

SOMERVILLE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
January, 2014

School: Somerville High School

Grade Levels: 9 - 12

Headmaster: John Oteri

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NCES ID: 251089001745

School Title I: Non-Title I (NT)

COUNCIL MEMBERS

<i>Name</i>	<i>Role</i>
<ol style="list-style-type: none"> 1. Miles Bain 2. Steven Barillas (vocational representative) 3. Celia Conte 4. Lucas Henrique 5. Ella Tyler 6. William Quan 7. Nicholas Eliadis 	Students
<ol style="list-style-type: none"> 1. Jane Becker 2. Carol Perris 3. Richard Wood *(Co-Chair for 2013-14) 4. Stacy Buckley 5. Mike Buckley 6. Susan James-Leyva 7. Diana Posada 	Parents
<ol style="list-style-type: none"> 1. Yuri Petriv 2. Trish Murphy 3. John Buckley 4. Kara Carpenter 5. Peg Huben 6. Mike Maloney 7. Sharyn Wacht 	Teachers
<ol style="list-style-type: none"> 1. Alice Comack 2. Officer Mike Kennelly 3. Natalie Vieira 4. Tom Bent (Vocational Advisory Board Chairman) 5. Cathy Barber 6. Jason Behrens 7. Laura Gonzalez 	Community Members
Mr. Harry Marchetti	Administrator
John Oteri	Headmaster, Co-Chair

SOMERVILLE PUBLIC SCHOOLS SCHOOL COMMITTEE GOALS

Goal 1: Improve student achievement by meeting the following annual targets:

- Achieve a minimum District-wide student growth percentage (SGP) average of 55 and implement intervention measures for any student who does not meet this standard.
- Reduce the achievement gap by 10%.
- Increase Math MCAS scores by 10%.
- Increase the number of students ranking Proficient and Advanced on MCAS by 10% in all subgroups.
- Improve the graduation rate by 10%.

Goal 2: Promote innovations designed to improve student performance.

- Provide support and guidance to schools interested in exploring alternative innovation plans or conversion to an Innovation School.
- Ensure that the Healey Unification Plan is fulfilled as developed by the Healey School Council and the School Committee.

Goal 3: Develop stronger home-school connections.

- Improve engagement with parents/guardians of English Language Learners and with immigrant communities.
- Improve engagement with parents/guardians who are not yet involved in the schools.

Goal 4: Increase engagement with the community to improve student learning.

- Leverage city resources to support targeted student improvement goals and initiatives.
- Strengthen community partnerships.
- Develop the capacity to engage the talents and skills of parents/guardians and community members.

SCHOOL PROFILE

MISSION STATEMENT: Our mission, as educators, is to foster the development of well-educated, responsible and productive citizens through a standards-based program of studies that encourages students to realize their intellectual, creative and civic potentials. In partnership with students, parents/guardians and members of the Somerville community, we strive to provide a healthy, safe, academically challenging, and supportive learning environment in which all students are valued and respected.

Student Expectations for Learning

I. Expectations for Academic Performance

- A. All students will be effective readers.
- B. All students will be effective writers.
- C. All students will be effective users of technology.
- D. All students will be effective critical and creative thinkers.

II. Expectations for Civic Performance

- A. Students will volunteer and participate in school clubs and individual and group community service projects and performances.
- B. Students will follow the rules and laws of school and society, while fostering civic responsibility.
- C. Students will learn to consistently handle disagreement in a constructive and responsible way by showing respect and tolerance.
- D. Students will learn how to make safe and healthy decisions as part of the life-long learning process.

III. Expectations for Social Performance

- A. Students will exhibit ethical behavior in school and in the community.
- B. Students will help other students in the daily activities of school and social interaction.

INSTRUCTIONAL FOCUS:

- Raising the Bar: High Achievement for all students -- setting standards for "mastery" and helping all students meet or exceed them
- Using Data to drive instruction and instructional decisions, track progress, and make decisions on a daily basis
- Incorporating thinking skills into each lesson (moving past content coverage and recall)
- Increasing “student talk” and decreasing “teacher talk”
- Incorporating CommonCore curriculum into instruction
- Lesson planning with clear, measurable objectives and formative assessment of those objectives
- Increasing the use and number of formative assessments to track student progress
- Using data to make instructional decisions on a daily basis
- Stating and posting Mastery Objectives in the classroom for each lesson
- Learning in the least restrictive setting
- Continuing to maintain a safe and healthy learning environment
- Content mastery that leads to success on formative and summative assessments.
- Raising content mastery that leads to increased SGP (of at least 55)
- Increasing content mastery that leads to success on standardized testing such as MCAS, PSAT, SAT, ACT and AP.
- Increasing and improving connections to community partners
- Striving for all students to be college and career ready
- Civic and social responsibility
- 100% graduation rate

Student Data for Somerville High School

The Students at Somerville High School come from diverse backgrounds and cultures. The data below, gathered from our SIMS reporting as of October 1, 2013, provides some insight into the make-up of our student body.

Category	12/13	13/14
October 1 Enrollment	1278	1265
Special Education Students	17%	16%
First Language not English	59%	58%
Limited English Proficiency	11%	13%
Low Income Families	72%	70%

Ethnicity	12/13	13/14
Hispanic or Latino	40%	40%
Non Hispanic/Latino	60%	60%
DESE Race Categories	12/13	13/14
White	69%	70%
Black/African American	19%	17%
Asian	11%	11%
American Indian	0	.24%
Native Hawaiian	0	.16%
2 or more races	1%	1%

Indicators	11/12	12/13
Attendance	92%	95%
In School Suspensions	16%	
Out of School Suspensions	9%	
Retention Rates	6%	5%
Mobility Rate	12/13	13/14
Stability (Aggregate)	93%	90%

MCAS TESTS SPRING 2013

Percent of Students at Each Performance Level For SOMERVILLE HIGH SCHOOL

* NOTE: Performance level percentages are not calculated if student group less than 10.

* NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2012 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in Massachusetts since October 2008 are included in state-level results; only students enrolled in the same district since October 2008 are included in district-level results; only students enrolled in the same school since October 2008 are included in school-level results.

Data Last Updated on September 20, 2013

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 10 - ENGLISH LANGUAGE ARTS	88	91	37	45	51	46	11	7	1	2	276	95.5	68.0	226
GRADE 10 - MATHEMATICS	72	80	41	55	31	25	19	13	9	7	275	85.5	55.0	226
GRADE 10 - SCIENCE AND TECH/ENG	67	71	27	26	40	45	31	24	2	5	254	87.2	N/A	N/A
ALL HIGH SCHOOL GRADES - ENGLISH LANGUAGE ARTS	88	92	37	45	51	47	11	6	1	2	276	95.5	68.0	226
ALL HIGH SCHOOL GRADES - MATHEMATICS	72	80	41	55	31	26	19	13	9	7	275	85.5	55.0	226
ALL HIGH SCHOOL GRADES - SCIENCE AND TECH/ENG	67	72	27	26	40	45	31	24	2	5	254	87.2	N/A	N/A

[illegible]

Growth Distribution by Year
Somerville High - All Students

[illegible]

2013 Accountability Data - Somerville High

Organization Information			
District:	Somerville (02740000)	School type:	High School
School:	Somerville High (02740505)	Grades served:	09,10,11,12
Region:	Greater Boston	Title I status:	Non-Title I School (NT)

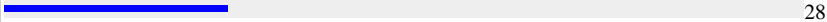
Accountability Information






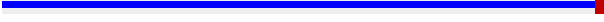



[About the Data](#)

Accountability and Assistance Level

Level 1	Meeting gap narrowing goals
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This school's overall performance relative to other schools in same school type (School percentiles: 1-99)

All students:	 28
	Lowest performing Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - 		View Detailed 2013 Data
	Less progress	More progress	
All students		84	Met Target
High needs		85	Met Target
Low income		86	Met Target
ELL and Former ELL		68	Did Not Meet Target
Students w/disabilities		75	Met Target
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black		77	Met Target
Hispanic/Latino		82	Met Target
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White		84	Met Target

School Culture Data

Recent MyVoice student data presented here

78% of students feel accepted for who they are at school and 72% feel school is a welcoming and friendly place. Last year we identified respect as a major area for improvement. Although we saw slight increases in this (40% of students respect each other, up from 33% last year), we continue to look to increase respect among students and staff.

Recent MyVoice staff data presented here

49% of the staff feel building administration makes an effort to know them. Working with the Culture Committee we will develop strategies to raise this sense of belonging for all staff. With so many new staff hired, this could be the result of welcoming new staff. Communication is an area that we will address in the 2014-15 school year.

Analysis of Data and Action Plan

Working with the Culture Committee and developing a stronger Advisory curriculum for the 2014-15 school year will be the major focus of working to create a school that fosters more respect and opens lines of communication. Incorporating the eight qualities for student success as outlined by the Quaglia Institute for Student Aspirations is an ongoing endeavor for our students and faculty. We have activities and work sessions aimed at improving areas identified such as fitting in (14%), teachers caring about my problems (48%) .

Belonging

	Areas of strength	Areas for further investigation and consideration
Student Data	78% feel accepted for who they are at school	39% feel a valued member of the school community
Staff Data	77% feel accepted for who they are at school	49% feel building administration makes an effort to know them.

Heroes

	Areas of Strength	Areas for further investigation and consideration
Student Data	94% of students' parents care about their education	40% students feel students respect each other
Staff Data	90% have a colleague who is a positive role model	66% of staff know their students hopes and dreams

Sense of Accomplishment

	Areas of Strength	Areas for further investigation and consideration
Student Data	79% put forth their best effort at school	20% have never been recognized for something positive at school
Staff Data	69% feel SHS celebrates accomplishments of staff	49% feel recognized when they try their best

Fun and Excitement

	Areas of Strength	Areas for further investigation and consideration
Student Data	72% feel learning can be fun	40% school is boring
Staff Data	100% feel learning can be fun	62% feel students have fun at school

Curiosity and Creativity

	Areas of Strength	Areas for further investigation and consideration
Student Data	82% enjoy learning in new ways	43% feel their classes help them understand what is happening in their everyday lives
Staff Data	98% enjoy learning new things	59% feel encouraged to be creative

Spirit of Adventure

	Areas of Strength	Areas for further investigation and consideration
Student Data	84% push themselves to do better academically	35% are afraid to try something new
Staff Data	95% challenge themselves to do better every day	67% are excited to tell my colleagues when I do something well

Leadership and Responsibility

	Areas of Strength	Areas for further investigation and consideration
Student Data	63% feel teachers encourage students to make decisions	33% other students see me as a leader
Staff Data	95% encourage students to make decisions	45% building administration is willing to learn from staff

Confidence to Take Action

	Areas of Strength	Areas for further investigation and consideration
Student Data	88% feel going to college is important for my future	73% feel teachers believe in them and expect them to be successful
Staff Data	94% believe they can be successful.	41% feel confidence in voicing honest opinions

School Improvement Plan Summary Statement: This section summarizes the school's needs and areas for improvement. This statement must be based on the student performance data and School Improvement Council's review of the results of the Conditions for School Effectiveness Self Assessment. (<http://www.doe.mass.edu/sda/ucd/>)

The 2014-15 school year will continue our commitment to excellence and high SGP on MCAS ELA and math scores, reducing the achievement gap, reducing chronic absenteeism/tardiness, and increasing student engagement. We will implement a support/enrichment block (X-Block) in 2014-15 which will engage and support our students and help to target the achievement gaps. We continue to develop our Advisory program curriculum which will enable our staff to get to know and

understand students outside of the classroom and increase respect between both. Working with the Culture Committee we hope to bridge gaps in communication and feeling welcome (49% report administrators make an effort to know them) for some staff.

English Language Arts:

The English Language Arts MCAS performance for Somerville High School improved significantly from 2012 to 2013. The 2012 student cohort compared to the 2013 student cohort, made great improvements and we are extremely proud of our teachers and students. On the ELA MCAS, the percentage of students scoring advanced increased from 22% to 36%, the percentage of students scoring proficient decreased from 54% to 51%, the percentage of students scoring needs improvement decreased from 19% to 11% and the percentage of students scoring warning/failing decreased from 4% to 1%. For all students from 2012 to 2013, the percentage scoring proficient or above increased from 76% to 87%, and SGP increased from 54 to 68.

Last year, the English Department developed and implemented rigorous standard based units and administered common writing assessments in all grades. Professional development time was dedicated to data analysis and common planning. Teachers worked in teams to analyze data and implemented interventions, revised lessons to reteach areas in need of improvements and provided enrichment to students who excelled. The teachers worked diligently to improve student learning and our students responded. As a result, the ELA MCAS gains were significant.

However, our work is not complete. As a department, we are committed to ongoing improvement. The department is continuing to implement new units and our professional development time is committed to data driven instruction. Next year, a new composition course will be offered to students in grades 9 and 10 who need interventions and/or enrichment. Even with an increase in students scoring advanced and proficient on the ELA MCAS, our students score below state and national average on the SAT. As a department and school, we will have to develop and implement a plan to improve student performance on the SAT. Somerville High School and the English Department must dedicate time and resources to ensure that our students are not only career and college ready, but also able to gain admittance to top colleges and universities.

Math:

Overall, math MCAS performance for Somerville High School improved significantly from 2012 to 2013. The percentage of students scoring advanced increased from 32% to 41%, the percentage of students scoring proficient increased from 29% to 31%, the percentage of students scoring needs improvement decreased from 25% to 19% and the percentage of students scoring warning/failing decreased from 13% to 9%. For all students from 2012 to 2013, the percentage scoring proficient or above increased from 61% to 72%, and SGP increased from 53 to 55. For students with disabilities from 2012 to 2013, the percentage scoring proficient or above increased from 25% to 33%, the percentage of warning/failing decreased from 37% to 22%, while SGP decreased from 43 to 38. For ELL students from 2012 to 2013, the improvement was less significant. The percentage of students

scoring proficient or higher increased from 18% to 19% and the percentage of warning/failing decreased from 45% to 38%.

A schedule change where all students will take Geometry before MCAS and the new math support courses described in last year's SIP have been instituted for 2013-2014. Identified grade 9 and grade 10 students who need extra time and practice to develop a strong foundation in Algebra and Geometry, including ELLs and students with disabilities, are scheduled into a full-year of Algebra or Geometry along with an additional semester of math support. We will analyze data from the May 2014 grade 10 MCAS exam to determine the impact of these schedule changes on student performance.

New textbooks for Algebra 1 and Geometry, aligned to the common core standards, are being used this year in all classrooms, including ELL and Special Education. Common unit and interim assessments are being developed with data going into Edwin. Available professional development time is being used to design a data-driven instructional cycle that includes analyzing data and developing strategies for re-teaching and re-assessing to help ensure that all students master key concepts and standards.

Science:

Somerville High School showed great improvement on the Science MCAS exam results from 2012 to 2013. When comparing the 2012 student cohort to the 2013 student cohort, students scoring in the advanced category increased from 16% to 27%, students scoring in the proficient category increased from 39% to 40%, and students scoring in the needs improvement category decreased from 38% to 31%. As a result, the total number of students scoring proficient or above increased from 55% to 67% from 2012 to 2013. In 2012, 6% of our students had not yet passed a science MCAS exam by the end of their sophomore year, while in 2013, only 2% of our current sophomores had not yet passed a science MCAS exam.

From 2012 to 2013, the percentage of low-income students, students with disabilities, and high needs students scoring proficient or higher increased from 49% to 62%, 10% to 36%, and 45% to 60%, respectively. The number of students in each of these cohorts was comparable year-over-year so the percentages represent useful data. The percentage of ELL students scoring in the proficient or higher category decreased from 11% to 8% from 2012 to 2013, but the number of students in this subgroup was so small (27 students in 2012 and 13 students in 2013) that the percentages are not meaningful. Still, our ELL student performance has not improved over the past several years and is an area we are focusing on for improvement. This year, 2013-2014 school year, there are no ALCS science classes. All of science classes are taught by science teachers in the Science Department who are experts in their content areas. We will analyze the MCAS data in June 2014 to see what impact this change has had on ELL student performance.

Analysis of Data and 2014-2015 Strategic Plan

School Improvement Plan Summary Statement: This section summarizes the school's needs and areas for improvement. This statement must be based on the student performance data and School Improvement Council's review of the results of the Conditions for School Effectiveness Self Assessment. (<http://www.doe.mass.edu/sda/ucd/>)

For the 2014-15 School Year we will focus and work on the following areas.

1. **Closing Achievement Gaps:** Our goal is to remain a Level 1 High School. Our plan is increase collaboration between ELL, Special Education, and academic Department Heads and provide for increased common planning time for co-teachers and for ELL and Core Academic teachers. We will align ESL and Sheltered English Curriculum to WIDA Standards in strategizing to narrow this gap.
2. **X-Block:** We have recently begun to select a task force who will analyze and develop ways we will use this block next year as an enrichment block and a support block for underperforming students. The task force will recommend potential funding needed for it. We hope to best assess in "real time" struggling students and assign them to a support area where he/she will receive temporary support to raise his/her performance
3. **College/Career Readiness:** Currently the Guidance Department is being assessed by the consultant group EDC for our college readiness and overall Guidance efficacy. Somerville School Committee and District leadership have articulated a vision that SHS enhance its profile among local and regional colleges and promote a college going culture and corresponding acceptance rates. We anxiously await the report from the consultant which will provide a comprehensive review of overall guidance.
4. **Tardiness/Absenteeism:** The leadership team is developing a comprehensive program aimed at reducing tardiness and improving attendance. This is supported by Central Office and currently is presented to various constituent groups in order to refine and maximize benefits. We are optimistic that we will greatly reduce tardiness which has been a longstanding issue at SHS.
5. **Common Assessment, Data Analysis and** use of EDWIN to bolster assessment and targeted support for students at-risk. This is consistent with the MTSS program of developing baseline assessments and data to support student growth and achievement.

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Category	Identified Opportunities for Improvement	Goal/Benchmark for 13-14	Strategies for 13-14, with person(s) responsible and timeline	Improvements sought for 14-15, anticipated resources needed or reallocated
CURRICULUM, INSTRUCTION, & ASSESSMENT - Core Instruction	<p>Improve student performance</p> <p>MCAS 2012 SGP:</p> <ul style="list-style-type: none"> Math 53 ELA 54 <p>MCAS 2012 CPI DATA:</p> <ul style="list-style-type: none"> Math 81.3 ELA 89.9 Science 80.6 	<p>2013 Goals met or exceeded in SGP and CPI</p> <p>MCAS 2013 SGP:</p> <ul style="list-style-type: none"> Math 55 ELA 68 <p>MCAS 2013 CPI DATA:</p> <ul style="list-style-type: none"> Math 85.5 ELA 95.5 Science 87.2 	<p>In order to improve the use of student assessment data to provide targeted instruction, we will:</p> <ul style="list-style-type: none"> -devise a systematic approach to generate (includes the creation and refinement of common assessments), collect, and analyze data in order to make data-driven instructional decisions; -align professional development to goals in school improvement plan -provide common planning time for all faculty; -set up structured PLCS and Data Teams; -training staff on the capabilities of X2 and EDWIN -CTE Director and CTE staff will work toward developing a data driven culture where we continuously use data to plan for instruction in embedded academics to help students and increase rigor that is aligned within the Common Core sequence. <p>Persons responsible: SHS Leadership Team, MCAS Coordinators, Faculty and Staff</p>	<ul style="list-style-type: none"> -continue to provide structure and time for Professional Learning Communities (PLCs) made up of content or grade -provide training and expertise from outside sources (need funding); -provide stipends for trainings and study groups (need funding); -shift focus to differentiated instruction based on data; -expand use of EDWIN to better analyze and compile data to assist in student achievement.

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<p>Reduce the Achievement Gap</p> <p>MCAS 2012 CPI DATA for Subgroups:</p> <p>ELL</p> <ul style="list-style-type: none"> • ELA 61.5 • Math 50 • Science 50 <p>Students with Disabilities</p> <ul style="list-style-type: none"> • ELA 75.5 • Math 61.1 • Science 62.0 	<p>Reduce the achievement gaps by 10%: In 2013, we met our goal in for students with disabilities in ELA, math and science. For ELL students, we exceeded the goal in ELA and there was no change in math or science.</p> <p>MCAS 2013 CPI DATA for Subgroups:</p> <p>ELL</p> <ul style="list-style-type: none"> • ELA 72.5 • Math 50 • Science 50 <p>Students with Disabilities</p> <ul style="list-style-type: none"> • ELA 87.2 • Math 65.5 • Science 75 	<p>In order to create a more comprehensive system of support for all students, we will:</p> <ul style="list-style-type: none"> -increase collaboration between English Language Learners (ELL), Special Education, and academic Department Heads -provide for increased common planning time for co-teachers and for ELL and Core Academic teachers; -align ESL and Sheltered English Curriculum to WIDA Standards -analyze and propose restructuring of 9th grade program -ensure that all students take geometry before taking the MCAS; -add Common Core Math Concepts I and II as interventions for at-risk students; -monitor effectiveness of new course programming for identified high-risk students 	<ul style="list-style-type: none"> -explore/analyze the Special Education and ELL curriculum and instructional program; -continue to increase collaboration between ELL and Core Academic teachers; continue alignment of content SEI curriculum to WIDA Standards; -vertically align ESL Units of Study and End of Unit Assessments using WIDA tools use data to assign teachers according to student need; -to recommend and implement new systems of intervention; -implement restructuring of 9th grade program (need funding for summer work); -need continued funding of an additional Math teaching position to continue running these courses Improve systems of communication between Data
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				Teams/MTSS team and House/Guidance staff to ensure that behavioral and instructional recommendations are understood and implemented by teaching staff.
	Increase Math MCAS Scores MCAS 2012 Achievement Levels by percent (%) of students Advanced 32% Proficient 29% Needs Improvement 25% Warning/Failing 13%	Improve MCAS Math scores by 10%: In 2013 we exceeded our goal, MCAS achievement levels improved an average of 22.5% overall. MCAS 2013 Achievement Levels by percent (%) of students Advanced 41% Proficient 31% Needs Improvement 19% Warning/Failing 9%	In order to ensure all students had access to math content that is tested on the Grade 10 MCAS and to improve problem solving and critical thinking we will: -ensure that all students take geometry before taking the MCAS; -add Common Core Math Concepts I and II as interventions for at-risk students; -monitor effectiveness of new course programming for identified high-risk students	-CTE Educators will incorporate MCAS strategies and problems into weekly curriculum and provide practice utilizing graphic organizers; -need continued funding of an additional Math teaching position to continue running the extra courses.
	Increase ELA MCAS Scores MCAS 2012 Achievement Levels by percent (%) of students Advanced 22% Proficient 54% Needs Improvement 19% Warning/Failing 4%	Improve MCAS ELA scores by 10%: In 2013 we exceeded our goal, MCAS achievement levels improved an average of 43.8% overall. MCAS 2013 Achievement Levels by percent (%) of students Advanced 36%	In order to improve literacy and critical thinking in ELA, we will: -implement common units of instruction that align to the ELA and Literacy Common Core; -implement and monitor year 2 of Writing with Colors; -in grade level teams: administer common writing assessments, analyze student data and develop lessons that include re-teaching, interventions and enrichment, and	In ELA, -continue and improve all strategies in 2013; -English Department may need an additional FTE as a result of new writing course In all subject areas: -devise and implement a school-wide approach to

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	<p>Proficient 51%</p> <p>Needs Improvement 11%</p> <p>Warning/Failing 1%</p>	<p>continuously monitor student progress;</p> <p>-develop a writing course for grade 9 and grade 10 students to enroll in that provides interventions and enrichments that will improve writing;</p> <p>-collaborate with the Social Studies Department to develop/pilot and implement in 2014 a Junior Capstone and a Senior Capstone project that includes a research, writing, and multi-media presentation</p> <p>In order to improve literary and critical thinking in all subjects, we will:</p> <p>-offer a variety of professional development opportunities</p>	<p>writing;</p> <p>-incorporate the ELA and Literacy Common Core for History, Science and the Technical Subjects reading and writing standards into instruction and assessments into all units/lessons across all subjects;</p> <p>-develop and share lessons that develop independent critical thinking and problem solving skills;</p> <p>-provide professional development opportunities for teachers</p>
<p>Increase Science MCAS Scores</p> <p>MCAS 2012 Achievement Levels by percent (%) of students</p> <p>Advanced 16%</p> <p>Proficient 39%</p> <p>Needs Improvement 38%</p> <p>Warning/Failing 6%</p>	<p>Improve MCAS Science scores by 10%: In 2013 we exceeded our goal, MCAS achievement levels improved an average of 39.25% overall.</p> <p>MCAS 2013 Achievement Levels by percent (%) of students</p> <p>Advanced 27%</p> <p>Proficient 40%</p> <p>Needs Improvement 31%</p> <p>Warning/Failing 2%</p>	<p>In order to continue to improve MCAS scores in science, we will:</p> <p>- restructure the science course sequence and teaching assignments to provide the most appropriate and challenging courses to all students</p> <p>-establish school-wide instructional focus areas for professional development</p> <p>-devise a systematic approach to generate collect, and analyze data in order to make data-driven instructional decisions</p> <p>-align professional development to goals in school improvement plan</p> <p>-continue and expand MCAS tutoring after</p>	<p>In science, we will:</p> <p>- continue to revise and create curricular unit plans with measurable skill and content objectives using the principles of backwards design and the new MA standards based on the Next Generation Science Standards (NGSS) and practices</p> <p>- continue to share best practices and</p>

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			<p>school, in school and during school vacations</p> <ul style="list-style-type: none"> -MCAS classes as remediation and intervention for at risk students 	<p>incorporate these into daily instruction</p> <ul style="list-style-type: none"> - create and administer common assessments that assess student proficiency toward identified science and engineering skills as well content objectives
Multi-Tiered Systems of Support (MTSS)	<p>Improve student achievement and close the achievement gap</p> <p>*See data referenced in previous sections</p>	<p>Provide students targeted support</p> <p>*See data referenced in previous sections</p>	<ul style="list-style-type: none"> -create and adopt a new schedule with greater focus on student support including advisory, X block, and common planning time for teachers; -explore the foundation of new programs to address the needs of at-risk students; -re-examine the STAT process; -provide professional development for teachers in RTI and Differentiation; -restructure the “Extension Block” 	<ul style="list-style-type: none"> -review the new schedule to ensure that it meets the need of our students -analyze system of interventions and propose new ways of supporting the growth of all students; -explore the role of virtual classrooms in the high school (and/or flipped classrooms); -continue to implement recommendations made by MTSS Task Force; -implement restructured X-block (funding for additional staffing or responsibilities); -funding for X-Block Curriculum development; -funding for a “data

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				monitor” position (FTE) to track and place students in support/enrichment activities for 2014-15; -provide professional development on accessing and understanding ELL student data
	Significant tardiness and attendance issues	Decrease tardiness and improve attendance	-development of a tardiness and attendance improvement plan (Housemasters); -increased communication with attendance officers; -working with athletic coaches and extra-curricular advisors; -Coordinating efforts with Central Office and Director of Student Services; -analyze correlation between attendance and performance, and begin to strategize action steps	-implement tardiness and attendance improvement plan; -continue to monitor data; -continue to work closely with other stakeholders; -explore development of alternative “school within a school” to support struggling students;
	Graduation Rate	Improve the graduation rate by 10%	-raise expectations by fostering the belief among faculty and students that all students can succeed -expand alternative pathways to graduation and increase opportunities for credit recovery such as evening school, dual enrollment, virtual classes, E 2020, and use of a new career counselor position in CTE; -establish advisory program to improve student/faculty connections and ability to monitor student progress	-find an alternative source of funding credit recovery to replace HSGI/Mass Grad funding; -revise and continue implementation of a comprehensive developmental guidance curriculum; -evaluate the

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			<ul style="list-style-type: none"> -develop and incorporate an “Emotional Intelligence Curriculum” into the CTE curriculum; -exploration of use of Naviance 	<p>effectiveness of the Make it Happen Initiative in grades 9 and 12.</p> <ul style="list-style-type: none"> -implementation of Naviance
Home-School Connections	Need to improve two-way communication with families, particularly families of ELL students	Improve engagement with parents/guardians of English Language Learners and with the immigrant communities	<ul style="list-style-type: none"> -Increase availability of Welcome Center Staff and Family-Community Liaisons to conduct outreach to parents/guardians/students -Improve communication and connections between Welcome Center Staff and Family-Community Liaisons and teaching staff -simplify the schedule to increase potential partnerships with community organizations; -Purchased Naviance Software for Guidance to better track college readiness. 	<ul style="list-style-type: none"> -increase parental use of X2 to track student performance, communicate with parents/guardians, and develop intervention strategies collaboratively; Collaborate with SFLC to provide basic computer skills classes to parents so they can access student information on X2 and can communicate with teachers in emails and through web based media -send staff to X2 training and workshops (need funding) increase use and number of community liaisons, create and publicize a list of community liaisons to all stakeholders -translate the

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				<p>Headmaster's monthly newsletter and school newsletters into target languages</p> <p>-implementation of Naviance Software and funding for support of staff and families training.</p> <p>Collaborate with SFLC to provide workshops for parents on supporting learning in school, at home, and in the community</p>
	<p>Increase the number of engaged parents</p>	<p>Improve engagement with parents/guardians who are not yet involved in the schools</p>	<p>educate parents/guardians about the importance of school attendance and the impact on student achievement</p> <p>-engage Somerville Family Learning Collaborative (SFLC) for training and workshops for parents/guardians</p> <p>-increase parent/guardian visitation and involvement in daily school life</p> <p>-increase communication between teachers and parents/guardians</p> <p>-increase participation and accessibility of e-portfolios</p>	<p>- Continue to foster and support current endeavors</p> <p>- Increase involvement from targeted at-risk students</p> <p>-increase dialogue between SHS School Council and Elementary School Councils and work towards having an "all-city" School Council Meeting</p> <p>- Increase PTSA involvement</p> <p>- Meeting with Elementary Principals</p> <p>-Increase dialogue with the Redirect counselors</p>

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				<p>at the elementary schools to increase engagement</p> <ul style="list-style-type: none"> -Engage PTSA and SFLC in grade transition and timely topics to ensure success and student safety -Increase visibility of SHS programs for the community
School Culture	Improve the academic and social performance of grade 9 students	Improve 9 th grade experience	<ul style="list-style-type: none"> -analyze and consider changes to the 9th grade transition and high school experience -Implementation of Advisory Curriculum -School Assemblies to foster positive school climate -Guidance Review by EDC to assess College and Career Readiness and job function/efficacy in the Guidance Department. 	<ul style="list-style-type: none"> -Refine Advisory for grade specific curriculum to engage students in positive behavior. -Continue to fund to support school assemblies. -Rebuilding of school Auditorium and Cafeteria from storm damage in October 2012 -Continue to support the Career counseling position and community connections such as job fairs, Chamber of Commerce and local

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				<p>businesses.</p> <ul style="list-style-type: none"> -provide additional funds for internships and community partnerships. -Commitment to funding recommendations of Guidance Review Study.
	<p>Use data from the 2012 MyVoice Survey to improve student culture:</p> <ul style="list-style-type: none"> - Students reported that less than half of students, 46%, respect teachers. - Students reported that only 33% of students respect each other - 47% of students felt they have a choice in the decision making process at school - 63% of students see themselves as leaders, but only 35% believe other students see them as leaders 	<ul style="list-style-type: none"> -improve the culture of respect in the building between students –to-faculty and students-to-students - increase student voice in decision making within the school - promote leadership opportunities for students 	<ul style="list-style-type: none"> - implemented respectful Fridays - created and aired videos about respect - students led the Stand Up, Speak Out conference - promoted awareness through articles and outreach - established the Culture Committee as an important, effective entity within the School 	<ul style="list-style-type: none"> -use data from the Fall 2013 MyVoice Survey to improve student culture - develop an annual cycle of data collection/soliciting feedback, action, and closing the feedback loop - action steps to be planned by the student of the Culture Committee
	<p>Use data from the 2012 MyVoice Survey to improve staff culture:</p> <ul style="list-style-type: none"> - 46% of faculty/staff members feel that there is effective 	<ul style="list-style-type: none"> - improve communication between all parties in the building - develop systems-thinking throughout all parties in the building 	<ul style="list-style-type: none"> - plan and implement Professional Development sessions based on identified needs - run the staff focus groups to give life to the data - work with the students toward their goals 	<ul style="list-style-type: none"> -use data from the Fall 2013 MyVoice Survey to improve faculty culture - develop an annual cycle of data collection/soliciting

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	communication at SHS - 55% of staff feel confident voicing their honest opinions and concerns	- improve consistency within the established House Systems		feedback, action, and closing the feedback loop - action steps to be planned by the faculty representatives of the Culture Committee
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