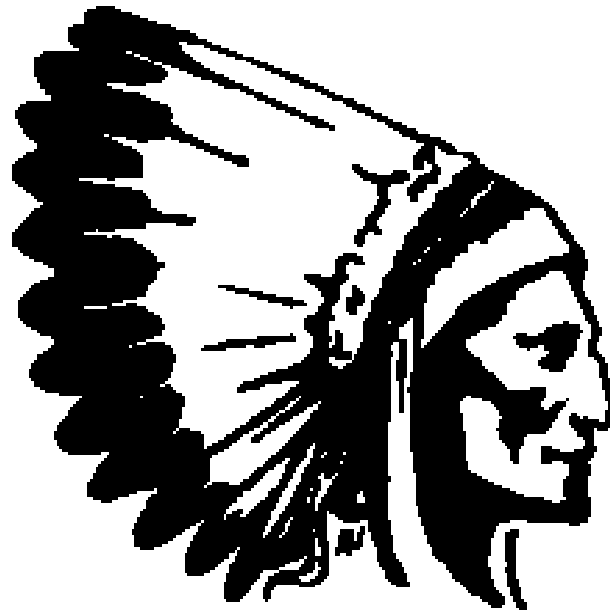


Saugus High School
“Make a Choice for Excellence”



School Improvement Plan

2011-2012

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2011 SAUGUS HIGH SCHOOL 2012

School Profile

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.

<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</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/Learning Time: 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%
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Student Demographics:

Enrollment by Race/Ethnicity (2008-09)			
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

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.

Plans of High School Graduates in %

Plan	2010	2009	2008
4-Year College	67.3	68	57
2-Year College	20.4	17	31
Other Post-Secondary	2.3	2.5	5.5
Work	2	6	2
Military	4.1	1	1
Other	2	0	1
Unknown	1.8	1.3	3.5

Saugus High School Overview of Performance

Saugus High School has been diligent in reviewing, assessing and revising its academic standards in order to provide the best education, with limited resources for our students. We are proud of what we have been able to accomplish and delighted with the new initiatives we have taken in order to meet our goals. We have annually made Adequate Yearly Progress as required, but we seemed to have reached a plateau in some areas. Our Saugus cohort has consistently surpassed previous years' performances but with our change in demographics, we will have a difficult time in maintaining this effort without additional recourses.

2010 Adequate Yearly Progress (AYP) Data - Summary

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Very High	No Change
MATHEMATICS	No Status	High	On Target

To make AYP in 2010, a student group must meet (A) a student participation requirement, either (B) the State's 2010 performance target for that subject or (C) the group's own 2010 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		AYP 2010
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2009	Met Target	Actual	
Aggregate	Yes	97	Yes	90.2	No	-0.1	Yes	83.3	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	64.3	-	-	-	-	-
Low Income	-	-	-	87.9	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-

White	Yes	97	No	89.8	No	-1.0	Yes	83.0	No
MATHEMATICS	Met Target	Actual	Met Target (84.3)	Actual	Met Target	Change from 2009	Met Target	Actual	AYP 2010
Aggregate	Yes	98	Yes	87.8	Yes	0.9	Yes	83.3	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	53.6	-	-	-	-	-
Low Income	-	-	-	85.8	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	97	Yes	87.8	No	-0.5	Yes	83.0	Yes

Adequate Yearly Progress History										NCLB Accountability Status
		2003	2004	2005	2006	2007	2008	2009	2010	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	

Evaluating our curriculum is an ongoing process. We regularly meet as a faculty to assess the function and effectiveness of our curriculum content. We hold weekly department meetings during our common planning time to assess the specific department pacing. We regularly assess and evaluate our curriculum and curriculum maps to ensure that the rigor of instruction meets our expectations and is consistent with our new school Mission Statement. We use the data analysis from standardized testing such as MCAS, SAT and PSAT sources, along with our standardized mid-year and final exams, to determine if we have achieved our desired results.

Instructional evaluation is in constant review. We are always looking for new and creative ways to deliver our curriculum. We have utilized new technology and have updated textbooks and anthologies to ensure our students have the skills to be successful in the world today. Since the summer of 2010, we purchased a multimedia lab, 5 smartboards, and 25 Epsom Bright Link projectors to help enhance our curriculum. We are close to having all rooms equipped with the latest multi-media technology through the generosity of Wheelabrator Saugus who donated \$9500 and the SBEC who donated \$3500 towards this project. This purchase has helped us utilize the newest and best resources to deliver instruction in a different medium. We offered workshops to teach faculty members new methods of adapting this technology into their curriculum areas. The technology enhancements are meant to be used as tools to help the curriculum come alive and stimulate the learning process.

As we analyze our curriculum and instruction, we are cognizant of the Assessment of Student Learning. We are constantly updating our school wide rubrics in order to incorporate all departments. This year the school developed school wide rubrics that stem from our Mission Statement to assess the four learning expectations: Critical Thinking, Effective Communication, Global Learning and Personal and Social Responsibility. In addition, school wide teachers have developed assessment tools to meet the needs of all learners. These assessments include presentations, debates, journals, skits, PowerPoint presentation, videos and other alternatives to traditional assessment. Last, the English Department developed a Senior Portfolio that the department will be using to assess all grade 12 students this year.

The Mathematics Department analyzed the MCAS results for the test that was taken by sophomores in May of 2010. The results were that 48% scored in the Advanced range, 25% scored in the Proficient range, 19% scored in the range of Needs Improvement, and 8% were in the Failing range. These results were similar to the results from the 2009 exam. Educational Proficiency Plans (EPP) were developed for students who scored in the Needs Improvement range and these plans were input into X2. Along with the plans, we have begun offering an Integrated Math course for students to reach their competency determination for graduation. For students in the Failing range Individual Student Success Plans (ISSP) were created and inputted into X2. In addition for students on ISSP, we have created a Success in Math course as part of the regular curriculum to help students during their regular school day. This class focuses on remediating the student's weakness through analyzing the error analysis combined with the ISSP.

GRADE 10 - MATHEMATICS				
PERFORMANCE LEVEL	2007	2008	2009	2010
ADVANCED	43	38	34	48
PROFICIENT	27	35	36	25
NEEDS IMPROVEMENT	21	19	24	19
FAILING	9	8	6	8

The English Department analyzed the MCAS results for the test that was taken by sophomores in May of 2010. The results were that 12% scored in the Advanced range, 59% scored in the Proficient range, 26% scored in the range of Needs Improvement, and 3% were in the Failing range. These results were similar to the results from the 2009 exam, although there was an increase in students scoring in the Proficiency range. Educational Proficiency Plans (EPP) were developed for students who scored in the Needs Improvement range and these plans were input into X2. For students in the Failing range Individual Student Success Plans (ISSP) were created and inputted into X2.

GRADE 10 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2007	2008	2009	2010
ADVANCED	14	15	12	12
PROFICIENT	57	56	63	59
NEEDS IMPROVEMENT	26	26	23	26
FAILING	3	3	2	3

Along with the new materials, our analysis of the results has made us make modifications in our curriculum in order to improve our weaknesses. These adjustments to the curriculum have focused on fiction, vocabulary and poetry. We have been analyzing our curriculum maps to see the correlation between our scores and our instruction.

The Science Department analyzed the MCAS results for the test that was taken by the freshmen in June of 2010. The results were that 9% scored in the Advanced range, 51% scored in the Proficient range, 36% scored in the range of Needs Improvement, and 5% were in the Failing range. These results represent the total percentages for the class of 2012. Individual Student Success Plans (ISSP) were created and inputted into X2 for students in the Failing range.

GRADE 10 - SCIENCE AND TECHNOLOGY			
PERFORMANCE LEVEL	2008	2009	2010
ADVANCED	14	9	9
PROFICIENT	44	45	51
NEEDS IMPROVEMENT	36	39	36
FAILING	7	7	5

Saugus High School provides many and various student support services. The two most effective strategies that have helped students are our Instructional Support Team and Sachem Academy. Sachem Academy is a program for incoming ninth graders. This program has four core courses with a special education liaison and adjustment councilor along with a supervised student support center. The staff meets on a regular basis to coordinate services that will help the students involved gain self esteem and skills needed to succeed. In addition to the Academy our Instructional Support Team meets regularly to review students who need support in reaching their academic and social goals. The District Curriculum Accommodation Plan is utilized to help classroom teachers adjust their curriculum to fit at all students.

In addition to our MCAS scores, this past year has been our most productive in our Advance placement courses were our school average was 3.88 out of 5. We had our best with 9 AP scholars. We were able to improve these scores by lowering the class size, not merging honor classes with AP classes and offering more hands on time with the science courses.

Highlights of the Year

1. A greater number of students achieving 3 or more on AP test
2. Moving closer to our state goal on MCAS in having over 70% of our students scoring Advanced or Proficient in Math and English
3. The development and implementation of our freshman academy to help the transition of students from grade 8 to grade 9.
4. Development and implementation of a new special education program that continues the spectrum from elementary to high school through the efforts of Ms. Cindy Joyce.
5. Development of a school within a school for the 2011-2012 school year. This program will help advance our top students into higher depths in Humanities or Science Technology Engineering Mathematics.
6. A renovated Towers gym that now meets MIAA standards. Although I had my critic on doing this, Our latest review states:
7. Our accreditation report is nearing conclusion for our visit in April. The staff has to be commended on their outstanding effort lead by co-chairs Jane Osgood and Mike Hashem. Through our evaluation different budget needs may come from the findings.
8. We are working on making a central learning common for our students in our library. To date we have had it cleaned out, painted, a commitment from donation to install flat screen tv, purchase couches and comfortable chairs and a new reference desk. We are in dire need of new rug to help finish of this phase.
9. Athletically we successfully kept user fees low with the help of town meeting and we were able to add a very successful girls' volleyball program.
10. Our student council once again was named as an outstanding program, thanks to Ms. Osgood and our Chorus and Drama groups lead by Ms. Lemoine scored well at their festivals.

Our greatest barrier to meeting all of our goals, objectives and needs is financial and time. Financially, our budget has stabilized and increased to a pointy where we are able to maintain what we have, but in order to meet Mass Core we need to add a Mathematics teacher. In addition, as we expand our language department, we will need special education support to help services our population. we need to develop a program that services our ever growing English Language Learners (ELL) population. As our demographics change, we do not have an adequate program to address our ELL students and their needs. Availability of time to meet collaboratively with our middle school colleagues and departments is critical. I believe that creating district wide curriculum planning time would benefit both schools in order to align our curriculum vertically as well as horizontally.

Lastly, although we have added professional development this year, it would be very beneficial to my staff to submit suggestions on professional development that would be exciting

and beneficial for them. The high school has great group of staff members who are excited about teaching but require some items in light of the new education reform coming out this month and incorporating ideas contained in the Race To The Top Initiative.

In conclusion, the critical needs for the high school to go along with our status quo operating budget are:

1. A Mathematics Teacher to meet Mass Core
2. A Special Education Teacher to meet the services of our population
3. A Social Studies/English Split Teacher in order to address time on learning
4. Repairs to our Towers gym ceiling
5. Refinish the Burns Gym floor and backboards
6. Funding for updated World Language Books which is phase two
7. Funding for Updated Chemistry Books
8. Funding for all activities and athletics
9. Additional funding is required due to the anticipated cost of improvements that may be outlined by the NEASC.
10. Rug for the library

School Wide Goals

2011-2012

1. Development of a process which will demonstrate that the curriculum maps support the “Mission for Student Learning” and the frameworks
 - a. Review maps for understanding of the Mission Statement
 - b. Review logs for instruction that validates the Mission
2. Develop a process for strong coordination of curriculum between the middle school and the high school
 - a. Hold meetings with the middle school administration and specialists to ensure vertical articulation
 - b. Schedule department meetings for grades 6-12 staff
3. Lower class sizes in Social Studies, English, World Language and Mathematics
 - a. Add teachers to each department
4. Develop and implement a School with in a School
 - a. Develop a curriculum for a Humanities Track
 - b. Develop a curriculum for a STEM Track
5. Develop and implement an effective ELL program

English Department

1. Continue to place an emphasis on MCAS practices in the freshman and sophomore classes

Objectives:

- a. Utilize Prentice Hall Anthology – Massachusetts MCAS aligned edition- in grades 9 and 10
- b. Create additional lessons for course curricula that mirror MCAS techniques and expectations (ex. finding answers through process of elimination, using open response questions)
- c. Incorporate additional MCAS practice tests into lesson plans
- d. Utilize the MCAS format in lessons, tests, and homework
- e. Continue analysis of MCAS test results

Assessment: Provide and share examples of MCAS classroom practices in department meetings and common planning time. Analyze MCAS data when available. Continue to update Curriculum Maps and Logs to reflect focus on MCAS.

2. Standardized Curriculum Map usage throughout the department

Objectives:

- a. Continue to update Curriculum Maps and Logs to reflect adjustments, observations and continued coordination with co-teachers.
- b. Work toward purchasing enough individual titles of assigned novels for all students in each grade level so as to further standardize instruction.
- c. Evaluate the revised Grade12 Curriculum Maps.

Assessment: Updated Curriculum Maps and Logs

3. Curriculum Guide updates

Objectives:

- a. Continue to add to the existing Curriculum Guides (for each novel taught by grade level) any new materials or ideas for the teaching of that novel.
- b. Continue to create new Curriculum Guides for any added titles.

Assessment: End of year review of the Curriculum Guides stored in English bookroom.

4. Update of required novels and plays per grade level

Objectives:

- a. Review titles as they are currently assigned for possible changes of grade level usage
- b. Devise a list of possible new titles to add to each grade level (pending funding).
- c. Increase the supply of existing novels according to need. (see #2 b)

5. Ongoing review of current standardized exams

Objectives:

- a. Continue to review and update midyear and final exams for MCAS compatibility and standardization between the same classes.
- b. Continue to analyze item analyses of midyear and final exams for instructional improvement.

Assessment: Annual review and update of the common pool of exam questions. Review of every exam by Specialist before exam week for above qualities. Evaluation of item analyses.

6. Incorporation of technology into the classrooms.

Objectives:

- a. Continued upgrading and adding of technological equipment into the classrooms.
- b. Continued professional development for staff.

Assessment: Continually updated inventory of equipment in classrooms and assessment of staff usage.

7. Summer Reading List

Objectives:

- a. Review current list for updating and appropriateness for the summer of 2011.

Assessment: Revised Summer Reading lists

8. Coordination of Curriculum between the middle school and the high school.

Objectives:

- a. Coordination of Curriculum Maps and Logs
- b. Coordination of midyear and final exam process
- c. Planned Professional Development meetings attended by both faculties.

Assessment: Continued standardization of Curriculum Maps and Logs for grades 6-12. Formally scheduled meetings for all English department staff.

9. Senior Portfolio

Objectives:

- a. Successful completion of Senior Portfolio by all seniors
- b. Showcasing of Senior Portfolios at the end of the school year.

Assessment: Quality of completed portfolios and community response to the showcasing of the portfolios.

Fine Arts Department

1. Continue to incorporate modern technology into the classroom.
 - a. Acquire a second “ELMO” and Smartboards
 - b. Develop a library of PowerPoint presentations
2. Develop a three-dimensional/pottery program.
 - a. Acquire supplies/equipment; “Paris-Craft”, sculpting tools, shelving, slab-roller, display cases, etc.
3. Showcase/exposure of visual arts outside of school.
 - a. Develop an annual Fine Arts Show
 - b. Participate in outside festivals (Boston Globe, etc.)
 - c. Visits to museums and/or galleries

Guidance Department

1. The counselors will create and continue to develop a Developmental Guidance Program.
 - a. The counselors will develop curriculum and lesson plans for each grade level 9-12.
 - b. The counselors will implement the curriculum by meeting with students in a classroom/seminar setting during the school year.
 - c. Evaluate and improve as the program continues.
2. The counselors will hold informative presentations at various times during the school year for students and parents.
 - a. The counselors will continue to coordinate guidance breakfasts, financial aid nights, college information nights, and assemblies for parents/students.
 - b. Assess the program and improve.
3. The high school counselors will increase communication with the middle school counselors in order to best serve the students and gather important information.
 - a. The high school counselors will meet with the middle school counselors regarding their various concerns about the incoming 9th grade class.
 - b. Review the process and improve.
4. The counselors will increase career and college planning opportunities for students.
 - a. The counselors will continue to train students and parents on how to use Naviance and complete the various inventories that are available.
 - b. The counselors will continue to coordinate the ASVAB/Career Exploration Program for students.
 - c. The counselors will continue to coordinate college admissions nights for the parents of juniors.
 - d. The counselors will continue to coordinate a career/college fair for students and parents.
 - e. Analyze and improve as the program continues
5. The counselors will strive to enhance the department's public relations.
 - a. The counselors will continue to advertise upcoming events via the SHS Guidance website, phone calls, e-mails, and mailings home to parents.
 - b. Assess and improve as the program continues
6. The counselors will continue to communicate and collaborate with teachers and other staff in order to effectively meet students' needs.
 - a. The counselors will continue to facilitate Instructional Support Team meetings.
 - b. Analyze the process and improve.

Library

The goal of the Saugus High School library is to transition into a Learning Common type of library.

Objective:

1. Remove all clutter
2. Draw plans to design the space into a more student centered literacy area
3. Purchase and install 30 work stations for classroom research
4. Develop a curriculum to help facilitate use of the library
5. Replace the worn out rug
6. Replace some furniture and create a comfortable reading space for student and staff use.
7. Install a flat screen television.

Mathematics Department

I. To assess and improve all departmental and school-wide documents, including Curriculum Maps, Course Syllabus, Common Assessments, the School's Mission Statement and Learning Expectations, and Grading Rubrics.

Objectives:

1. To have all members of the Mathematics Department follow the Curriculum Map for each course taught throughout the year and to make certain that each Curriculum Map aligns with both the national standard for the subject and the Massachusetts Curriculum Frameworks.
2. To document coverage of the curriculum by filling out lesson plans that reflect what was introduced by the teacher, the methods of instruction, resources that were used by the teacher, and types of assessments. The pace should be consistent with the Curriculum Map unless problems exist with the pacing on the map. If this situation is exposed it should be address by all teachers of the course along with the Curriculum Specialist.
3. To potentially develop a single Curriculum Map for each course taught, regardless of the level. These may be developed to promote academic rigor and ensure that curriculum remains consistent for each course. Differences should be described as far as depth and pace for the different levels of each course. The courses in question include Algebra 1, Geometry, Algebra 2, and Pre-Calculus.
4. To upgrade all of the common assessments for the Mathematics Department. This includes improving all of the current Mid-Year and Final Exams to be certain that all questions reflect standards that are the true focus of each course.
5. To develop benchmark assessments for each core math course. These benchmarks should be given two to four times during the school year and should be common for every student taking a given course. The courses involved in this initiative will be Algebra 1, Geometry, and Algebra 2.
6. To continue to use departmentalized syllabus for each course taught in the department. Each syllabus should follow a departmental format and could be personalized for teacher's classroom rules. They should contain course description, scoring breakdown, homework guidelines, a notebook rubric, and a class participation rubric.
7. To post the lesson's objectives, essential questions, and the daily agenda for each class. This will help the students focus on the important concepts and topics. State standards, learning expectations and homework assignment could also be posted and referred to by the teacher during and at the end of the class.
8. To integrate the School's Mission Statement and Learning Expectation into the curriculum, instruction, and assessment of each mathematics course.

Assessments:

Each teacher will be required to pass out and explain a course syllabus during the first week of the school year. Teachers will also be required to fill out and post lesson plans for each course taught during the school year. The lesson plans will be reviewed to be certain that the proper curriculum is being taught and whether there is differentiated instruction and a variety of different assessment strategies. The pace

will also be observed to be certain that all common courses follow the same or similar time schedules. The curriculum maps will be assessed by study and review of the benchmark assessment and the MCAS data provided by the state. The curriculum maps will be edited, if necessary, by the Curriculum Specialist using collected data and teacher input. The School's Learning Expectations also must be assessed using the school-wide rubrics and/or an adapted departmental rubric.

II. To use technology for classroom instruction and communication whenever it is possible given available resources.

Objectives:

1. To use PowerPoint, SMART Notebook Software, and/or Smart Board presentations should be used by all teachers in the Mathematics Department.
2. To have graphing calculators used by all staff and students to help with the instruction of many algebraic and geometric concepts. This technology will and should improve student learning by enhancing the visual aspects to mathematics concepts.
3. To have teachers use any and all technology resources provided by their textbooks such as CD ROMs, test generators and textbooks on-line. A software package Kuta software for Algebra 1, Geometry, and Algebra 2 worksheets and assessments. Teachers are also expected to develop presentations as needed and these resources should be shared with the entire department.
4. To maintain a shared folder for all teachers and specifically Mathematics Department staff that is available and should be used as needed for teacher forms, departmental documents, workshop information, and content materials. All electronic versions of Curriculum Maps, course syllabus, Mid-Year and Final Exams will be located in this shared folder and can be accessed by all departmental staff.
5. To have all staff members check their emails regularly for memos and information from colleagues and administrators. All parent email and voicemail should be returned in a timely manner, usually within 24 hours.
6. To post all assignments and graded on X2 on a daily basis.
7. To have each teacher make Journal entries on X2 when a parent or guardian is contacted by phone, conference, or email.
8. To use Turning Point Technologies in classrooms that contains that technology. This should target at-risk students that have potential problems with a standard lecture approach.

Assessments:

Throughout the entire school year during formal and informal classroom observations technology and its use should be visible in the mathematics classrooms. A main focus of the technology should be to help with student instruction and in a mathematics classroom it should help student visualize abstract concepts. The technology should also be used in the communication process from administration to teacher, teacher to teacher, teacher to student, and teacher to parent. Email and voicemail should be checked on a daily basis and all work should be posted daily on X2. The administration will check to be sure that all faculty members stay current with the communication process.

III. To develop strategies for student success and improvement of MCAS results.

Objectives:

1. To analyze or use data analysis of MCAS results to improve curriculum and classroom instruction.
2. To have all documents be reviewed to ensure curriculum alignment.

3. To develop ISSPs for all students that have failed the MCAS exam, and these ISSP should be used by the classroom teacher to remediate areas of weakness.
4. To develop EPPs for all students having scored Needs Improvement on the MCAS exam. Classroom teacher should use this data to remediate areas of curriculum weaknesses. Also each of these students will be required to pass a 4th year of math. The course that has been designated for these students is Integrated Math for Proficiency.
5. To have MCAS style questions on most or all formal assessments. Test taking strategies should be discussed and examples given in class should have MCAS style questioning.
6. To continue the MCAS Remediation program after school hours and in the summer through grant funding to help the targeted students prepare for MCAS in math.
7. To offer the course Success in Math to all the students that have failed MCAS math during the standard spring administration. Those students should be scheduled during the summer after the results have been released by the DOE.

Assessments:

After the MCAS results are released the results should be analyzed using Cognos and the Data Warehouse. The results should be done by question and standard and these results should be given to the staff in order to supplement the curriculum and help direct the curriculum for the upcoming assessments. Students in the Needs Improvement category should be targeted for EPPs and students from the Failing category should be targeted for ISSPs. Teachers should be provided with the MCAS analysis for these students and they should provide curriculum adaption to help improvement these students' mathematical foundations.

IV. To update the curriculum and resources for several of the mathematics electives. This includes the development of a departmental plan for purchasing supplies and textbooks.

1. To continue to update the plan for purchases for the Mathematics Department. This includes textbooks, computer software, and calculators
2. To purchase new textbooks for the Personal Finance course. This is a priority considering two major factors. First that the current textbook is completely outdated considering the nature of the course. Secondly, the fact that we may soon be making this course a graduation requirement.
3. To preview textbooks for future purchases in the common core areas.
4. To allow each teacher to have a classroom set of graphing calculators. Moving in the 21st century mathematics curriculum would require the use of graphing calculators.
5. To finalize and implement the curriculum into the Integrated Math for Proficiency course. This is our chosen prescription for the State's EPP requirement and benchmark assessments should be added to the curriculum of this program.

Assessments:

After reviewing the current inventory and new materials available a formal plan should be written up to prioritize textbook needs and a timeline for purchasing textbooks should be created and monitored on an annually basis. Priority for MCAS needs and EPPs and ISSPs needs should be factored into the textbook

plan. Also a priority should be given to courses where updated materials are currently being used such as Personal Finance.

V. To make certain that all of the members of the Mathematics Department are aware of professional development opportunities provided by the district, and to encourage the staff to research new opportunities on their own. The primary focus of this goal is for all of the staff stay current in the areas of mathematics, mathematics education, and educational technology.

1. To continue to be involved with the Salem State Collaborative and have our staff members take advantage of the many professional development opportunities.
2. To encourage the math staff members to share their professional development experiences with other members of the department and school during Common Planning Time and after school.
3. To encourage our staff to become trainers/teachers with the Salem State Collaborative.
4. To invite the math staff to develop training through our district's Professional Development Committee.
5. To have all members of the Mathematics Department be familiar with the advancement of the educational technologies for mathematics; including responders, mathematical software packages, and graphing calculators.
6. To have all members of the Mathematics Department current as it relates to the new Common Core Standards for Mathematics. Their knowledge of these standards will make transition to them in the future a more comfortable process.

Assessments:

The staff members of the Mathematics Department should bring the ideas and skills that they have acquired back to other staff members and share them during Common Planning Time. The Specialist and Administration will email the staff information regarding professional development opportunities as they arise and research opportunities that staff members express an interest in attending. All members of the Mathematics Department will be encouraged to attend professional development opportunities that will increase student learning.

Science Department

1. To keep the Course Documents of the Science Department current and aligned with the Curriculum Frameworks.

Objectives:

This goal will be achieved by following the objectives listed below:

- a. Currently each class has a common Curriculum Map and Syllabus. Each teacher will follow the curriculum map for content and pace
- b. Common Mid-Year and Final Examinations are reviewed and analyzed on an annually basis and changed as needed to meet the course coverage of materials and concepts.
- c. Both hard and electronic copies will be updated and stored to be used as reference materials.
- d. The Science Shared folder will contain the updated course documents upon their completion.

Assessment:

Throughout the school year weekly lesson plans will be checked to make sure that content and pace are being properly followed. Corrections will be made to pace, scope and sequence where and when necessary prior to the start of the next school year or semester. Common midyear and final exams results will be analyzed and reviewed by the staff to improve the quality of the assessment and the curriculum of the course. Results will be collected and archived by the department specialist.

2. To use technology to enhance the educational process both as an instructional tool and a communications method.

Objectives:

This goal will be achieved by following the objectives listed below:

- a. Teachers will use and take advantage of the current technology; X2 software, email, interactive whiteboards, power point, CD ROMs, and textbooks on-line.
- b. Classroom technology will be added as it becomes available through the district.
- c. Professional development in the area of interactive training will be pursued.
- d. The shared folder for the Science Department will be used to store and disseminate information relevant to departmental needs. All course documents will be kept electronically with an emphasis on having the department become paperless.

Assessment:

Throughout the school year formal and informal observations will be made to check on the use of the available technologies. A main focus of the use should be to aid with student instruction and learning. Teachers will be encouraged to participate in professional development directly linked to SMART technologies and Epson Brightlink training. The available technology should be a visible piece of communications between staff, administration, and home. X2 should be used to post journal entries, and daily assignments and grades in a timely manner. Administration will use their supervisory capabilities on X2 to check to ensure that the available communications technologies are being properly utilized.

3. To begin a process of refurbishing science department lab and classroom facilities.

Objectives:

This goal will be achieved by following the objectives listed below:

- a. Lobbying for increased electrical power to each classroom. The current supply is inadequate for current technology demands and often fails.
- b. Ordering new lab and classroom furnishings to update outdated, broken and in some cases unsafe furnishings.
- c. Funding for equipment/materials will be explored.

Assessment:

The assessment of this department goal will be the successful budget request and ordering of up to date classroom lab furnishings, taking into account the varied individual classroom layouts and differences.

4. To update our Chemistry Textbooks

Objectives:

This goal will be achieved by following the objectives listed below:

- a. The Chemistry texts are one of our oldest texts series. The copyright of the Zumdahl Chemistry is 2002. The book has given adequate service for nearly 8 school years but is in need of updating.
- b. The 2002 copyright was 4 years before the last Massachusetts ESE update of the Chemistry frameworks in 2006.
- c. New texts will be reviewed and explored in light of new MCAS requirements and current technologies.

Assessment:

The assessment of this department goal will be the successful budget request and ordering of a mutually agreed upon text after a careful review process in light of MCAS and our students and their individual learning styles..

5. To make sure that all teachers in the department are aware of professional development opportunities, and that they are encouraged to research new opportunities on their own, as well as take advantage of these opportunities

Objectives:

This goal will be achieved by following the objectives listed below:

- a. To encourage science teachers to take advantage of all available professional development opportunities (i.e.; North Shore Science Partnership, Salem State Collaborative and any other opportunities that are offered)
- b. To encourage science teachers to research possible professional development opportunities and share them with the department

Assessment:

The assessment of this department goal will be the successful communication of all pertinent opportunities. All Science teachers will be e-mailed as professional development activities are advertised and department members will be encouraged to share and research various opportunities during common planning time.

Social Studies Department

Goal 1. Review Social Studies syllabi, curriculum maps, newly implemented lesson plans, and best practices to coordinate curriculum and instruction between high and middle school.

A. Analyze and revise curriculum maps and lesson plans to determine appropriateness of pacing and the inclusion of current Social Studies Curriculum Frameworks concepts, standards, and skills. Show evidence that maps and lessons coordinate objectives and essential questions as well as reflect the high school Mission Statement and Student Expectations.

B. Review and revise established high and middle school syllabi to reflect any changes made to curriculum maps.

C. Review curriculum maps for Grades 1-5, and lesson plans in 6-8 and 9-12 for significant themes that reinforce understanding and teaching of the past.

Assessment: Curriculum maps and lesson plans analyzed on a weekly/monthly basis and edited as necessary to meet the rigor of Goal 1.

Goal 2. Review standardized mid-year and final exams which incorporate the Frameworks and use the exam results to reevaluate the scope, concepts, skills, and curriculum connections.

A. Analyze standardized exams to ensure that lessons reflect the current curriculum maps and daily lesson plans.

B. Design assessments that include multiple choice, open response, and primary source materials.

C. Analyze assessment questions when more than 30-50% of students select the incorrect answer.

D. Reassess questions for coverage of material, ambiguity, etc.

Assessment: Exams analyzed and rewritten to meet the standards set for each course offering and the rigor established in Goals 1 and 2.

Goal 3. Share lesson plans and/or teaching methods that would allow for students to achieve at a variety of levels using methods and examples of instruction designated across the curriculum as well as across the grades.

A. Use common planning time and professional learning meetings to share successful teaching practices.

B. Connect English Language Arts Composition, Standards 19 and 24: Writing and Research into SS curriculum maps.

C. Coordinate a few lesson plans between high and middle School—"mock elections", Model U.N., literature connections, and teaching tolerance.

D. Use professional development and/or early release opportunities, grades 6-12, to discuss curriculum, instruction and assessment.

Assessment: Utilization of shared lesson plans when and where appropriate.

Goal 4. Utilize technology in the classroom.

A. Train in X2 to implement management of classroom attendance, assignments, and grades.

- B. Attend professional development to learn how to utilize PowerPoint, SmartBoard, and other cutting edge technology to enrich classroom instruction.

Assessment: Approximately 80% of teachers utilizing Powerpoint and SmartBoard technology in their classrooms and 100% working on X2.

Goals 5. Keep a current textbook inventory; develop a plan to purchase textbooks for new course offerings and update texts for existing courses.

- A. Update inventory for 2011-2012.
- B. Submit budget request for novels and/or supplies needed in new electives--Graphic Novels, American Conspiracy and possibly Society and Sports course 2011-2012
- C. Coordinate and purchase textbooks for Team Sachem US History I (111) 2009-2010 and US History II (121) 2010-2011.
- D. Create a 5-year plan to update textbooks in World History (131,132); US History (113, 123)
- E. Create a 5-year plan to rebind and/or replace existing textbooks in US History (112, 122)—American Vision; AP US—American Pageants, and textbooks and/or pamphlets used in electives.

Assessment: Updated textbooks especially in World History II (1995) and US History (Honors) (1995).

Goal 6. Design a schedule that allows for nonthreatening peer observations and peer coaching.

- A. Designate prep periods when teachers might be willing to cover social studies staff wishing to peer observe or coach.
- B. Conduct walk throughs for informal observation.

Assessment: Teachers comfortable with observing and coaching peers in an informal setting.

Goal 7. Create a portfolio of student writings that will model all levels of acceptable writing achievement.

- A. Practice writing for Social Studies content.
- B. Practice open response questions on formal/informal assessments and standardized exams.

Assessment: *MCAS tests have been put on “hold” by Dept. of Education, however developing and practicing acceptable writing skills should be ongoing.*

Goal 8. Develop a study skills program to be implemented for Social Studies testing.

- A. Decide as a department, at both high and middle school levels, 1) what students should know, 2) what students should be able to do, 3) what skills should students develop in order to be successful test takers.
- B. Review research/books etc. that detail successful test taking practices.
- C. Develop and implement a program for study skills success.

Assessment: *This appears to be a program that could help students apply strategies for doing their best on formal/informal assessments.*

World Language Department

1. To continue to update course materials in order to keep them in alignment with the Massachusetts Foreign Language Curriculum Framework

Objectives:

- a.) Continue to update summer honors packets to align with revised curriculum maps
- b.) Integrate the use of a supplemental cultural/historical video program for level 4
- c.) Revise the cultural/historical video supplement for level 4 honors
- d.) Create new curriculum map for level 2 (pending funding of ¡Exprésate! text)
- e.) Create new curriculum map for level 4 using Nuevas Vistas text
- f.) Create new curriculum map for level 4 honors (pending funding of Encuentros Maravillosos)
- g.) Align 4 honors curriculum with pre-AP curriculum requirements

Assessment:

- a.) Summer honors packets will be revised by the end of school in June 2011 by teachers who are assigned to teach honors sections for the 2011-2012 school year. Packets will be checked by the curriculum specialist
 - b.) A series of films that correspond to the new level 4 curriculum will be put together as a curriculum supplement
 - c.) The current collection of films used for level 4 honors will be revised according to the new 4 honors curriculum
 - d.) New curriculum maps will be completed for levels 2, 4, and 4 honors by the end of the summer of 2011
 - e.) Pre-AP Spanish curriculum will be researched. All new 4 honors curriculum will be aligned with Pre-AP requirements. The curriculum specialist will research this topic.
2. To make sure that teachers in the department are using current technology and technological practices to enhance instruction and student learning.

Objectives:

- a.) Make mandatory bi-monthly use of the multimedia lab
- b.) Create a database of multimedia lab activities on the school server that contains materials created by department members, for use by department members
- c.) Create a database of additional activities and typed worksheets that correspond to the curriculum on the school server for use in the classroom

Assessment:

- a.) Create a multimedia lab schedule before the start of the 2011-2012 school year

- b.) Curriculum specialist will create folders for lab activities and additional activities on the school server
 - c.) Department members will be given common planning time to create activities
3. To encourage further collaboration between department members and between other departments
- a.) Set up a specific time during common planning where teachers who teach the same courses can collaborate on teaching and curriculum modification
 - b.) Have department members speak with members of other departments and inquire about the possibility of cross-curriculum assignments/teaching opportunities
4. To create curriculum maps for the Latin and Mandarin programs

Objectives:

- a.) To have teachers in Latin and Mandarin use Massachusetts Curriculum Framework and new texts to create curriculum maps for their respective programs

Assessment:

- a.) Teachers will work on maps during 2010-2011 school year and check in with the curriculum specialist in June 2011 to monitor progress

Wellness Department

Goal 1: Develop new physical activity classes for the physical education component of Wellness.

Objectives: Introduce new individual and team sports in order to avoid redundancy in the curriculum through all Wellness classes.

- a. Introduce new activities in order to instill an appreciation of physical activity throughout a lifetime. Reinstate Project Adventure at the high school and introduce Project Adventure to all grade levels.
- b. Instruct and license all Wellness teachers within the Saugus Public School in Project Adventure
- c. Introduce a system-wide archery program for students in grades 4-12.
- d. License all Wellness teachers, system-wide, in a certified archery program
- e. Expose new modules to students so students will enjoy being healthy and promote a healthy lifestyle; classes such as Yoga, Weight Room, Golf, and Team Handball.

Assessment:

- a. Students become exposed to numerous activity modules within each grade level.
- b. Students learn to appreciate healthy living and gain an appreciation for different activities.
- c. Students expand their appreciation of physical activity outside the class and become active in sport-related clubs/organization/teams
- d. Teachers will develop co-curricular activities that students can participate in from their exposure from Wellness classes; after school clubs such as Archery, Yoga, and Weight Room will enhance students' appreciation in physical education

Goal 2: Develop new health classes for the health education component of Wellness.

Objectives:

- a. Utilize new 'Health and Wellness' textbooks for a greater understanding of the curriculum and for more in-depth research
- b. Stay current with the changing health field.
- c. Expose students to more diverse aspects of the health field.
- d. Expand student knowledge with more in-depth content of subject matter
- e. Expose students to classes at the age appropriate time
- f. Develop a seamless transition of classes from grade level-to-grade level
- e. License all Wellness teachers, system-wide, in CPR/First Aid Instructor Course

Assessment:

- a. Evaluation and editing of new modules will be completed, involving the utilization of new health education media resources and technology.
- b. Teachers will be active in professional development class that educate about current health related issues; such as Nutrition, Violence Prevention, Bullying/Harassment

- c. Through professional development opportunities, teachers will develop current curriculum maps/lessons with new relevant health classes
- d. Wellness teachers will work together to discuss when the appropriate time is to teach specific health classes
- e. Wellness teachers will become certified in CPR/First Aid and will be able to certify all students

Goal 3: Expand technology within Wellness on the newly developed health and physical education classes.

Objectives:

- a. Stay current with the innovative changes in technology available to students.
- b. Utilize new software relevant to the health field.
- c. Make computers and technology available to the students during the classroom component of Wellness.
- d. Incorporate Power Point presentations in all health classes
- e. Utilize Epson projectors to heighten information presented and teach more in-depth lessons
- f. Expose students to pedometers and the benefits that come from calculating calorie expenditure

Assessment:

- a. All Wellness Department teachers will regularly integrate the utilization of new technology in teaching health and physical education courses.
- b. Teachers will collaborate with each other during the week on various lessons they presented and the technology that helped in the instruction
- c. Through professional learning communities Wellness teachers will learn differential teaching methods with the use of technology

Goal 4: Develop and update media resources.

Objectives:

- a. Utilize new and current visual aids, such as videos with current health statistics and findings.
- b. Utilize visual aids for each section of the health curriculum to maintain student focus.
- c. Utilize life-related aids to allow the students to make correlations to their own life.

Assessment:

- a. New audiovisual and print resources will be purchased and utilized in teaching health and physical education courses.

Goal 5: Develop a bullying curriculum for Saugus High School.

Objectives:

- a. Expand on the current bullying/harassment curriculum

- b. All Wellness teachers will work together and review work that is being done to address bullying within each level.
- c. Purchase current bullying curriculum that is educational for students in grades 9-12
- d. Develop presentations that educate the public of what Saugus High School is doing to address the topic of bullying
- e. Teachers will attend professional development classes to stay current on laws, policy and teaching tools that address bullying

Assessment:

- a. With new curriculum purchased all Wellness teachers will implement new lessons on bullying/harassment that will expand on previous teaching.
- b. During the school year Wellness teachers will collaborate on lessons that have done or will do on the topic of bullying
- c. New curriculum that is supported by the Board of Health, State, and DOE will be incorporated in all levels, with more focus at the elementary level
- d. Working in collaboration with teachers, guidance counselors, and student support personnel, Wellness teachers will present seminars on bullying and what we are doing as a school system
- e. Throughout the year the MIAA, MSSAA, and District Attorney Office have seminars on bullying and Wellness teachers, system wide, will participate in these offerings