

School Improvement Plan Update Structure: The SIP will be updated three times during the year. The first update will occur in the late fall and will show where the plan is at the start of the school year. The second update will occur during the budget season (January?) and will include budgetary requests. It will be presented to the School Committee during budget deliberations. The final update will occur in the spring, at the end of the school year. The first and third updates will be posted on the school’s website, but will not be specifically presented to the school committee.

Challenge: (description) –

Goal: (description)

To improve communication between and among students, teachers, parents, and the community-at-large.

Strategy: (description)

Action Items:

| Action Item | Time Line | Responsible Party* | Resources Rqrd | Evidence of Compl | Success Measures | Update Status |
|--|----------------------|--------------------|---|--|------------------|--|
| Purchase a web-based communication software program that will allow teachers to communicate more effectively with students and parents. (Edline) | Budget FY 11 | A, T, P, S | \$2892.00 includes updates, support and a21/2 hour training each year | All teachers will have access to a web-based communication software program | | 1) what we did over the summer 2) mid year update 3) end of year |
| Provide professional development for all teachers on two components of the software: 1) Teacher web-site 2) On-line grading | Sept 2010 – Jan 2011 | A, T | Time and professional dev. funds | All teachers will be trained on the teacher web-site and online grading segments of the software | | 1) what we did over the summer 2) mid year update 3) end of year |

Footnote: Which of the 9 SIP Elements are covered by this Goal? How does this goal tie back to the District Strategic Plan?
(Additional description if needed to explain the update)

*Responsible Parties: A – Administration, T- Teachers, P – Parents, S- Students,

Challenge: (description)

Goal: (description)

To provide professional development in the area of assessment.

Strategy: (description)

Action Items:

| Action Item | Time Line | Responsible Party* | Resources Rqrd | Evidence of Compl | Success Measures | Update Status |
|---|----------------------------|--------------------|--------------------------------------|--|------------------|--|
| To expand the “Looking at Student Work” from a pilot group of eleven teachers to thirty teachers. (see attachment #6) | September 2010 – June 2011 | A, T | Time Funds for Summer Workshop | Number of teachers involved in LASW will increase from 11 to 30. | | 1) what we did over the summer 2) mid year update 3) end of year |

Footnote: Which of the 9 SIP Elements are covered by this Goal? How does this goal tie back to the District Strategic Plan?
(Additional description if needed to explain the update)

*Responsible Parties: A – Administration, T- Teachers, P – Parents, S- Students,

version 2 – Dec 16, 2010

Profile structure: The idea of this document is to give a flavor of the school. Aside from updating the demographic and participation figures each year, this document will probably not require a great deal of editing from year to year. Each school may want to keep some of this information in other stand-alone documents, such as the Mission/Vision statement, and the Academic/Enrichment summaries. Please make sure that you keep a list of everywhere this information is kept in order to keep versions in line with each other (i.e. update all at the same time).

Introduction:

Mission Statement/Vision Statement:
 (the elementary schools will use the district vision and mission statement)

School Profile:
 (statement about the school and its place in the community)

Demographics (past three years):
 (include link to DESE)

| Gender (student count) | 2010-2011 | 2009-2010 | 2008-2009 |
|---|-----------|-----------|-----------|
| Male | | | |
| Female | | | |
| Total | | | |
| | | | |
| Race/Ethnicity (% of school population) | | | |
| White | | | |
| African American | | | |
| Asian | | | |
| Hispanic | | | |
| Native American | | | |
| | | | |
| Other Special Populations (% of school population) | | | |
| English as Second Language | | | |
| Limited English Proficient | | | |
| Free/Reduced Lunch | | | |
| | | | |
| Special Education (IEP) (% of school population) | | | |
| General Ed Modified | | | |
| Up to 20% Separate | | | |
| 21-60% Separate | | | |
| Substantially Separate | | | |
| Total | | | |
| | | | |
| DCAP (count of students with Accommodation Plans) | | | |

Enrollment by Grade and Class (past 3 years) as reported on Oct 1: (Elementary Only)
2010-2011

| Grade: | K | 1 | 2 | 3 | 4 | 5 | Non-graded |
|--------|---|---|---|---|---|---|------------|
| | | | | | | | |
| | | | | | | | |
| Total | | | | | | | |

2009-2010

| Grade: | K | 1 | 2 | 3 | 4 | 5 | Non-graded |
|--------|---|---|---|---|---|---|------------|
| | | | | | | | |
| | | | | | | | |
| Total | | | | | | | |

2008-2009

| Grade: | K | 1 | 2 | 3 | 4 | 5 | Non-graded |
|--------|---|---|---|---|---|---|------------|
| | | | | | | | |
| | | | | | | | |
| Total | | | | | | | |

Enrollment by Grade (past 3 years) as reported on Oct 1: (MS and HS Only – mention link to class size data on the Melrose School District website but do not copy here)

| Grade | 6 | 7 | 8 | Non-graded |
|----------|---|---|---|------------|
| Students | | | | |

| Grade | 9 | 10 | 11 | 12 | Non-graded |
|----------|---|----|----|----|------------|
| Students | | | | | |

Academic Programs in the School:

(text about offerings and counts or percentage of students participating if appropriate)

Enrichment Programs in the School (extra curricular and athletic):

(text about offerings and counts or percentage of students participating if appropriate)

School Organization Chart (position titles and staff last names):

(graphical representation of the staff in the school)

The Melrose Public Schools have developed a template of documents to be used to develop the individual School Improvement Plans. Each school will generally follow this template, while still retaining the ability to deviate from it as needed.

The template consists of four documents:

Profile – a description of the school in terms of mission, demographics, and offerings.

Data – a summary of the kinds of data that the School Council looks at during their development of the School Improvement Plan. This is not meant to be a description of all of the data used by the School Council.

School Improvement Plan – the annual plan that sets out the goals for the year

School Improvement Plan Update – a quarterly update of the progress on the plan

There are also some examples of how these templates might be used by a particular school.

It is intended that these documents may be generally useful for the school community and the public beyond the school improvement plan itself. Where appropriate, these documents will contain links to other useful information such as the DESE website data and other school based documents.

The School Improvement Plan goals will be tied back to the District Strategic Plan in an explicit way. It is also envisioned that the plans of the individual schools will be supportive across the district, for example the Elementary School plans should also support the Middle School plan, and all should support the High School plan. This is not yet explicit, but will be made so in the future.

Every document will be dated, and careful attention will be paid to keeping copies and versions in step, as well as links relevant and accurate.

Revision: 16-Dec-10

Melrose High School Profile 2010-2011

Introduction:

The Melrose High School Council developed goals that touch on every aspect of high school life. The core of the plan addresses elements of curriculum, instruction and assessment that are key factors in determining a successful school. A major focus of the plan includes providing professional development to the staff in areas of assessment, technology and curriculum review. These initiatives are essential to meeting the standards identified by NEASC. Strengthening communication between school and home continues to be a critical ingredient to the success of our plan. In addition, creating a safe environment for our students and staff and giving both groups a voice in shaping and reshaping our school is embodied in the 2010 -2011 School Improvement Plan. Finally, in order to improve student achievement, we will collect and analyze data that will result in curriculum revisions and instructional strategies that will ultimately improve student performance.

Mission Statement/Vision Statement:

MHS MISSION STATEMENT

Melrose High School is committed to developing academic and personal excellence. In partnership with home and community, we foster a safe and caring learning environment. We encourage a passion for learning by providing an engaging curriculum with high expectations for all students. We prepare our graduates to become knowledgeable, respectful, contributing citizens of a global society.

MHS LEARNING EXPECTATIONS

Melrose High School students will:

- *write effectively using standard English;*
- *demonstrate the ability to read effectively;*
- *demonstrate the ability to communicate effectively;*
- *demonstrate the ability to use technology responsibly and effectively;*
- *demonstrate the ability to problem- solve effectively;*
- *demonstrate an understanding of arts and culture;*
- *demonstrate an understanding of behaviors that promote wellness;*
- *demonstrate good citizenship;*
- *demonstrate the ability to plan and implement goals;*
- *demonstrate an understanding of diversity and exercise tolerance and respect for themselves, others and their school.*

School Profile:

COMMUNITY

Located seven miles north of Boston, the city of Melrose covers a geographical area of 4.76 square miles and has a population of 28,150. Predominantly residential and known for its array of Victorian homes, Melrose also has a quaint downtown area with flourishing businesses and natural recreational areas in its midst, including Ell Pond and the Middlesex Fells Reservation.

MELROSE HIGH SCHOOL

Melrose High School is the sole comprehensive four-year secondary school in the city. It has an enrollment of approximately 975 students and is serviced by a faculty numbering 85. *The New England Association of Colleges and Secondary Schools* accredits the school.

CURRICULUM

The Melrose High School curriculum affords students the opportunities to engage in a broad range and depth of study in all major academic areas. In addition, both introductory and advanced opportunities for growth through sequential course offerings are presented in the areas of Computer Aided Design, Web Design, Nutrition, Television Production, Orchestra, Band, and Chorus as well as other areas of technology and the arts.

Demographics (past three years):

| Gender (student count) | 2010-2011 | 2009-2010 | 2008-2009 |
|-------------------------------|------------------|------------------|------------------|
| Male | | | |
| Female | | | |
| Total | | | |

| | | | |
|---|--|--|--|
| Race/Ethnicity (% of school population) | | | |
| White | | | |
| African American | | | |
| Asian | | | |
| Hispanic | | | |
| Native American | | | |
| | | | |
| Other Special Populations (% of school population) | | | |
| English as Second Language | | | |
| Limited English Proficient | | | |
| Free/Reduced Lunch | | | |
| | | | |
| Special Education (IEP) (% of school population) | | | |
| General Ed Modified | | | |
| Up to 20% Separate | | | |
| 21-60% Separate | | | |
| Substantially Separate | | | |
| Total | | | |
| | | | |
| DCAP (count of students with Accommodation Plans) | | | |

Enrollment by Grade (past 3 years): (See also class size data on the Melrose School District website)

| Grade | 9 | 10 | 11 | 12 | Non-graded |
|----------|---|----|----|----|------------|
| Students | | | | | |

Academic Programs in the School:

LEVEL DISTINCTION

A complete list and description of courses is available on our school website. Please check our "Program of Studies" link.

AP - Advanced Placement courses are designed to be the *most rigorous* courses available in designated areas. AP courses, which carry additional weight in the computation of grade point averages, serve the dual purpose of emphasizing students' preparation for college level work, and providing them with opportunities to earn college credit. AP Courses are offered in the following areas: English III, English IV, Calculus AB and BC, United States History, Psychology, Environmental Science, Biology, Physics, Spanish, French, German, Latin.

HON - Honors courses are designed to be *highly demanding*, and in some cases, *the most demanding*, courses available in designated areas. Honors courses provide an intense investigation of the subject matter. Fifty-four honors level courses are available to students who express interest and meet the pre- requisites.

CPI - College Preparatory I courses are designed to provide students with instruction and skill sets that will enable them to handle the demands of rigorous college level work. Students are expected to develop a high level of critical reading and writing skills, analytical skills, and critical thinking skills.

CPII - College Preparatory II courses are designed both to provide students with a challenging level of work, and to prepare them for success in both two and four-year college settings.

PD - Personal Development courses are elective in nature, open to all interested students and do not impact upon rank-in-class.

Enrichment Programs in the School (extra curricular and athletic):

CLUBS & ACTIVITIES

Over forty clubs and organizations are available to the students of Melrose High School. Each is dedicated to fostering student growth in the areas of citizenship, leadership, community activism and service, and social awareness. A complete list of clubs and organizations is available on our website.

ATHLETICS

Varsity and sub-varsity sports are offered in sixteen areas: *baseball, basketball, cheerleading, cross country, field hockey, football, golf, gymnastics, ice hockey, lacrosse swimming, soccer, softball, tennis, volleyball, winter and spring track.*

School Organization Chart (position titles and staff last names):
(graphical representation of the staff in the school)

Principal (Dillon)
Vice Principal (Ferrell) Vice Principal (Carboneau)

Dept Chairs
Teachers
Staff
Etc

version 2 – Dec 16, 2010

Data structure: The idea of this document is to show three years worth of summary data about the school. Also indicate links to the DESE website for additional data. The School Council will generally use additional data in the development of the School Improvement Plan. This summary is intended to give a flavor of that data and be easily understandable by the public. Additional data can be included here or in a goal if a school chooses to do so.

MCAS (past three years by grade and subject):

Grade x – English Language Arts

| Performance Level | 2009-2010 | 2008-2009 | 2007-2008 |
|-------------------|-----------|-----------|-----------|
| Advanced | | | |
| Proficient | | | |
| Needs Improvement | | | |
| Warning | | | |

Grade x – Mathematics

| Performance Level | 2009-2010 | 2008-2009 | 2007-2008 |
|-------------------|-----------|-----------|-----------|
| Advanced | | | |
| Proficient | | | |
| Needs Improvement | | | |
| Warning | | | |

Grade x – Science and Technology

| Performance Level | 2009-2010 | 2008-2009 | 2007-2008 |
|-------------------|-----------|-----------|-----------|
| Advanced | | | |
| Proficient | | | |
| Needs Improvement | | | |
| Warning | | | |

Student Growth Percentile (SGP): Median SGP for the ABC School ____

SGP compares changes in a student’s MCAS scores to changes in MCAS scores of other students with similar achievement profiles. Student growth percentiles measure change instead of absolute quantity e.g. a student with a growth percentile of 90 in 5th grade mathematics grew as much or more than 90% of her academic peers from 4th to 5th grade math MCAS, and only 10% of her academic peers grew more. While a student with a growth percentile of 23 in 8th grade English language arts grew as much or more than 23% of her academic peers from 7th to 8th grade English MCAS, but 77% of her academic peers grew more during that time. Average growth percentile is considered to be between 40 and 60 %.

SGP School Level Results - The median (i.e. the number at which half of the students had higher SGP and half of the students had lower SGP) is used as the single measure for the school. Schools with median student growth percentiles above 50 have students demonstrating greater than expected growth and schools with median student growth percentiles below 50 have students demonstrating less than expected growth. Average growth percentile is considered to be between 40 and 60 %.

High School Only – (From MHS School Profile) Past three years

GPA Distributions

| Scale | 2008 | 2009 | 2010 |
|-----------|------|------|------|
| 4.5 - 5.0 | | | |
| 4.0 - 4.5 | | | |
| 3.5 - 4.0 | | | |
| 3.0 - 3.5 | | | |
| 2.5 - 3.0 | | | |
| 2.0 - 2.5 | | | |
| 1.5 - 2.0 | | | |
| Below 1.5 | | | |
| Total | | | |

ACT Statistics

| | 2008 | 2009 | 2010 |
|-----------|------|------|------|
| English | | | |
| Math | | | |
| Reading | | | |
| Science | | | |
| Composite | | | |
| # Tested | | | |
| % | | | |

SAT

| | 2008 | 2009 | 2010 |
|--------------------------|------|------|------|
| % Tested | | | |
| SAT Subject Tests | | | |
| Literature | | | |
| # tested | | | |
| History | | | |
| # tested | | | |
| Math L1 | | | |
| # tested | | | |
| Math L2 | | | |
| # tested | | | |
| Physics | | | |
| # tested | | | |

SAT Reasoning

| | 2008 | 2009 | 2010 |
|----------------------|------|------|------|
| Critical Read | | | |
| 700 - 800 | | | |
| 600 - 699 | | | |
| 500 - 599 | | | |
| 400 - 499 | | | |
| 300 - 399 | | | |
| 200 - 200 | | | |
| Total | | | |
| Mean | | | |

Mathematics

700 - 800
 600 - 699
 500 - 599
 400 - 499
 300 - 399
 200 - 200
 Total
 Mean

Writing

700 - 800
 600 - 699
 500 - 599
 400 - 499
 300 - 399
 200 - 200
 Total
 Mean

Post Secondary

| % | 2008 | 2009 | 2010 |
|-------------|------|------|------|
| 4 year | | | |
| 2 year | | | |
| All Schools | | | |

Advanced Placement Exams (AP)

| | 2008 | | 2009 | | 2010 | |
|-----------------|------|-------|------|-------|------|-------|
| | # | % 3-5 | # | % 3-5 | # | % 3-5 |
| Engl Lang 11 | | | | | | |
| Engl Lit 12 | | | | | | |
| US History 11 | | | | | | |
| Psych 12 | | | | | | |
| Calc AB 11 12 | | | | | | |
| Calc BC 12 | | | | | | |
| Envi Sci 11 12 | | | | | | |
| Physics B 12 | | | | | | |
| French 12 | | | | | | |
| German 12 | | | | | | |
| Italian 12 | | | | | * | |
| Latin:Lit 12 | | | | | | |
| Latin:Vergil 12 | | | | | | |
| Spanish 12 | | | | | | |

Notes:

test name shows which year students are eligible to take the course
 *Italian was not offered by College Board
 If there are < 10 students taking the test, the results are not reported

Melrose High School Data 2010-2011 Also indicate links to the DESE website for additional data.

MCAS (past three years by grade and subject):

Grade 10 – English Language Arts

| Performance Level | 2009-2010 | 2008-2009 | 2007-2008 |
|-------------------|-----------|-----------|-----------|
| Advanced | 42 | | |
| Proficient | 47 | | |
| Needs Improvement | 10 | | |
| Warning | 2 | | |

Grade 10 – Mathematics

| Performance Level | 2009-2010 | 2008-2009 | 2007-2008 |
|-------------------|-----------|-----------|-----------|
| Advanced | 56 | | |
| Proficient | 25 | | |
| Needs Improvement | 14 | | |
| Warning | 5 | | |

Grade 10 – Science and Technology

| Performance Level | 2009-2010 | 2008-2009 | 2007-2008 |
|-------------------|-----------|-----------|-----------|
| Advanced | 15 | | |
| Proficient | 55 | | |
| Needs Improvement | 26 | | |
| Warning | 4 | | |

Student Growth Percentile (SGP): Median SGP for the MHS 62%

SGP compares changes in a student's MCAS scores to changes in MCAS scores of other students with similar achievement profiles. Student growth percentiles measure change instead of absolute quantity e.g. a student with a growth percentile of 90 in 5th grade mathematics grew as much or more than 90% of her academic peers from 4th to 5th grade math MCAS, and only 10% of her academic peers grew more. While a student with a growth percentile of 23 in 8th grade English language arts grew as much or more than 23% of her academic peers from 7th to 8th grade English MCAS, but 77% of her academic peers grew more during that time. Average growth percentile is considered to be between 40 and 60 %.

SGP School Level Results - The median (i.e. the number at which half of the students had higher SGP and half of the students had lower SGP) is used as the single measure for the school. Schools with median student growth percentiles above 50 have students demonstrating greater than expected growth and schools with median student growth percentiles below 50 have students demonstrating less than expected growth. Average growth percentile is considered to be between 40 and 60 %.

Annual Yearly Progress (AYP) (past three years)

DESE definition: AYP (Adequate Yearly Progress) The federal No Child Left Behind Act (NCLB) requires all schools and districts to meet or exceed specific student performance standards in English language arts (ELA) and mathematics by the year 2014. AYP determinations are issued annually based on the performance of all students (the "aggregate") and for individual student groups ("subgroups") to gauge the interim progress toward the attainment of those goals.

To make AYP in 2010, districts and schools must meet a student participation requirement, an additional attendance or graduation requirement, and either the State's 2010 performance target for that subject or the district, school or group's own 2010 improvement target.

GPA Distributions

| Scale | 2008 | 2009 | 2010 |
|-----------|------|------|------|
| 4.5 - 5.0 | 17 | 9 | 14 |
| 4.0 - 4.5 | 24 | 26 | 30 |
| 3.5 - 4.0 | 46 | 41 | 33 |
| 3.0 - 3.5 | 36 | 45 | 38 |
| 2.5 - 3.0 | 33 | 27 | 41 |
| 2.0 - 2.5 | 28 | 33 | 32 |
| 1.5 - 2.0 | 24 | 31 | 23 |
| Below 1.5 | 15 | 13 | 12 |
| Total | 223 | 225 | 223 |

ACT Statistics

| | 2008 | 2009 | 2010 |
|-----------|-------|-------|------|
| English | 24.2 | 24.4 | 22.7 |
| Math | 23.3 | 23.4 | 22.7 |
| Reading | 24.2 | 24.3 | 22.9 |
| Science | 21.9 | 22.6 | 21.6 |
| Composite | 23.5 | 24 | 22.6 |
| # Tested | 93 | 76 | 98 |
| % | 41.7% | 33.8% | 44% |

| SAT | 2008 | 2009 | 2010 |
|----------|------|------|------|
| % Tested | 87% | 75% | 84% |

SAT Subject Tests

| | | | |
|------------|--|-----|-----|
| Literature | | 590 | 622 |
| # tested | | 28 | 25 |
| History | | 613 | 616 |
| # tested | | 9 | 22 |
| Math L1 | | 592 | 592 |
| # tested | | 25 | 20 |
| Math L2 | | 638 | 653 |
| # tested | | 17 | 24 |
| Physics | | 638 | 640 |
| # tested | | 5 | 7 |

SAT Reasoning

| | 2008 | 2009 | 2010 |
|----------------------|------|------|------|
| Critical Read | | | |
| 700 - 800 | 13 | 7 | 10 |
| 600 - 699 | 28 | 28 | 31 |
| 500 - 599 | 59 | 53 | 60 |
| 400 - 499 | 63 | 52 | 59 |
| 300 - 399 | 16 | 20 | 13 |
| 200 - 200 | 4 | 4 | 4 |
| Total | 183 | 164 | 183 |
| Mean | 513 | 510 | 514 |

Mathematics

| | | | |
|-----------|-----|-----|-----|
| 700 - 800 | 7 | 7 | 7 |
| 600 - 699 | 38 | 32 | 33 |
| 500 - 599 | 61 | 58 | 73 |
| 400 - 499 | 54 | 50 | 46 |
| 300 - 399 | 22 | 15 | 22 |
| 200 - 200 | 1 | 2 | 2 |
| Total | 183 | 164 | 183 |
| Mean | 515 | 520 | 521 |

Writing

| | | | |
|-----------|-----|-----|-----|
| 700 - 800 | 7 | 4 | 10 |
| 600 - 699 | 33 | 38 | 27 |
| 500 - 599 | 61 | 49 | 60 |
| 400 - 499 | 61 | 49 | 60 |
| 300 - 399 | 18 | 21 | 21 |
| 200 - 200 | 3 | 3 | 5 |
| Total | 183 | 164 | 183 |
| Mean | 513 | 516 | 510 |

Post Secondary

| | | | |
|-------------|-------|-------|-------|
| % | 2008 | 2009 | 2010 |
| 4 year | 77.0% | 71.0% | 73.5% |
| 2 year | 13.0% | 21.0% | 19.8% |
| All Schools | 90.0% | 92.0% | 93.3% |

Advanced Placement

| | 2008 | | 2009 | | 2010 | |
|-------------------|------|-------|------|-------|------|-------|
| | # | % 3-5 | # | % 3-5 | # | % 3-5 |
| Exams (AP) | | | | | | |
| Engl Lang 11 | 47 | 78.7 | 53 | 69.8 | | |
| Engl Lit 12 | 42 | 90.5 | 25 | 80.0 | | |
| US History 11 | 30 | 50.0 | 18 | 61.1 | | |
| Psych 12 | 23 | 34.8 | 36 | 55.6 | | |
| Calc AB 11 12 | 28 | 53.6 | 51 | 35.3 | | |
| Calc BC 12 | 22 | 63.6 | 15 | 80.0 | | |
| Envi Sci 11 12 | 40 | 62.5 | 42 | 45.2 | | |
| Physics B 12 | 16 | 81.3 | 23 | 60.9 | | |
| French 12 | 8 | | 2 | | | |
| German 12 | 9 | | 5 | | | |
| Italian 12 | 5 | | 9 | | * | |
| Latin:Lit 12 | 0 | | 1 | | | |
| Latin:Vergil 12 | 6 | | 0 | | | |
| Spanish 12 | 4 | | 5 | | | |

Notes:

test name shows which year students are eligible to take the course

*Italian was not offered by College Board

If there are < 10 students taking the test, the results are not reported

School Improvement Plan Structure: School Improvement Plans will be presented to the Melrose School Committee in the spring, approximately March/April, for the coming school year.

School Name:

Chairs:

Signatures:

Date:

School Committee approval:

School Council Members: (and their categories)

Introduction:

Not all of the follow levels must be used. Each school will determine while levels are needed to describe each goal. The headings of goal and action items are mandatory. Any of these items may be 1:1 or 1:many e.g. one challenge may produce 2 goals. One goal may have 3 strategies and a strategy may have one to many action items.

Challenge: (description)

Goal: (description)

Strategy: (description)

Action Items:

| Action Item | Time Line | Responsible Party* | Resources Rqrd | Evidence of Compl | Success Measures |
|-------------|-----------|--------------------|----------------|-------------------|------------------|
| | | | | | |
| | | | | | |

Footnote: Which of the 9 SIP Elements are covered by this Goal? How does this goal tie back to the District Strategic Plan?

*Responsible Parties: A – Administration, T- Teachers, P – Parents, S- Students,

Challenge: (description)

Goal: (description)

Strategy: (description)

Action Items:

| Action Item | Time Line | Responsible Party* | Resources Rqrd | Evidence of Compl | Success Measures |
|-------------|-----------|--------------------|----------------|-------------------|------------------|
| | | | | | |
| | | | | | |

Footnote: Which of the 9 SIP Elements are covered by this Goal? How does this goal tie back to the District Strategic Plan?

*Responsible Parties: A – Administration, T- Teachers, P – Parents, S- Students,

Melrose High School - School Improvement Plan 2010 - 2011:
To be implemented September (2010).

Principal: Joseph P. Dillon

Council Co-Chair: Adam Cervenka (class of 2010)

Signature:

Signature:

Date : May 25, 2010

Date : May 25, 2010

To be completed by school committee

Received date: Approved () yes () no date: _____

School Council Members:

| | |
|----------------------|--------------------------|
| Joseph Dillon | Principal (co-chair) |
| Adam Cervenka | Class of 2010 (co-chair) |
| Carol Bannister | Parent |
| April Drafts-Johnson | Class of 2012 |
| Richard Downey | Parent |
| Stephen Fogarty | Teacher |
| Linda Hanson | Parent |
| Sandra Lemack | Community |
| Susan McGowan | Parent |
| Alex Millstrom | Class of 2011 |
| Alanna Nelson | Parent |
| Kerri Scott | Teacher |
| Angela Singer | Teacher |
| Sally Stubbs | Community |
| Grace Thompson | Class of 2011 |

Introductory Statement:

The Melrose High School Council developed goals that touch on every aspect of high school life. The core of the plan addresses elements of curriculum, instruction and assessment that are key factors in determining a successful school. A major focus of the plan includes providing professional development to the staff in areas of assessment, technology and curriculum review. These initiatives are essential to meeting the standards identified by NEASC. Strengthening communication between school and home continues to be a critical ingredient to the success of

our plan. In addition, creating a safe environment for our students and staff and giving both groups a voice in shaping and reshaping our school is embodied in the 2010 -2011 School Improvement Plan. Finally, in order to improve student achievement, we will collect and analyze data that will result in curriculum revisions and instructional strategies that will ultimately improve student performance.

Challenge: (description)

Goal:

To improve communication between and among students, teachers, parents, and the community-at-large.

Strategy: (description)

Action Items:

| Action Item | Time Line | Responsible Party* | Resources Rqrd | Evidence of Compl | Success Measures |
|--|----------------------|--------------------|--|--|---|
| Purchase a web-based communication software program that will allow teachers to communicate more effectively with students and parents. (Edline) | Budget FY 11 | A, T, P, S | \$2892.00 includes updates, support and a2 1/2 hour training each year | All teachers will have access to a web-based communication software program | 100% of teachers have progress report and quarterly grades entered into EdLine on time. |
| Provide professional development for all teachers on two components of the software: 1) Teacher web-site 2) On-line grading | Sept 2010 – Jan 2011 | A, T | Time and professional dev. funds | All teachers will be trained on the teacher web-site and online grading segments of the software | |

Footnote:

SIP Element #4 – Enhancement of parental involvement in the life of the school. District Strategic Plan items x, y, z.

*Responsible Parties: A – Administration, T- Teachers, P – Parents, S- Students,

Challenge: (description)

Goal: **To provide professional development in the area of assessment.**

Strategy: (description)

Action Items:

| Action Item | Time Line | Responsible Party* | Resources Rqrd | Evidence of Compl | Success Measures |
|---|----------------------------|--------------------|--------------------------------------|--|--|
| To expand the "Looking at Student Work" from a pilot group of eleven teachers to thirty teachers. (see attachment #6) | September 2010 – June 2011 | A, T | Time Funds for Summer Workshop | Number of teachers involved in LASW will increase from 11 to 30. | Number of teachers involved in LASW will increase from 11 to 30. |
| | | | | | |

Footnote: **SIP Element #3** Professional development for the school's staff and the allocation of any professional development funds in the school budget
District Strategic Plan items a, b, c.

*Responsible Parties: A – Administration, T- Teachers, P – Parents, S- Students,

version 2 – Dec 16, 2010

School Improvement Plan Update Structure: The SIP will be updated three times during the year. The first update will occur in the late fall and will show where the plan is at the start of the school year. The second update will occur during the budget season (January?) and will include budgetary requests for the coming fiscal year. This second update will be presented to the School Committee during budget deliberations. The final update will occur in the spring, at the end of the school year. The first and third updates will be posted on the school’s website, but will not be specifically presented to the school committee.

Any changes made beyond those to the Update Status, must be clearly marked as changes to the School Improvement Plan.

Challenge: (description) –

Goal: (description)

Strategy: (description)

Action Items:

| Action Item | Time Line | Responsible Party* | Resources Rqrd | Evidence of Compl | Success Measures | Update Status |
|-------------|-----------|--------------------|----------------|-------------------|------------------|---------------|
| | | | | | | 1) |
| | | | | | | 2) |
| | | | | | | 3) |
| | | | | | | 1) |
| | | | | | | 2) |
| | | | | | | 3) |

Footnote: Which of the 9 SIP Elements are covered by this Goal? How does this goal tie back to the District Strategic Plan?
 (Additional description if needed to explain the update)

*Responsible Parties: A – Administration, T- Teachers, P – Parents, S- Students,

Challenge: (description)

Goal: (description)

Strategy: (description)

Action Items:

| Action Item | Time Line | Responsible Party* | Resources Rqrd | Evidence of Compl | Success Measures | Update Status |
|-------------|-----------|--------------------|----------------|-------------------|------------------|----------------|
| | | | | | | 1) 2) 3) |
| | | | | | | 1) 2) 3) |

Footnote: Which of the 9 SIP Elements are covered by this Goal? How does this goal tie back to the District Strategic Plan?
(Additional description if needed to explain the update)

*Responsible Parties: A – Administration, T- Teachers, P – Parents, S- Students,