

**SAUGUS PUBLIC SCHOOLS
SAUGUS HIGH SCHOOL
IMPROVEMENT PLAN**
“Make a Choice for Excellence”

December 1, 2011


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2012 SAUGUS HIGH SCHOOL 2013

School Profile

Saugus High School is a comprehensive four-year (9-12) public high school with an enrollment of approximately 750 students. The curriculum includes a combination of required and elective courses to meet the needs of all students. Students are ability-grouped in College Preparatory, Honors, and Advanced Placement level courses. Advanced Placement courses are offered in English, US History, World History, Psychology, Biology, Chemistry, Physics, Calculus, Statistics and those offered through the Virtual High School and NovaNet Programs. In addition to a rigorous curriculum, students have the opportunity to participate in music, art, student government, athletics and a number of additional co-curricular activities. Last year, 95% of our students went on to further their education. The school district serves a middle-income suburban residential community of about 26,000 inhabitants located 10 miles north of Boston. The population of students in Saugus in 2010-2011 was 2,849 with 83.9% Caucasian, 3.4% African American, 3.7% Asian and 7.7% Hispanic with 20% of students on free or reduced lunch.

| <p>Leadership: Administrative Staff = Joseph Diorio, Principal Jason Merrill, Assistant Principal Jodi Remington Assistant Principal Mike Nelson, Athletic Director Leanne Mottola, Director of Guidance Key Committees = School Council Co-curricular Attendance Board Instructional Support Team Department Chairs National Honor Society Committee School Wide Data Team</p> | <p>Unique School Programs/Accomplishments Things We're Most Proud Of:</p> <ul style="list-style-type: none"> • 52 Abigail Adams Award Winners • Virtual High School • Student of the Month Recognition • Transition Program for Freshmen – Sachem Academy • Award winning Student Council- Excellence Award Gold Council for the state • State of the art Multi Media Lab • Peer Mentoring Program • Academic Intervention Team • Exemplary Arts Program • Comprehensive Athletic Program | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------------|-------|---------|-------|---------|------------|-------|------|------|-------|--------------------------------------|-----|-----|-----|-----|--------------------------------|-----|-----|-----|-----|-----------------------------------|-----|-----|-----|-----|------------------------------------|-----|-----|-----|-----|-------------------------|------|------|------|------|
| <p>School Day/LearningTime: Hours: 7:25 a.m.-1:50 p.m. M, Th, F; 7 - 47 minute periods T, W: 4 - 85 minute periods with a 30 minute mentor period After-School Hours: Co-curricular until 10:00 p.m. Summer School Options: Math English Science Social Studies Spanish NovaNet-credit recovery</p> | <p>HIGH ACADEMIC STANDARDS:</p> <table border="1"> <thead> <tr> <th>School Performance Data for</th> <th>09-10</th> <th>08-09</th> <th>07-08</th> <th>'06-'07</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>92.3%</td> <td>92.8</td> <td>92.5</td> <td>93.4%</td> </tr> <tr> <td>% Profic+Adv in: 10th Gr. Lang. Arts</td> <td>71%</td> <td>70%</td> <td>71%</td> <td>71%</td> </tr> <tr> <td>% Profic+Adv in: 10th Gr. Math</td> <td>73%</td> <td>70%</td> <td>73%</td> <td>70%</td> </tr> <tr> <td>% Profic+Adv in: 10th Cr. Science</td> <td>60%</td> <td>58%</td> <td>51%</td> <td>54%</td> </tr> <tr> <td>Met Adequate Yearly Progress (AYP)</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Grade 9-12 Dropout Rate</td> <td>2.0%</td> <td>3.0%</td> <td>4.6%</td> <td>6.5%</td> </tr> </tbody> </table> | School Performance Data for | 09-10 | 08-09 | 07-08 | '06-'07 | Attendance | 92.3% | 92.8 | 92.5 | 93.4% | % Profic+Adv in: 10th Gr. Lang. Arts | 71% | 70% | 71% | 71% | % Profic+Adv in: 10th Gr. Math | 73% | 70% | 73% | 70% | % Profic+Adv in: 10th Cr. Science | 60% | 58% | 51% | 54% | Met Adequate Yearly Progress (AYP) | Yes | Yes | Yes | Yes | Grade 9-12 Dropout Rate | 2.0% | 3.0% | 4.6% | 6.5% |
| School Performance Data for | 09-10 | 08-09 | 07-08 | '06-'07 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attendance | 92.3% | 92.8 | 92.5 | 93.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % Profic+Adv in: 10th Gr. Lang. Arts | 71% | 70% | 71% | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % Profic+Adv in: 10th Gr. Math | 73% | 70% | 73% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % Profic+Adv in: 10th Cr. Science | 60% | 58% | 51% | 54% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Met Adequate Yearly Progress (AYP) | Yes | Yes | Yes | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 9-12 Dropout Rate | 2.0% | 3.0% | 4.6% | 6.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div style="text-align: center;">  <p><i>Home of the Sachems</i></p> </div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Staff:

| | School | District | State |
|--|-----------|----------|-----------|
| Total # of Teachers | 56.9 | 204.3 | 69908.6 |
| % of Teachers Licensed in Teaching Assignment | 96.5 | 95 | 97.1 |
| Total # of Classes in Core Academic Areas | 215 | 843 | 280,489 |
| % of Core Academic Classes Taught by Teachers Who are Highly Qualified | 98.1 | 97.2 | 97.3 |
| Student/Teacher Ratio | 13.9 to 1 | 14. to 1 | 13.7 to 1 |

Student Demographics:

| Enrollment by Race/Ethnicity | | | |
|-----------------------------------|-------------|---------------|------------|
| Race | % of School | % of District | % of State |
| African American | 3.3 | 3.2 | 8.2 |
| Asian | 4.2 | 3.3 | 5.1 |
| Hispanic | 7.1 | 7.4 | 14.3 |
| Native American | 0.1 | 0.1 | 0.3 |
| White | 85.0 | 85.2 | 69.9 |
| Native Hawaiian, Pacific Islander | 0.0 | 0.2 | 0.1 |
| Multi-Race, Non-Hispanic | 0.2 | 0.5 | 2.0 |

Curriculum-Based Achievement Indicators

| |
|---|
| Two Commended National Merit Scholarship Students |
| AP Scores above State and National averages |
| 10 AP Scholars |
| Formative Assessments for all areas |
| Be |

ADVANCED PLACEMENT EXAM RESULTS

| | <i># of Students</i> | <i># of Exams</i> | <i>Scores of 3 or Better</i> |
|-------------|----------------------|-------------------|------------------------------|
| 2011 | 76 | 107 | 64 |

Academics Outside School Day

| |
|--|
| • International student travel to Spain, Italy, England, Germany, and France |
| • Credit Recovery Program - Nova Net |
| • Mentorship Program |
| • Student-Athlete Council |
| • Student Delegates to School Council |
| • Award winning Chorus. |
| • Student Council Delegates State/Regional Boards |
| • SAT Prep Program |
| • Competitive Academic teams in Model UN, Math and Science |

School Programs:

- Comprehensive 9-12 curriculum including a variety of
- Advanced Placement classes.
- Skills Classes - Meet the needs of the challenged learner.
- Student Center - Academic help program for at-risk or identified students.
- Transition - Programs are in place to ease transitions for new students and incoming 9th graders who benefit from strong middle and high school collaborations
- Instructional Support Team - Program that identifies any students who are struggling academically. Staff monitors students' individual needs.
- Advanced Program of Studies

Plans of High School Graduates in %

| Plan | 2011 | 2010 | 2009 | 2008 |
|----------------------|------|------|------|------|
| 4-Year College | 69.5 | 67.3 | 68 | 57 |
| 2-Year College | 23.5 | 20.4 | 17 | 31 |
| Other Post-Secondary | 2.2 | 2.3 | 2.5 | 5.5 |
| Work | .5 | 2 | 6 | 2 |
| Military | 2.8 | 4.1 | 1 | 1 |
| Other | | 2 | 0 | 1 |
| Unknown | 1.1 | 1.8 | 1.3 | 3.5 |

SAUGUS HIGH SCHOOL

Mission Statement

Saugus High School is a comprehensive learning institution whose mission is to prepare students to be responsible, thoughtful, and effective global citizens. It is understood that rapid technological advances will make it mandatory that students be lifelong learners and it is the school's responsibility to offer a curriculum that combines modern technology and academic rigor. The administration and faculty recognize that all students will be challenged to think at a high level and realize that involving all students requires a variety of teaching methodologies and programs. Saugus High School is committed to providing a learning environment that encourages students to become actively involved in the learning process and fosters risk-taking and creativity in problem solving. Saugus High School's ultimate purpose is to produce students who have the knowledge base and intellectual curiosity to become productive, ethical, and informed citizens in the 21st century.

SCHOOL WIDE GOALS

The following are a list of school wide goals for Saugus High School. These goals have been developed following the District Improvement Plan and focus on above all else, student learning. Included in this document following the list of goals is an action plan that provides standards, objectives, action steps, accountability/responsibilities, a timeline, implementation benchmarks, and an evaluation of progress relating to each action step.

- To increase the percent of students who received proficiency to at least the state average.
- To develop a curriculum that is aligned with the Common Core State Standards and provides academic rigor.
- To improve the curriculum based on data to allow maximum student learning potential.
- To improve instruction by using appropriate instructional models that match student learning styles including differentiated and tiered instruction.
- To use data to assess student learning and to provide interventions, including safety nets and remediation, as well as to refine curriculum and instruction to improve student learning for all students.
- To develop benchmark assessments that will allow for interventions prior to high stakes testing such as MCAS, PSAT, SAT, or AP exams.

Component A: Analysis of Student Performance and Achievement

Aggregate AYP Data (All Students):

| Year: | Subject: | CPI Target: | CPI | Met Target? | CPI Baseline: | Change: | Gain Target: | Gain Target? |
|-------|-------------|-------------|------|-------------|---------------|---------|--------------|--------------|
| 2011 | Mathematics | 92.2 | 87.3 | no | 87.8 | -0.5 | 3.1 | no |
| 2010 | Mathematics | 84.3 | 87.8 | yes | 86.9 | 0.9 | 2.6 | yes |
| 2009 | Mathematics | 84.3 | 86.9 | yes | 87.2 | -0.3 | 2.1 | no |
| 2008 | Mathematics | 76.5 | 87.2 | yes | 84.6 | 2.6 | 2.2 | yes |

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| Year: | Subject: | CPI Target: | CPI | Met Target? | CPI Baseline: | Change: | Gain Target: | Gain Target? |
|-------|----------|-------------|------|-------------|---------------|---------|--------------|--------------|
| 2011 | ELA | 95.1 | 93.6 | no | 90.2 | 3.4 | 2.5 | yes |
| 2010 | ELA | 90.2 | 90.2 | yes | 90.3 | -0.1 | 1.9 | no |
| 2009 | ELA | 90.2 | 90.3 | yes | 89.2 | 1.1 | 1.8 | yes |
| 2008 | ELA | 85.4 | 89.2 | yes | 88.7 | 0.5 | 1.6 | yes |
| | | | | | | | | |
| | | | | | | | | |

The data from the charts above indicate that the ELA has improved its CPI while mathematics has had a slight decline. The Math CPI has been basically unchanged since 2008 while the ELA CPI had been flat but had a noticeable gain of 3.4 in 2011.

MCAS Trends:

Moving forward towards improvement goals that are necessary to make Adequate Yearly Progress (AYP), it is critical to identify the percentage of students who scored Advanced or Proficient (A + P) and compare this from year to year. The expectation outlined in the Federal NCLB Act is that every student demonstrates proficiency in Math and Language Arts by 2014. The table below focuses on advanced and proficient trends on MCAS from 2009 to 2011 in the areas of math, ELA, and biology. This table compares the percentage of students at Saugus High School that have reached the proficiency level with the percentage from the state.

| MCAS Exam | 2009 | | 2010 | | 2011 | |
|-----------|------|-------|------|-------|------|-------|
| | SHS | State | SHS | State | SHS | State |
| Math | 72 | 75 | 74 | 75 | 70 | 77 |
| ELA | 75 | 81 | 72 | 78 | 80 | 84 |
| Biology | 56 | 66 | 56 | 68 | 66 | 72 |

The data from the above table shows that the gap between Saugus High School and the state has grown in the area of mathematics, but the gap has closed slightly in both ELA and biology. In all three subject areas Saugus High School remains slightly below the state average for percentage of student reaching the proficient level.

Component B: Statement of Needs or Identification of Gaps in Student Performance

Part I – Identify Gaps in Student Performance:

The tables below provide data in the subject areas of mathematics, ELA, and biology related to the curriculum standards and the types of question asked on the last three MCAS exams.

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Mathematics: Average % Correct by Standard Area and Item Type:

| | 2009 | 2010 | 2011 |
|-------------------------------------|-----------|-----------|-----------|
| Reporting Category/Item Type | | | |
| Overall | 57 | 64 | 60 |
| Multiple Choice | 56 | 62 | 62 |
| Open Response | 57 | 66 | 56 |
| Short Answer | 67 | 71 | 61 |
| Data Analysis, Stat., Prob. | 61 | 67 | 66 |
| Inferences and Predictions | 50 | 49 | 64 |
| Probability | 35 | 39 | N/A |
| Statistical Models | 66 | 71 | 66 |
| Geometry | 51 | 61 | 58 |
| Locations/Spatial Relations | 49 | N/A | 73 |
| Properties of Shapes | 55 | 59 | 84 |
| Transformations/Symmetry | 41 | 71 | 47 |
| Visualizations and Models | N/A | 66 | 38 |
| Measurement | 66 | 69 | 68 |
| Techniques and Tools | 66 | 69 | 68 |
| Number Sense/Operations | 59 | 60 | 55 |
| Computation | 59 | 60 | 52 |
| Numbers | N/A | N/A | 85 |
| Operations | 59 | 55 | 46 |
| Patterns/Relations/Functions | 52 | 63 | 55 |
| Models | 55 | 67 | 58 |
| Patterns/Relations/Functions | 49 | 53 | 56 |
| Symbols | 54 | 55 | 44 |

Language Arts: Average % Correct by Standard Area and Item Type:

| | 2009 | 2010 | 2011 |
|------------------------------|-----------|-----------|-----------|
| Reporting Category/Item Type | | | |
| Overall | 71 | 69 | 72 |
| Multiple Choice | 78 | 77 | 78 |
| Open Response | 55 | 52 | 57 |
| Writing Prompt | 63 | 68 | 71 |
| Composition | 73 | 68 | 71 |
| Standard English Conventions | 90 | 84 | 88 |
| Writing | 61 | 57 | 60 |

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| | | | |
|-------------------------------|-----------|-----------|-----------|
| Language | 74 | 70 | 78 |
| Struct/Orig of Modern English | 72 | 71 | 90 |
| Vocabulary and Concept Dev | 74 | 70 | 76 |
| Reading and Literature | 71 | 69 | 71 |
| Dramatic Literature | N/A | 83 | N/A |
| Fiction | 68 | 62 | 63 |
| Genre | 83 | 69 | N/A |
| Myth/Trad Narr/Classical Lit | 64 | N/A | 79 |
| Nonfiction | 71 | 69 | 74 |
| Poetry | 63 | 67 | 83 |
| Style and Language | 76 | 79 | 75 |
| Theme | N/A | 69 | 52 |
| Understanding a Text | 88 | 80 | 80 |

Grade 9/10 Biology Average % Correct by Standard Area and Item Type:

| | 2009 | 2010 | 2011 |
|------------------------------|-----------|-----------|-----------|
| Reporting Category/Item Type | | | |
| Overall | 52 | 55 | 60 |
| Multiple Choice | 59 | 64 | 69 |
| Open Response | 38 | 38 | 41 |
| Anatomy and Physiology | 57 | 49 | 59 |
| Cell Biology | 41 | 61 | 56 |
| Chemistry of Life | 56 | 47 | 75 |
| Ecology | 58 | 64 | 54 |
| Evolution and Biodiversity | 50 | 56 | 62 |
| Genetics | 50 | 51 | 61 |

Whole School Trends:

- In each of the subject MCAS exams, the open response questions were below the percentages for the multiple choice questions. In ELA and biology there was nearly a 20 percentage point gap.
- The performance over the last three years has been flat in the areas of mathematics and ELA. From 2009 to 2011 the mathematics scores have gone from an overall percentage of 57 to 60, ELA from 71 to 72; but in science there was more of a growth from 52 to 60.
- Looking at each of the three subject areas there has not been noticeable improvement for any of the major strands. This is broken out departmentally in the chart above.

Grade 10 Math:

- In reviewing the last three years' data, the overall performance seems to have peaked in 2010, with a slight decline in 2011, which remains over the 2009 level. This is consistent for all five of the major strands.

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- The overall percentage has gone from 57 percentage points in 2009 to 64 in 2010, but ended up at 60 in 2011. This trend is consistent for each of the three question types.
- Open response questions continue to have the lowest percentage of success, however our results are currently only 4 points below the state level. This is actually a smaller gap than that of multiple choice which is currently 6 points below the state average in 2011. Overall the math scores were 5 points below the state percentage.
- In reviewing the strands as related to the state numbers, results are as follows for 2011; for Data Analysis, Statistics and Probability, SHS is 7 points below the state, for Geometry, SHS is only 1 point below the state, for Measurement, SHS is 2 points below the state, for Number Sense and Operations, SHS is 5 points below the state, and for Patterns, Relations, and Algebra, SHS is 7 points below the state.
- The CPI has gone flat, going from 87.8 to 87.3.
- In the Geometry strand there are noticeable strengths in the areas of Locations/Spatial Relations and Properties of Shapes, but also weaknesses in the areas of Transformations/Symmetry and Visualizations and Models.

Grade 10 Language Arts:

- The 2011 overall score showed a three (3) point gain from the 2010 overall score and improvement can be seen in all three major Standards (Composition, Language, Reading and Literature).
- There was also a significant increase (8 points) in the number of students who scored in the Advanced or Proficient range and a decrease in those students who scored in the Warning range.
- Open Response continues to be an area of weakness with the district scoring 9 points below the state. Even so, the students improved in 2011 in this category by 5 points as compared to 2010.
- In the Reading and Literature category, the strand focused on theme showed a major decrease (17 points) from 2010. However, the strand focused on poetry showed a major increase (16 points).
- In the Language category there was a significant increase of 8 points.

Grade 9 Biology:

- In reviewing the last three years' data, the overall performance continues to improve. This improvement is seen in both multiple choice and in open response questions. The same improvement can be seen in 4 of the 6 sub-categories as well, with significant gains in Chemistry of Life.
- The overall percentage has gone from 52 percentage points in 2009 to 65 in 2010 to 60 in 2011. This trend is consistent for each of the three question types.

- Open response questions continue to have the lowest percentage of success. Our results are currently 11 points below the state level. This is a larger gap than that of multiple choice which is currently only 4 points below the state average in 2011. Overall the math scores were 6 points below the state percentage.
- In reviewing the strands as related to the state numbers, results are as follows for 2011; for Anatomy and Physiology, SHS is 10 points below the state and represents our largest achievement gap, for Cell Biology, SHS is 8 points below the state, for Chemistry of Life, SHS increased its score by 28 points and currently is 2 points below the state, our most significant gain. In Ecology, SHS is 7 points below the state, for Evolution and Biodiversity SHS is 5 points below the state and for Genetics, SHS is 7 points below the state.
- It should be noted that the above results are for the class of 2012, our current juniors and reflect the MCAS exam taken in the spring of 2010. The results for this past June's exam, spring 2011 will be reported with next year's math and ELA results.

Part II – Statement of Needs:

1. **Curriculum:** The curriculum for all of the departments must transition from the Massachusetts Frameworks to the Common Core State Standards. Although many of the curriculum maps have indicated where the new standards currently exist, there may be a great deal of work to be done to determine the model for full alignment. The Common Core State Standards focus on both content and practice standards which is a shift from the old frameworks. In the subject of mathematics there are subject/content standards that are outlined and identified, but standards for mathematical practice have been added to define different suggestions for mathematical instruction. For the other subjects the content standards are outlined, but there will be a literacy element that needs to be addressed for each subject. Lastly related to the curriculum, there needs to be a shift in culture and an outlined timeline to determine when standards need to be presented in instruction and when standards need to be mastered by the students. The curriculum maps need to indicate the level of student learning that is required in each course. Once the level of mastery is defined the instruction and assessment of the standard must match the level of mastery. Common assessments should be used to assess both the student and the teacher in relation to the content and level of mastery.

Barrier(s) to Meeting This Need:

- Time needed to determine the standards that deal with introduction versus mastery. Time needed to determine the actual alignment to the standards, inclusion of level of mastery, and pacing of the topic introduction.
 - Professional development to help teachers focus on teaching literacy across all content areas and to adapt the new standards
 - Updating the textbooks to align with the new Common Core State Standards. This should only be done after we are certain that the new textbooks actually align with the new standards.
2. **Instruction:** The focus of instruction should shift to increased academic rigor. This shift most likely calls for the elimination of the CP1 level of courses. Currently there is an equity issue which was a focus of the NEASC report. Having two college prep level courses does not promote high academic rigor of all students and also fails to focus on critical thinking skills for all students. With the elimination of the CP1 level, there will be the need for the teachers to provide differentiated instruction as well as tiered instruction to make certain that the needs of all students are addressed in their classrooms. There also needs to be a shift from teacher focused instruction to the student focused instruction model. This would address individual needs and also would address the Mission Statement's critical thinking goals as well as promote student responsibility.

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Barrier(s) to Meeting This Need:

- The single greatest obstacle involves a cultural shift of instructional style to meet the needs for 21st century student learning.
- Professional development must be provided for teachers that focuses on different instruction models including; differentiated instruction, tiered instruction, and student centered instruction.
- With the elimination of the CP1 level there will be a textbook need.

3. **Assessment:** The common benchmark assessments and the baseline assessment need to be changed to match the new standards and any changes to the curriculum maps. Besides the benchmark assessments and other standardized assessments, there needs to be more common formative assessments to provide interventions in a timely manner. The school and district have made great strides by adding baseline and benchmark assessments to track student learning and promote necessary instructional intervention, but more weekly common formative assessments should be implemented to deal with issues more quickly. Assessments also should now include open response questions that have rubric for scoring. This is essential as we promote critical thinking and reading skills as well as effective communication in all subject areas.

Barrier(s) to Meeting This Need:

- The issue of common planning time will need to be addressed to allow teachers to create and analyze the common formative assessments.
- More professional development is needed related to Data Director that matches any new needs that arise for all of the new assessment systems.
- Consistency of assessment as it relates to scoring with rubrics.

4. **Professional Development:** There will be a wide variety of professional development needs as we implement both school and district initiatives. Also as stated in each of the goals and in each of the statements of needs, there are several different but equally important professional development barriers that could limit our school's ability to reach certain goals. It will be necessary to create a detailed plan that aligns each professional development offering to a specific goal, objective, need, or barrier as outlined in this document.

Barrier(s) to Meeting This Need:

- A common vision for our professional development needs
- Time and money needed to offer these professional development opportunities.
- The ability to use scheduled professional development time to deal with school wide professional development needs.
- Staff commitment towards reaching this goals and personal responsibility in addressing any professional needs.

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Standard: Leadership, Governance, and Communication

Objective: *To design a needs based departmental budget that reflects the needs of the students and the school and considers all of the stakeholders*

| Action Steps | Accountability /Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|--|---------------|---|--|
| <ul style="list-style-type: none"> Confer with departmental staff and develop a list of budgetary needs. Each item of the list should be referenced to a departmental, school, or district goal or initiative. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | November 2011 | A formal list of staff needs will be created to be considered for inclusion into the departmental budget. | Creation of budget list that is based on needs and aligned to goals. |
| <ul style="list-style-type: none"> Prioritize the list to rank each need and determine which budget needs best fit that of improving student learning. | Principal, Assistant Principals, Curriculum Specialists | November 2011 | A prioritized list should be developed that determines the level of needs for each budgetary item. | Creation of prioritized budget list. |
| <ul style="list-style-type: none"> Submit a list of needs to the building principal. | Principal, Assistant Principals, Curriculum Specialists | December 2011 | The prioritized budget lists for each department should be submitted to the building principal. | Submission of the prioritized budget list. |
| <ul style="list-style-type: none"> Develop a long range textbook plan, which includes all stakeholders in the process. This textbook plan should consider Common Core Standard alignment and current age of the textbook inventory. This list should be prioritized by core courses and standard alignment issues. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | June 2012 | The development of the proposed textbook purchase list, which should include textbooks by name, desired dates of purchase, and estimated costs. | Creation of the textbook plan |
| <ul style="list-style-type: none"> Develop a long range technology plan for each department. This plan should include calculator needs, software needs, and any other purchase that is unique to the department. | Principal, Assistant Principals, Curriculum Specialists | June 2012 | The development of the departmental technology plan that includes alignment to departmental goals, specific technologies listed, and estimated costs. | Creation of the departmental technology plan. |
| <ul style="list-style-type: none"> Develop a long range lab design and construction plan for the Science Department. This plan should include specific recommendations that have been presented in the NEASC report. | Science Curriculum Specialist and Science Department Staff | January 2012 | The development of the lab design and construction plan that includes recommendations from the NEASC report as well as estimated costs. | Creation of the departmental lab design and construction plan. |

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Standard: Curriculum and Instruction

Objective: To ensure curriculum alignment to Common Core State Standards, a consistent curriculum delivery to all students, and to provide continuous improvement of the curriculum based on data.

| Action Steps | Accountability /Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|--|--------------------------------|--|--|
| <ul style="list-style-type: none"> Align all of the curriculum maps for each department with the Common Core State Standards | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011- September 2012 | Alignment of each of the curriculum maps for each department. | Curriculum maps that aligned with the Common Core State Standards. |
| <ul style="list-style-type: none"> Revise the objectives and the essential questions to match the updated standards. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011- June 2013 | Submission by staff members of suggested improvements for objectives and essential questions that better align with the Common Core State Standards. | Improved objectives and essential questions written into the updated curriculum maps. |
| <ul style="list-style-type: none"> Include instructional strategies in all curriculum maps. These strategies should be from both teachers and from the Pre-AP strategies. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011- June 2013 | Submission by staff of suggested instructional strategies. Also, a list of Pre-AP lessons that have been modeled and are approved by staff. | Curriculum maps with Pre-AP and teacher suggested instructional strategies. |
| <ul style="list-style-type: none"> Use the data from the development of common benchmark assessments to edit the curriculum maps to provide a better instructional pace to improve student learning. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011- June 2013 | After analysis of the data, the teachers should modify instruction to match student learning issues. | Update instruction to provide student support and information to make curriculum revisions. |
| <ul style="list-style-type: none"> Develop a formal plan for the revision of all curriculum maps based on the results of benchmark exams, MCAS, PSAT, SAT, AP, common assessment data, and teacher lesson plans. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011- June 2013 | Once the data from the standardized assessments are completed, a PLC of teachers should work to revise curriculum maps to better align the standards. | Updated curriculum maps, with standards that are better aligned with standardized exams and national curricula.(i.e. AP) |
| <ul style="list-style-type: none"> Monitor lesson plans to check for consistency in instruction and curriculum pacing. | Principal, Assistant Principals, Curriculum Specialists | September 2011- June 2013 | Discuss with staff during common planning time the need to stay on pace with each other and the curriculum map. If the pacing is incorrect, revisions should be made in a timely manner. | Aligned and consistent instruction for all students. |

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Standard: Curriculum and Instruction

Objective: To ensure instructional practices and revise academic curricula that improve student learning for students of all levels and abilities.

| Action Steps | Accountability /Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|--|--|---------------------------|--|--|
| <ul style="list-style-type: none"> Integrate new teaching (i.e. Pre-AP) strategies into all courses, grades 9-12 and include them on the updated curriculum maps | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011- June 2013 | At least two new, i.e. Pre-AP, activities are inserted into the curriculum map for core courses, grade 9-12. | Curriculum maps with instruction revisions. |
| <ul style="list-style-type: none"> Conduct Vertical Team Meetings to share best practices and articulate the Pre-AP and other tested instructional practices. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011- June 2013 | Quarterly meetings should be held to discuss strategies and implementation of Pre-AP activities. | Meeting notes detailed outcomes adopted by Pre-AP staff. |
| <ul style="list-style-type: none"> Develop resources and use existing resources that allow for critical thinking throughout lessons. These include but are not limited to Pre-AP materials. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011- June 2013 | Create a data base of instructional activities that have a focus on critical thinking techniques and higher order thinking. | A data base of solid instructional practices that focuses on the Standards for Mathematical Practice and Literacy outlined in the Common Core State Standards. |
| <ul style="list-style-type: none"> Conduct walk-throughs to ensure that the focus on instruction is based on student learning outcomes. | Principal, Assistant Principals, Curriculum Specialists | September 2011- June 2013 | Each month try to visit each class of every teacher in the department and check to see if the instruction in each classroom promotes student learning. | Monthly walk-through logs. |
| <ul style="list-style-type: none"> Increase performance for all students, grades 9-12, regardless of race, sociology-economic status or prior academic performance by increasing academic rigor in all courses. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011- June 2013 | At least two new, i.e. Pre-AP, activities are inserted into the curriculum map for core courses, grades 9-12. | Curriculum maps with instruction revisions. |
| <ul style="list-style-type: none"> Incorporate into the curriculum maps the Standards for Mathematical Practices that are outlined in the Common Core State Standards. | Math Curriculum Specialist and Math Department Staff | September 2011- June 2013 | Awareness of the staff that these practices should guide instruction in order to teach math from a 21 st century approach. | The Standards for Mathematical Practices outlined in all curriculum documents. |

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Standard: Curriculum and Instruction

Objective: To provide appropriate professional development to support both school and district initiatives.

| Action Steps | Accountability /Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|---|---------------------------|--|--|
| <ul style="list-style-type: none"> To survey the staff to determine the individual professional needs. | Principal | September 2011- June 2012 | A survey should be developed, sent to the staff, and the results should be analyzed to determine professional development needs. | The data for the survey that will indicate the professional development needs of the staff as a whole. |
| <ul style="list-style-type: none"> To provide staff with professional development opportunities which align with school and district goals. | Principal and Professional Development Committee | September 2011- June 2013 | After assessing the results of the survey, professional development opportunities should be provided during the schedule days that align with district goals, school goals, and staff needs. | A program of professional development opportunities that are offered during scheduled days that fulfill the needs of all stakeholders. |
| <ul style="list-style-type: none"> To inform staff regarding professional development opportunities pertaining to individual licensure that are offered both in-service or outside the district. | Principal, Assistant Principals, and Curriculum Specialists | September 2011- June 2013 | The staff should be made aware of the all of the opportunities that are available. These include those that occur during full and half days as well as outside opportunities that are available through collaborative and support initiatives. | A data base of professional development opportunities should be posted electronically and available to all SHS staff. |

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Standard: Curriculum and Instruction

Objective: To enhance students' critical thinking, critical reading, and effective written communication skills in order to improve results on open response questions.

| Action Steps | Accountability /Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|--|---------------------------|---|--|
| <ul style="list-style-type: none"> Establish open response rubrics by department. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011-June 2012 | Departments should adopt a rubric that is used to assess all open response questions. | Approved departmental Open response rubrics. |
| <ul style="list-style-type: none"> Calibrate open response scoring by department to ensure equity. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011-June 2013 | The departments will met to discuss the adopted rubrics and focus on development of a common scoring style to focus on equity. | Meetings of the departments in order to calibrate open response scoring. |
| <ul style="list-style-type: none"> Develop open response writing guides that include the pre-writing, process, rubrics and student models. | ELA Curriculum Specialist and ELA Department Staff | September 2011- June 2012 | The ELA department will research and then develop writing guides for open response questions. | Development of writing guides. |
| <ul style="list-style-type: none"> Research and implement instructional strategies that focus on critical thinking, critical reading, and effective written communication skills. This includes but is not limited to Pre-AP models. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011- June 2012 | Departments will develop and/or adopt an approach to and strategies for instruction related to critical thinking, critical reading and effective communication. | Instructional strategies that should be integrated into the curriculum maps. |
| <ul style="list-style-type: none"> Develop open response questions in all content areas and increase frequency of students working on high order thinking and reading. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | December 2011-June 2013 | During Common Planning Time, teachers should collaborate on the development of open response questions that will be integrated into all or most formal assessments. | A data base of open response questions linked to standards and courses. |
| <ul style="list-style-type: none"> Provide students with effective feedback and engage in instructional strategies that focus on critical thinking, critical reading, and effective written communication skills. | Departmental Staff | September 2011-June 2013 | Teachers will integrate assessment that include high order thinking and contain open response questions. | Assessments that have open response questions. |
| <ul style="list-style-type: none"> Monitor student progress related to open response problems within every day assessment and formally focusing on the baseline and benchmark assessments. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011-June 2013 | Teachers and specialist will analyze the data for open response questions to potentially alter instruction and work on various instructional strategies to promote, encourage and enhance critical thinking, critical reading, and effective communication. | Data analysis |

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Standard: Assessment

Objective: To use assessments formative and/or benchmark assessments to guide instructional practice and determine any necessary individualized instruction.

| Action Steps | Accountability /Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|--|--|---------------------------|---|---|
| <ul style="list-style-type: none"> Develop benchmark assessments for all core courses that will assessment students from all course levels with a focus on “power” standards. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011- June 2012 | Baseline and benchmark assessments should be developed in all departments and core subjects for each term. | The bank of benchmark assessments |
| <ul style="list-style-type: none"> Administer the benchmark assessments on a scheduled basis and analyze the data from these assessments to make informed instructional decisions. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011- June 2013 | The benchmarks should be given quarterly. The exams should be scanned into Data Director and the results should be analyzed by both the school and departmental data teams. | The analysis of the data from the benchmarks will produce a list of suggestions concerning either instructions or curriculum revisions. |
| <ul style="list-style-type: none"> Develop of common formative assessments by teachers who are teaching common courses. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011- June 2013 | Ongoing assessments should be used to provide instruction decisions to promote student learning. | The results from these assessments will provide data that will help with both instruction practices and improvement of the curriculum maps. |
| <ul style="list-style-type: none"> Develop or revise the departmental and/or school wide rubrics for open response questions, homework guidelines, notebook assessments, and assessment of class participation. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011- June 2012 | Meet to either approve or work to revise each of these grading rubrics. Staff members are encouraged to provide feedback and be certain that the rubrics are both helpful and fair. | Approved departmental rubrics. |

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Standard: Assessment

Objective: To use the results from high stakes exams, AP, MCAS, PSAT, and SAT, to revise curriculum and improve instruction.

| Action Steps | Accountability /Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|--|---------------------------|---|--|
| <ul style="list-style-type: none">Analyze data from high stakes testing to revise the curriculum maps to better align to targeted standards. | Principal, Assistant Principals, Curriculum Specialists and Departmental Staff | September 2011- June 2013 | After analyzing national and state exams, along with our own benchmark assessments a curriculum revision process needs to be developed to be completed prior to the next school year. | Curriculum revisions that were determined by the use of data. |
| <ul style="list-style-type: none">Analyze MCAS data for students who failed to meet the proficiency requirement and develop either ISSP or EPP. | Principal, Assistant Principals, Curriculum Specialists and Guidance | October 2011-June 2013 | All students at SHS who failed to score 220 or better need to have an ISSP implemented for remediation purposes. SHS students who passed the MCAS but failed to score 240 must be placed on an EPP. | ISSP and EPP developed for all students who meet the requirements. |

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Capitol Improvement

1. Resurface The Burns Gym Floor
2. Replace The Backboards
3. Replace The Ceiling Tiles In The Cafeteria
4. Update The Lighting System In The Auditorium
5. Install a camera security system
6. Update Locker Rooms
7. Broken Blinds
8. Redo Main Lobby Floor And Walls
9. Update Our Out Dated Science Labs
10. Replace Cafeteria Tables
11. Update The Main Office
12. Update The Staff Bathrooms
13. Fix Auditorium Doors
14. Repair All Exterior Doors So They Lock
15. Add A Sink In The Art Room C24