is the use of cell phones for texting vs. talking. Students seem to be using their phones much more for texting than talking.</li> </ul>		
<b>Indicators:</b>		
<ul style="list-style-type: none"> <li>- Students will not have hats on from the time they enter the building to the end of the school day.</li> <li>- Students will not use electronic devices (cell phones, music players, etc.) nor have them visible during the school day</li> </ul>		
<b>TASKS:</b>	<b>PERSON(S) RESPONSIBLE:</b>	<b>EVIDENCE/MONITORING METHOD(S)/TIMELINE</b>
1. Continue publicizing the expectations and providing periodic reminders to both students and parents using a variety of methods.	Administration, Faculty	<ul style="list-style-type: none"> <li>- Evidence of announcements in newsletters, phone calls home, public address announcements, as part of teacher expectations for conduct, etc.</li> </ul>
2. For the small number of students that continue to violate the expectations, administration and faculty will work to be consistent and will follow-up with the appropriate consequences including detentions, parent meetings, etc.	Administration, Faculty	<ul style="list-style-type: none"> <li>- Reduction (and hopefully elimination) of the students who repeatedly violate the expectations.</li> <li>- Discipline records showing consequences, parent meetings, etc.</li> </ul>