

Attleboro High School WSIP

Goal #1:

All students will meet ELA CPI AYP targets. The aggregate CPI will increase 1.8 points from 91.9 to 93.7. The SPED subgroup score will increase 6 points from 76.4 to 82.4. The Low Income subgroup will increase 3 points from 87.6 to 90.6.

Action Step	Measurable Outcomes/ Evidence	Timeline	Data	Progress
<p>Institute a targeted writing program, consistent with district writing goals, which provides all students with the opportunity to increase open response and composition scores.</p>	<p>Student writing scores will improve at least .5 points on the MCAS composition rubric being used to assess student compositions.</p>	<p>June, 2010</p>		
<p>Students in Gr. 9 and 10 ELA will complete weekly assignments designed to improve MCAS writing skills.</p> <p>ELA staff will collaboratively examine student writing and calibrate student writing to provide objective, consistent feedback to all students on written composition and open response work</p> <p>Target subgroups for additional support and instruction in ELA.</p> <p>ELA , math, science and social studies staff will receive professional development regarding DESE</p>	<p>MCAS open response scores will increase .12 points from 2.58 average to 2.70. SPED open response will increase .2 points from an average of 1.93 to 2.13.</p> <p>All common composition and open response work will contain written feedback to students with a calibrated departmental assessment.</p> <p>ELA Composition aggregate average scores will increase .7 from 14.05 to 14.75. SPED average composition scores will increase 1 point from 11.87 to 12.87.</p>	<p>June, 2010</p>	<p>MCAS Subgroup Scores</p> <p>Student work samples with feedback and student responses to feedback</p> <p>MCAS composition scores</p>	

expectations for MCAS composition and open response writing.				
All ELA staff will support student writing skills by providing students with at least one open response writing assignment per week and one composition assignment per unit.	Lesson plans and class observations for all Gr. 9 and 10 ELA teachers demonstrate weekly writing instruction targeted to MCAS writing skills. Departmental goals and staff unit plans and observations will demonstrate weekly writing activities appropriate to the discipline.	June, 2010	Class observations Dept. Writing Goals Unit plans	
ELA skills improvement will reach the individual student level	<p>ELA department agendas and minutes will reflect collaboration in targeting summative and growth achievement data to determine individual students for improvement of specific skills. Each teacher will maintain a log of student scores on common assessments.</p> <p>Students' weekly assignments will improve by one point on average for the rubric scale. Student work will also reflect teacher feedback with required student response to the feedback. Samples of student- revised student work from feedback will be shared with evaluator/supervisor.</p>	Ongoing through 2011	Targeted Individual plans for student improvement	

Goal #2:

All students will meet math CPI AYP targets. The aggregate CPI will increase 2 points from 89.8 to 91.8. The SPED CPI will increase 8 points from 72.8 to 80.8 and the Low Income CPI will increase 4.6 points from 82.4 to 87.0

Action Step	Measurable Outcomes/ Evidence	Timeline	Data	Progress
<p>Target all math subgroups for additional support</p> <p>ALL Grade 9 and 10 math students will complete weekly practice in MCAS open response problem solving and scoring analysis.</p> <p>Math students will complete a weekly writing closure activity to provide practice in explaining math concepts.</p>	<p>Math open response scores will meet the state average score for each open response question for the aggregate. All MCAS math subgroup students will attain the state average on open response scores as measured against the state subgroup average.</p> <p>Observed as part of the lesson protocol closure practices through teacher plans, observations, learning walks and student closure work samples.</p>	<p>September, 2010</p> <p>Ongoing through June, 2010.</p>	<p>MCAS math open response scores</p>	
<p>All students will take college prep or honors geometry.</p> <p>Math teachers will examine student math MCAS performance through item analysis, to develop Algebra I, geometry, and Algebra II curriculum changes and unit assessments to address student deficits.</p>	<p>All students who have completed algebra and have not taken geometry will be enrolled in geometry resulting in a minimum of 90% of students passing.</p> <p>MCAS scores improvement, curriculum changes, unit assessments completed.</p>	<p>February, 2010</p> <p>September, 2010</p>	<p>Student rosters and grades</p> <p>Student MCAS scores</p>	

All students who have completed geometry will take Algebra II college prep or honors	All students who have completed geometry and have not yet taken Algebra II will enroll in the class resulting in at least 90% of the students passing.	February, 2011	Student roster and grades	
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Goal #3:

Proficiency scores on the MCAS physics test will improve 13 points from 47% to 60% of Grade 9 students. At least 50% of students taking the MCAS biology test will receive a passing score. All seniors will have a passing science score by February, 2010. The number of MCAS physics students who score “advanced” on the MCAS test will triple to 18%.

Action Step	Measurable Outcomes/ Evidence	Timeline	Data	Progress
All Grade 9 and 10 students will complete weekly science open response activities with teacher feedback and rubric assessment.	Students’ average score on the physics open response will reduce the gap with the state from 5% to 3% for aggregate, special education and low income groups.	June, 2010	Student open response scores	
Students taking the MCAS biology test in February and June will receive MCAS support classes and tutoring.	At least half of students enrolled in support and tutoring programs will attain passing scores.	June, 2010	MCAS biology scores	
Seniors will be tracked to ensure they have support and opportunities to take the MCAS physics and biology tests at least three times.	Tracking log of all senior status with science test shows that all have taken and passed the test.	June, 2010	Tracking log.	
The rigor and skills expectations for	66% of honors physics students will		MCAS	

Honor Physics will be reviewed and increased to include higher standards and expectations leading to students scoring “advanced” on the MCAS physics test.	score “advanced” on the MCAS.		scores	
Realign physics curriculum and pacing to address MCAS gaps with the state standards.	Revised curriculum and pacing guide implemented. Reduced gap with state in standards involving waves, electromagnetism and electromagnetic radiation from an average gap of 8.3% to 4%.	February, 2010	Curriculum and pacing guide. MCAS scores	

Goal #4:

For the class of 2010, the four-year graduation rate in the aggregate will improve to 80% and the special education and low income subgroup four-year graduation rate will improve to 65%.

For the school year 2009-2010, the drop out rate will decrease to 4%.

Action Step	Measurable Outcomes/ Evidence	Timeline	Data	Progress
Grade 11 and 12 house offices will target all student requirements for on-track graduation.	House office meeting agendas and notes reflect tracking of student progress. All students meet with guidance at least three times to review progress toward graduation.	June, 2010	House office agenda minutes and student meeting logs	
All Grade 11/12 students, initially	Student test-taking logs demonstrate			

unsuccessful in MCAS, will have taken MCAS tests at least three more times.	student participation in the test at least three times where needed and seniors screened by January for possible waiver.			
Establish evening school program to provide alternative pathways to graduation.	Minimum of 30 students enrolled in the evening school program by September, 2009. Evening school receives DESE authorized number.	June, 2010	Student participation numbers, school recognized by DESE	
Principal, SROs and deans conduct class visits and promote anger management and mediation processes in conjunction with adjustment and guidance counselors. Intervention Center (IC) procedures review and revisions to provide higher increase in work completion, and investment in counseling in the IC.	25% reduction in fight incidents from 23 down to no more than 17. 10% reduction in out of school suspensions. 10% increase in peer mediations 15% increase in students served by anger management Reduce out-of-school suspensions by increasing IC participation by 10%. IC recidivism reduced from 40% to 30%. Improve to 100% the completion of student assignments and return to teacher.	June, 2010	Fight incidence and suspension data Student work completion and return data	

Goal #5:

Improve the level of student academic challenge and college-readiness by increasing student participation in AP by 100% and increase qualifying scores by 66% in order to meet all Massachusetts Math and Science Initiative (MMSI) goals.

Action Step	Measurable Outcomes/ Evidence	Timeline	Data	Progress
Implement the MMSI AP program by providing academic and guidance support for AP students.	Limit AP attrition to no more than 2% of students and reduce the percentage of "1" scores from 13% of math, science and ELA scores, to 2%.	June, 2010	MMSI enrollment And scores	
Investigate course and scheduling options to facilitate increased AP participation. Investigate viability and appropriateness of honors classes vs transforming honors classes to AP.	Meet MMSI target of 25% increase in the '10-'11 enrollment. AP-Honors teacher collaboration to produce a report with recommendations.	June, 2010 February, 2010	AP enrollment data Report recommendations	
Establish a vertical team plan to facilitate articulation for staff, parents and students resulting in an increase in Grade 7-8 minority and male students aspiring to high school honors and AP courses.	Hispanic and African American student participation in AP and honors for school year 2011-2012 will increase from 3% of students in these categories to 10% of students. Male participation will increase from 33% of students to 40% of total students.	September, 2011	Grade 7-10 plan in place and September, 2011 class rosters	

Goal #6:

Improve AHS educational programs and facilities by attaining New England Association of Schools and College (NEASC) accreditation and DESE CTE Coordinated Program review with a positive determination.

Action Step	Measurable Outcomes/ Evidence	Timeline	Data	Progress
<p>Complete all NEASC requirements for the follow-up report.</p> <p>Complete all NEASC requirements for the five-year report due in March, 2010 including the establishment, measurement and reporting of student expectations.</p>	<p>Special December Report is completed resulting in meeting NEASC accreditation standards relating to the library and the roof project.</p> <p>Five-year March Report completed resulting in meeting all NEASC accreditation standards concerning student expectations.</p>	<p>December, 2009</p> <p>March, 2010</p>	<p>Report completed- accreditation granted</p> <p>Report completed, Accreditation granted</p>	
<p>Complete all DESE CTE requirements of the CTE Coordinated Program Review to maintain Chapter 74 approval of eleven CTE programs.</p>	<p>Meeting CTE Coordinated Program Review standards and filing report with state approval for all CTE programs.</p> <p>Include a district review of Horticulture program efficacy and prepare recommendations concerning the viability of the program.</p>	<p>February, 2010</p>	<p>Report completed- DESE grants approval for programs</p>	
<p>Continue development of emerging programs</p>	<p>Add Level III curriculum to Medical Assisting and Level II curriculum to Engineering.</p> <p>Build Engineering Lab</p>	<p>Sept 2010</p> <p>To be determined</p>	<p>Review of curriculum</p> <p>Lab completed</p>	

Achieve National Accreditation for three CTE programs.	Completion of application and review process of Culinary Arts and Graphic Communications programs for continued accreditation by American Culinary Federation and PrintEd.	June 2010	Report completed- accreditation granted	
	Completion of application and review process of Automotive Technology program for accreditation by National Automotive Technical Education Foundation.	June 2010	Report completed- accreditation granted	
	Completion of facilities needs for culinary arts, auto, and graphic communications in preparation for national accreditation	June 2010	Report completed, accreditation granted	

Goal #7:

Increase student achievement by improving teacher capacity to deliver research-based instructional and curricula practices as aligned with 21st Century skills.

Action Step	Measurable Outcomes/ Evidence	Timeline	Data	Progress
Implement the district lesson protocol with all staff through targeted professional development.	Lesson protocol used in all instructional settings with students. Professional Development agendas demonstrate lesson protocol training on at least two PD days.	June, 2010	Observations, learning walks, lesson plans, in-service data	
Provide professional development for staff on the discreet 21 st Century skills.	At least one PD day agenda devoted to 21 st Century skills awareness training	February, 2010	PD agenda	
Developing a skills guide for implementing 21 st Century skills.	Guide completed and introduced through PD day.	February, 2011	Committee established, guide completed and introduced to staff	
Implement the new evaluation model with all staff	Professional development agendas reflect the equivalent of at least 1.5 days of time devoted to evaluation training.	May, 2010	All staff evaluations completed accurately	
Increase expectations at Network program to coordinate curriculum	Network curriculum and assessments match AHS expectations in ELA, math,	June, 2010	Network curriculum	

and assessments to parallel AHS expectations.	science and social studies.		consistent	
Engage ILT in school leadership planning.	ILT will work as a partner with the leadership team to design professional development	February, 2010	ILT participation in all PD planning and assessment	
Create additional options for students to participate in interdisciplinary learning	Increase interdisciplinary course and teaming opportunities to service 50% more students than in '08-'09.	June, 2010	Rosters and student participation in interdisciplinary courses	
Create an interdisciplinary communications program through CTE and general education programs	Plan exists for this program by June, 2011	June, 2011	Program description and implementation plan	
Increase student participation in school decision-making through RSVP.	Students will meet in RSVP sessions and determined at least two new policies approved for application in AHS.	November, 2009.	Policies in effect.	

Goal #8:

Improve communication and outreach to parents and the community

Action Step	Measurable Outcomes/ Evidence	Timeline	Data	Progress
<p>Implement an AHS reform steering committee to engage staff, parent and community stakeholders in developing a long term plan for a 21st Century skills-based school</p> <p>Develop an AHS concept map to communicate and demonstrate the overall connection and interrelationship of AHS initiatives and programs.</p>	<p>Steering committee created and meeting on monthly basis with agenda and minutes including a community and parent member. Long term plan developed to support a 21st century agenda.</p> <p>Web map created and shared with leadership, staff, parents, and community.</p>	<p>June, 2010</p> <p>January, 2010</p>	<p>Plan created with steering committee oversight</p> <p>Map completed and schedule of communication meetings</p>	
<p>Create and maintain a new AHS Website which services students, staff, parents and community.</p> <p>A teacher communications liaison and an events manager will work with the staff Public Relations Committee to develop outreach, events, and initiatives with the community and publish with the media.</p>	<p>Website active and available with staff and a website master student to regularly update and maintain the site.</p> <p>Regular Blue Notes, School-Connect, weekly press notifications, school brochure, cable and TV programming, and student involvement as part of the communications/public relations initiative</p>	<p>October, 2009</p> <p>October, 2009</p>	<p>Website accessible to all</p> <p>Liaison and Manager involved with staff committees to create communication and outreach opportunities</p>	

