

Springfield Public Schools School Improvement Plan

School: Central High School

Address: 1840 Roosevelt Avenue

Springfield, MA 01109

Phone: (413) 787-7085

Date: July 1, 2008 - June 30, 2010

Is Your School Identified for Improvement: (circle one) **Yes** / **No** **Status:**

Plan Status: (circle one) **New** / **Amended**

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EXECUTIVE SUMMARY

School Profile

Springfield High School is located at 1840 Roosevelt Avenue, Springfield, MA 01109 with an enrollment of 1, 922 students, 6 administrators, 154.5 teachers and 30 paraprofessionals. The student population for 2007-2008 is comprised of 17.4% Special Education students and 6.1% Limited English Proficient students. Free or reduced lunch is provided for 61.9% of the student body. The 2007-2008 attendance data indicates 88.83% attendance for the aggregate.

Vision

To create life-long learners; to develop critical thinking skills; to create interactive learning environments; to establish high expectations for all staff and students; to instill a sense of respect and responsibility in all; to foster the belief that education is a shared responsibility; to enhance all students' achievement; to embrace the diversity of our students and staff, ensuring equal access and opportunity for all.

Beliefs

We believe in the importance of a commitment to high expectations, transparent communication and collaborative leadership, use of multiple assessments to drive instruction, ongoing relevant professional development, rigorous curriculum, and effective instruction.

Mission

Central High School's mission is to provide a rigorous academic program for college-bound students that encourages and supports students to communicate effectively, analyze problems, express their creativity, utilize technology, act responsibly and compassionately, and accept fully the duties of citizenship. Every Central High School student will graduate, having met the standards for each course, and be prepared for a two-year or four-year college without the need for remediation.

Academic Assessment Data Summary

Based on the analysis of the 2007-2008 MCAS, DFA, PSAT, and mid-term and final exam data, the School Improvement Planning Team concluded the following three academic challenges for students:

- Central High School students scored an average of 2.105 on a 4-point rubric on the Open Response questions of the 2007 ELA MCAS, 0.125 points below the state average score of 2.23.
- Central High School students scored an average of 1.78 on a 4-point rubric on the Open Response questions of the 2007 Math MCAS, 0.682 points below the state average score of 2.462.

- Central High School students scored an average of 1.39 on a 4-point rubric on the Open Response questions of the 2007 Biology MCAS, 0.24 points below the state average score of 1.63.
 - Central High School is in year-one of restructuring
 - The 2007 MCAS scores indicated that Central High School increased its AYP in ELA, scoring a CPI of 81.8 (1.0 gain), and decreased its AYP in Math, scoring a CPI of 69.9 (0.8 decline in all subgroups over 2007)

School Performance Goals

To meet academic improvement targets in the 2007-2010 academic years and attain AYP, Central High School will:

- Increase the CPI in ELA MCAS from 81.8 in 2007 to 87.0 in 2009 and 89.6 in 2010 by increasing the percentage of students who score proficient/advanced from 56% (approximately 235 students) in 2007 to 58% (approximately 247 students) in 2009 and to 63% (approximately 268 students) in 2010 and by decreasing the percentage of students in warning /failing from 7% (32 students) in 2007 to 2% (approximately 12 students) in 2009 and to 1% (approximately 6 students) in 2010.
- Increase the CPI in Math MCAS from 69.9 in 2007 to 78.5 in 2009 and 82.8 in 2010 by increasing the percentage of students who score proficient/advanced from 44% (approximately 185 students) in 2007 to 48% (approximately 203 students) in 2009 and 52% (approximately 222 students) in 2010 and by decreasing the percentage of students in warning/failing from 20% (approximately 85 students) in 2007 to 8% (approximately 39 students) in 2009 and to 5% (approximately 24 students) in 2010.
- Increase the CPI in Biology MCAS from 58.2 in 2007 to 70.2 in 2009 and 76.2 in 2010 by increasing the percentage of students who score proficient/advanced from 26.0% (approximately 100 students) in 2007 to 47.2% (approximately 181 students) in 2009 and to 57.8% (approximately 223 students) in 2010 and by decreasing the percentage of students in warning/failing from 36% (approximately 139 students) in 2007 to 26% (approximately 100 students) in 2009 and to 21% (approximately 81 students) in 2010.

In addition to the academic improvement goals and indicators, Central High School has incorporated other required components of the *No Child Left Behind Act* that will assist the school in meeting its anticipated AYP outcomes. NCLB components are inclusive of strategies to increase parental involvement and support for families, extended learning time, retention and recruitment of highly qualified teachers, professional development, mentoring programs and transitional planning for students in elementary, middle, and high schools.

SCHOOL IMPROVEMENT PLAN

I. THE PLANNING TEAM

The planning team should organize and oversee the needs assessment process, lead the staff in developing the plan, oversee the implementation and monitoring of the plan, and review and evaluate yearly.

A. Who Comprises the Team?

The team *may* include: school administrators; teachers representing different grades and content areas; other professional staff in the school such as guidance counselors, curriculum specialists, and paraprofessionals, parents and other community members; and students (in a secondary school). Please note that NCLB requires the plan to be written in consultation with parents, school staff, outside experts and the school district serving the school.

B. Names/Positions of Members

Team Member (alphabetical by last name)	Position/Category (grade or subject where applicable)	Signature
Eleni Bazos	Guidance counselor	
Thomas Brunette	Science teacher	
Velada Chaires	Adjustment counselor	
Michael Chiarizo	Special Education/Department Chairperson	
Dawn Fontaine	Instructional Leadership Specialist - Social Studies	
Kelly Goncalves	Attendance Officer	

Team Member (alphabetical by last name)	Position/Category (grade or subject where applicable)	Signature
Maria Goncalves	English teacher	
Irene Hopp	Instructional Technology Specialist	
Erick Juergens	French teacher	
Patricia Keenan	Instructional Leadership Specialist/ Department Chairperson - English	
Marie Koski	Evaluation Team Leader - Special Education	
Katrina Krach	Instructional Leadership Specialist/ Department Chairperson - Mathematics	
Debra Lindner	Instructional Leadership Specialist - English	
Josue Lugo	English Language Learner teacher	
Kathleen McCutchen	Physical Education teacher/ parent representative	
Georgann Moreau	Parent representative	
Paul Nycz	Associate Principal	
Irene Simonoko	Paraprofessional/parent representative	
Frank Spina	Science teacher/Department Chairperson	
Richard Stoddard	Principal	
Charlotte Wilkerson	Nurse	

II. CREATING A *VISION* AND *MISSION*

A. Vision for School: (focused, straightforward, measurable, doable)

To create life-long learners; to develop critical thinking skills; to create interactive learning environments; to establish high expectations for all staff and students; to instill a sense of respect and responsibility in all; to foster the belief that education is a shared responsibility; to enhance all students' achievement; to embrace the diversity of our students and staff, ensuring equal access and opportunity for all.

B. Mission for School: (the driving force of the vision)

Central High School's mission is to provide a rigorous academic program for college-bound students that encourages and supports students to communicate effectively, analyze problems, express their creativity, utilize technology, act responsibly and compassionately, and accept fully the duties of citizenship. Every Central High School student will graduate, having met the standards for each course, and be prepared for a two-year or four-year college without the need for remediation.

III. KEYS DATA FOR IMPROVING SCHOOL CLIMATE AND CULTURE

The Springfield Public Schools will make the following three indicators a priority in the District Improvement Plan as a result of district wide KEYS data:

- a. Safety
- b. Lack of knowledge...
- c. Staff influence...

What indicator(s) emerged for your school and how will you address the indicator(s)?

Emerging Indicator	Action Steps	Resources Needed	Frequency Timeline	Implementation Benchmarking/Anticipated Outcomes
A lack of consensus on the belief that all students can learn is negatively impacting student achievement	<p>Model effective instruction</p> <p>Improve internal communication systems (timely IEPs, test data, and referral confirmation)</p> <p>Administer SIP student achievement survey to teachers</p>	<p>Quarterly, appropriate relevant Professional Development</p> <p>Daily mentoring of teachers</p> <p>Technology upgrade</p> <p>Clearly defined and communicated procedure for referring students to appropriate service providers</p> <p>SIP survey</p>	<p>Quarterly Professional Development</p> <p>Daily mentoring</p> <p>Spring 2008 and Spring 2009</p>	Move from 2 to 3 on the SIP student achievement survey

IV. NEEDS ASSESSMENT

Content Area: English Language Arts				
Problem/Weakness: Central High School students scored an average of 2.105 on a 4-point rubric on the Open Response questions of the 2007 ELA MCAS, 0.125 points below the state average score of 2.23.				
Performance Goal: Central High School will increase the CPI in ELA MCAS from 81.8 in 2007 to 87.0 in 2009 and 89.6 in 2010 by increasing the percentage of students who score proficient/advanced from 56% (approximately 235 students) in 2007 to 58% (approximately 247 students) in 2009 and to 63% (approximately 268 students) in 2010 and by decreasing the percentage of students in warning/failing from 7% (approximately 32 students) in 2007 to 2% (approximately 12 students) in 2009 and to 1% (approximately 6 students) in 2010.				
Student Learning Objective: Standard 8 - Students will identify the basic facts and main ideas in a text and use them as the basis for responding to Open Response prompts.				
Causes	Action Steps	Resources Needed	Frequency Timeline	Implementation Benchmarking/ Anticipated Outcomes
Lack of practice in identifying and interpreting a writer's purpose in informational/expository nonfiction texts	<p>Provide Professional Development strategies for teaching students to identify and interpret a writer's purpose in informational/expository nonfiction texts</p> <p>Modify the current ELA high school curriculum to include informational/expository nonfiction</p> <p>Model how to identify and analyze a writer's purpose in informational/ expository nonfiction texts</p>	Appropriate nonfiction texts and previous MCAS nonfiction passages with multiple choice and Open Response questions	<p>August Professional Development and Departmental Extended Day Professional Development following the release of MCAS and DFA results, as well as individual coaching and modeling</p> <p>Embedded throughout each unit in the ELA pacing guide</p>	<p>The average score on Open Response questions will increase to 2.14 on the fall DFA, to 2.18 on the winter DFA and to 2.23 on the spring DFA</p> <p>The average Open Response score on the 2009 MCAS will increase to 2.23</p>

Content Area: English Language Arts				
Causes	Action Steps	Resources Needed	Frequency Timeline	Implementation Benchmarking/ Anticipated Outcomes
<p>Lack of practice in defining vocabulary in context</p> <p>Lack of practice in analyzing how syntax affects comprehension</p> <p>Lack of practice in analyzing nonfiction texts that describe a process</p>	<p>Continue <i>Reading Across the Curriculum</i> Professional Development with specific focus on nonfiction texts</p> <p>Teachers will teach vocabulary in context instead of vocabulary in isolation; students will learn how such elements as appositives, subordination, and punctuation are used to define words in a sentence</p> <p>Students will practice reducing long sentences into small understandable parts</p> <p>Teachers will teach the elements of nonfiction texts, specifically those describing a process</p>	<p>Continued funding from Secondary School Reading Grant</p>	<p>Ongoing extended Professional Development on <i>Reading Across the Curriculum</i></p> <p>Embedded throughout each unit in the ELA pacing guide</p> <p>Embedded throughout each unit in the ELA pacing guide</p> <p>Embedded throughout each unit in the ELA pacing guide</p>	<p>The average score on Open Response questions will increase to 2.14 on the fall DFA, to 2.18 on the winter DFA and to 2.23 on the spring DFA</p> <p>The average Open Response score on the 2009 MCAS will increase to 2.23</p>
Individuals Responsible: Administrators, English Department Chairperson, ELA teachers, ILSs				
Extended Learning Time: <i>Reading and Writing Enrichment</i> classes for students who have Student Success Plans in ELA, after-school MCAS tutoring, intensive and regular summer school				

Content Area: Math				
Problem/Weakness: Central High School students scored an average of 1.78 on a 4-point rubric on the Open Response questions of the 2007 Math MCAS, 0.682 points below the state average score of 2.462.				
Performance Goal: Central High School will increase the CPI in Math MCAS from 69.9 in 2007 to 78.5 in 2009 and 82.8 in 2010 by increasing the percentage of students who score proficient/advanced from 44% (approximately 185 students) in 2007 to 48% (approximately 203 students) in 2009 and 52% (approximately 222 students) in 2010 and by decreasing the percentage of students in warning/failing from 20% (approximately 85 students) in 2007 to 8% (approximately 39 students) in 2009 and to 5% (approximately 24 students) in 2010.				
Student Learning Objective: All students will be able to successfully complete multi-step problems in all five strands with particular emphasis on real-life applications.				
Causes	Action Steps	Resources Needed	Frequency Timeline	Implementation Benchmarking/ Anticipated Outcomes
Students lack knowledge of specific strategies to solve real-life applications of multi-step problems	Math ILS will provide Professional Development on using specific strategies to solve problems	Exemplars and student work for Open Response questions	Professional Development on Extended Day and classroom coaching/mentoring	The average score on the four course-specific Open Response questions will increase to 2.0 by the end of the first quarter; to 2.2 by the end of the second quarter; to 2.3 by the end of the third quarter; and to 2.5 by the end of the fourth quarter
Students are not provided with sufficient time to practice real-life applications of multi-step problems	Multi-step problem solving practice will occur daily in every math instructional block	Bank of real-life application problems developed by teachers Past MCAS Open Response questions	Teachers will administer course-specific Open Response questions and score departmentally at the conclusion of each quarter	The average Open Response score on the 2009 MCAS will increase to 2.5
Individuals Responsible: Administrators, Math Department Chairperson, math teachers, ILSs				
Extended Learning Time: After-school MCAS tutoring two times per week; required one-semester course during junior and/or senior year for students who have failed MCAS, one-semester enrichment course for Freshmen and Sophomores, intensive and regular summer school				

Content Area: Science				
Problem/Weakness: Central High School students scored an average of 1.39 on a 4-point rubric on the Open Response questions of the 2007 Biology MCAS, 0.24 points below the state average score of 1.63.				
Performance Goal: Central High School will increase the CPI of the Biology MCAS from 58.2 in 2007 to 70.2 in 2009 and 76.2 in 2010 by increasing the percentage of students who score proficient/advanced from 26.0% (approximately 100 students) in 2007 to 47.2% (approximately 181 students) in 2009 and to 57.8% (approximately 223 students) in 2010 and by decreasing the percentage of students in warning/failing from 36% (approximately 139 students) in 2007 to 26% (approximately 100 students) in 2009 and to 21% (approximately 81 students) in 2010.				
Student Learning Objective: All students will be able to apply science content knowledge when responding to a science Open Response question.				
Causes	Action Steps	Resources Needed	Frequency Timeline	Implementation Benchmarking/ Anticipated Outcomes
Students lack knowledge of strategies to successfully complete science Open Response questions	<p>Teachers will participate in Professional Development to develop and score science Open Response questions</p> <p>Teachers will participate in Professional Development to develop instructional strategies for teaching students how to interpret and successfully answer Open Response questions</p>	<p>SIG</p> <p><i>Reading Across the Curriculum</i> Professional Development</p>	<p>Professional Development will be implemented with the <i>High School Science Resource Teacher</i> during Extended Days, along with classroom coaching and modeling</p> <p>August Professional Development</p>	<p>The average score on the school developed Biology Quarterly Open Response Assessment will increase to 1.48 by the end of the first quarter, to 1.57 by the end of the second quarter, to 1.66 by the end of the third quarter, and to 1.75 by the end of the fourth quarter</p> <p>The average Open Response score on the 2009 Biology MCAS will increase to 1.75, a 26% increase from 2007 and 7% greater than the 2007 state average</p>

Content Area: Science				
Causes	Action Steps	Resources Needed	Frequency Timeline	Implementation Benchmarking/ Anticipated Outcomes
Students lack knowledge of strategies to successfully complete science Open Response questions	Teachers will model how to write a well-developed response to science Open Response questions Teachers and students will score Open Response questions on a 4-point rubric and identify exemplars for each rubric score	Student exemplars for science Open Response questions	Teachers will model for students bi-weekly how to answer an Open Response question Teachers and students will score Open Response questions and identify exemplars monthly	The average score on the school developed Biology Quarterly Open Response Assessment will increase to 1.48 by the end of the first quarter, to 1.57 by the end of the second quarter, to 1.66 by the end of the third quarter, and to 1.75 by the end of the fourth quarter
Students are not provided with sufficient time to practice science Open Response questions	Teachers will create lesson plans specifically targeting Open Response strategy and completion The Science Department will meet to analyze student work and develop appropriate science Open Response items for classroom use	SIG Student exemplars for science Open Response questions Department meeting time Assessment data	Students will practice completing Open Response questions weekly Teachers will meet bi-monthly, as a department, to discuss/analyze/develop Open Response questions	The average Open Response score on the 2009 Biology MCAS will increase to 1.75, a 26% increase from 2007 and 7% greater than the 2007 state average

Content Area: Science				
Causes	Action Steps	Resources Needed	Frequency Timeline	Implementation Benchmarking/ Anticipated Outcomes
Students are not provided with sufficient time to practice science Open Response questions	<p>The Science Department will create and implement a Biology Quarterly Open Response Assessment</p> <p>The Science Department and Administration will create and implement a semester course for remediation in Biology</p>	<p>SIG</p> <p>Student exemplars for science Open Response questions</p> <p>Department meeting time</p> <p>Assessment data</p> <p>Schedule availability</p> <p>Appropriate staffing</p> <p>Curriculum materials</p>	<p>Teachers will administer a Biology Quarterly Open Response Assessment at the conclusion of each quarter</p> <p>The Science Department will offer a semester remediation course</p>	<p>The average score on the school developed Biology Quarterly Open Response Assessment will increase to 1.48 by the end of the first quarter, to 1.57 by the end of the second quarter, to 1.66 by the end of the third quarter, and to 1.75 by the end of the fourth quarter</p> <p>The average Open Response score on the 2009 Biology MCAS will increase to 1.75, a 26% increase from 2007 and 7% greater than the 2007 state average</p>
Individuals Responsible: Administrators, Science Department Chairperson, science teachers, High School Science Resource Teacher, ILSs				
Extended Learning Time: Semester course for remediation in Biology, after-school tutoring, intensive and regular summer school				

V. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS AND PROFESSIONAL DEVELOPMENT PLANNING

A. Strategies to Attract and Maintain Highly Qualified Teachers

Each school must identify the licensure status of all teachers and paraprofessionals. The school will indicate what measures it will take to increase and sustain the number of highly qualified teachers and paraprofessionals in the building.

- 1) the action plan for ensuring that all classes will be taught by highly qualified teachers; and
- 2) the strategies the school will use to attract and maintain highly qualified teachers.

Highly Qualified Teachers: 138

Teachers on Waivers: 17

Action Plan:

- Determine staffing needs
- Follow district protocols for recruiting, interviewing, and hiring staff
- Build relationships with area colleges to promote opportunities for teaching at Central High School

Strategies:

- Keep NCLB Report Card and Central High School website current
- Seek out positive publicity in all local media
- Continue partnership with the University of Massachusetts *180 Days Program*

B. High-Quality Professional Development

Using the data from the needs assessment, *describe areas of need* for professional development (for example: if student performance in third grade math is low, professional development should be targeted for teachers in that subject area).

Professional development MUST be connected to the *Performance Goals*.

Content Area: English Language Arts				
Performance Goal: Central High School will increase the CPI in ELA MCAS from 81.8 in 2007 to 87.0 in 2009 and 89.6 in 2010 by increasing the percentage of students who score proficient/advanced from 56% (approximately 235 students) in 2007 to 58% (approximately 247 students) in 2009 and to 63% (approximately 268 students) in 2010 and by decreasing the percentage of students in warning/failing from 7% (approximately 32 students) in 2007 to 2% (approximately 12 students) in 2009 and to 1% (approximately 6 students) in 2010.				
Student Learning Objective: Standard 8 - Students will identify the basic facts and main ideas in a text and use them as the basis for responding to Open Response prompts.				
High Quality Professional Development: Strategies for informational/expository text				
Need	Description of Specific Professional Development	Target Audience	Timeline Frequency	Implementation Benchmarking/ Anticipated Outcomes
Professional Development in strategies for teaching students to identify and interpret a writer's purpose in informational/expository texts	Professional Development will be provided during Extended Day Department meetings to analyze student work and ELA data, citing weaknesses and collaborating on strategies to improve instruction	All ELA teachers	Extended Day Department meetings	The average score on the Open Response questions will increase to 2.14 on the fall DFA, to 2.18 on the winter DFA and to 2.23 on the spring DFA The average Open Response score on the 2009 MCAS will increase to 2.23
Professional Development in <i>Reading Across the Curriculum</i> will provide teachers with strategies to interpret a writer's purpose in informational/expository texts	Secondary Reading Leadership Team will provide <i>Reading Across the Curriculum</i> strategies for interpreting nonfiction	All teachers	August Professional Development	
Individuals Responsible: Administrators, English Department Chairperson, ELA teachers, Secondary Reading Leadership Team, ILSs				

Content Area: Math

Performance Goal: Central High School will increase the CPI in Math MCAS from 69.9 in 2007 to 78.5 in 2009 and 82.8 in 2010 by increasing the percentage of students who score proficient/advanced from 44% (approximately 185 students) in 2007 to 48% (approximately 203 students) in 2009 and 52% (approximately 222 students) in 2010 and by decreasing the percentage of students in warning/failing from 20% (approximately 85 students) in 2007 to 8% (approximately 39 students) in 2009 and to 5% (approximately 24 students) in 2010.

Student Learning Objective: All students will be able to successfully complete multi-step problems in all five strands with particular emphasis on real life applications.

High-Quality Professional Development: Strategies for solving real-life applications of multi-step problems

Need	Description of Specific Professional Development	Target Audience	Timeline Frequency	Implementation Benchmarking/ Anticipated Outcomes
Professional Development for teachers to instruct students by developing multi-step problem solving strategies in every math class	<p><i>Reading Across the Curriculum</i></p> <p>Professional Development will be provided during Extended Day Department meetings for teachers to analyze student work and other data citing weaknesses and collaborating on strategies for improving instruction</p> <p>Math ILS will provide Professional Development to all math teachers in multi-step problem solving strategies</p>	All grade 9 and 10 math teachers	August Professional Development Extended Day Department meetings	<p>During administrative Learning Walks starting in September, 50% of math teachers will use multi-step problem solving strategies every day; by January, 75% of the math teachers will use multi-step problem solving strategies every day; by June, 100% of math teachers will use multi-step problem solving strategies everyday</p> <p>50% of all students will score 65% on the first DFA; 60% of all students will score 75% on the second DFA; 85% of all students will score 85% or better on the final DFA in 2009</p>

Individuals Responsible: Math ILS, Secondary Reading Leadership Team, math teachers, Math Department Chairperson

Content Area: Science

Performance Goal: Central High School will increase the CPI of the Biology MCAS from 58.2 in 2007 to 70.2 in 2009 and 76.2 in 2010 by increasing the percentage of students who score proficient/advanced from 26.0% (approximately 100 students) in 2007 to 47.2% (approximately 181 students) in 2009 and to 57.8% (approximately 223 students) in 2010 and by decreasing the percentage of students in warning/failing from 36% (approximately 139 students) in 2007 to 26% (approximately 100 students) in 2009 and to 21% (approximately 81 students) in 2010.

Student Learning Objective: All students will be able to apply science content knowledge when responding to a science Open Response question.

High Quality Professional Development: Strategies for interpreting and completing Open Response questions

Need	Description of Specific Professional Development	Target Audience	Timeline Frequency	Implementation Benchmarking/ Anticipated Outcomes
Professional Development to develop instructional strategies for teaching students how to interpret and successfully answer Open Response questions	Secondary Reading Leadership Team will provide <i>Reading Across the Curriculum</i> strategies for interpreting scientific texts	All physics, biology and chemistry teachers	August Professional Development	All teachers will submit throughout the year evidence of administered Open Response questions to be maintained by the Science Department The average score on the school developed Biology Quarterly Open Response Assessment will increase to 1.48 by the end of the first quarter, to 1.57 by the end of the second quarter, to 1.66 by the end of the third quarter, and to 1.75 by the end of the fourth quarter

Content Area: Science				
Need	Description of Specific Professional Development	Target Audience	Timeline Frequency	Implementation Benchmarking/ Anticipated Outcomes
Professional Development to develop and score science Open Response questions	<i>High School Science Resource Teacher</i> and Science Chairperson will provide Professional Development during Extended Day Department meetings to develop and score science Open Response questions	All physics, biology and chemistry teachers	Extended Day Department meetings	(Two indicators listed on previous page) The average Open Response score on the 2009 Biology MCAS will increase to 1.75, a 26% increase from 2007 and 7% greater than the 2007 state average
Professional Development to analyze student work and develop appropriate science Open Response items for classroom use	Professional Development will be provided during Extended Day Department meetings to analyze student work and other science data, citing weaknesses and collaborating on strategies to improve instruction			
Individuals Responsible: Secondary Reading Leadership Team, Science Department Chairperson, High School Science Resource Teacher, science teachers, ILSs				

C. Teacher Input Regarding Use of Assessments

In addition to results of MCAS, DFAs and District Assessments (mid-year and final), teachers need current and ongoing assessment data that describes student achievement. These data often come from less formal assessments, such as observation, performance assessments or projects. The school should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. The school must provide timely and comprehensive data to allow teachers to plan for instruction and other student interventions.

Description of Integration of Professional Development and Teacher Input Regarding Assessment Use

Describe below how teachers will:

- 1) be provided professional development regarding the use of multiple assessment measures and how to use assessment results to improve instruction; and**
- 2) be included in decisions regarding the use of assessments.**

Professional Development Strategies for Teachers Pertaining to Use of Assessments:

- The effective use of assessments will be a component of professional development provided during, but not limited to: August Professional Development, team and/or department meetings, extended days and any other professional development provided by Central High School.

Methods By Which Teachers Will be Included in Decision Making Regarding Assessments:

- Teachers will use assessments with students in their classrooms to make decisions about the extent of student learning
- During team and/or department meetings, teachers will evaluate student work and data regarding student assessment to determine specific instruction and interventions for students
- Instructional Leadership Specialists will gather feedback from teachers regarding the use and effectiveness of assessments

D. Mandatory Professional Development and Mentoring Requirements

1. If your school has been identified for improvement, please describe how the school will spend ten percent (10%) of its Title I budget on professional development activities for teachers and principals that is designed to remove the school from improvement status.

Central High School is not identified as a school in need of improvement.

2. Describe how the school will incorporate a teacher mentoring program.

- The four Instructional Leadership Specialists at Central High School will serve as mentors and coaches for the 2008-2009 school year.
- The state of Massachusetts requires 50 hours of mentoring for teachers who have not attained professional status. The teachers who have not attained professional status will keep a record of their mentoring hours to submit to the Department of Education.
- Administrators at Central High School will mentor teachers by assessing professional development needs and recommending professional development options that will enhance classroom instruction and job performance.
- Department chairpersons will mentor teachers by conducting departmental professional development on SIP related goals.
- Teachers will be mentored on school policy and procedures.
- MCAS strategies will be reviewed, and teachers will be shown how to use data to drive instruction.

VI. STRATEGIES AND INTERVENTIONS TO INCREASE PARENTAL INVOLVEMENT AND NOTIFICATION

A. Parental Involvement – Needs Assessment

Parental Involvement Needs Assessment		
Factor	Indicators	Description of how school is carrying out indicator (including discussion of challenges pertaining to the indicator)
Parental Involvement Plan	Evidence of a parental involvement plan for volunteering, home learning activities, program review and development. (i.e. strategies used to engage “hardest to reach” parents)	<ul style="list-style-type: none"> Analyze the responses on the Parent and Community Engagement survey and plan a course of action that focuses on the needs indicated in the survey
Communication with Parents	<p>Amount and frequency and quality of information disseminated to parents, utilizing multiple languages.</p> <p>Attendance officer makes home visits to homes of hard-to-reach parents to encourage improved student attendance</p>	<ul style="list-style-type: none"> <i>Connect-ED</i> provides timely notification regarding student attendance, parent conferences, standardized testing, student report cards, and extra curricular activities Correspondence with parents occurs through <i>Connect-ED</i>, but not always in the parents’ home language Face-to-face communications during daytime team meetings, 7 scheduled (extended days) parent/teacher conferences, open house, AP potential night, financial aid night, junior class parent night, and sports’ nights Most communications (quarterly progress reports, first three report cards, MCAS test results, discipline reports, IEP meeting requests, summer school information, and NCLB report card letters) are hand delivered by students to parents; therefore, not all parents receive these communications. Only the last report card and senior academic warning notices are mailed home

Parental Involvement Needs Assessment		
Factor	Indicators	Description of how school is carrying out indicator (including discussion of challenges pertaining to the indicator)
Parent Community Roles	Number and frequency of opportunities for involvement in decision-making. (i.e. strategies used to ensure parent participation on the SCDM team and PTO).	<ul style="list-style-type: none"> • Small but active PTO • An active parent component of the SCDM team • Central High School’s website (needs revision)
Parent Training	The type of training opportunities offered to parents; parent workshop evaluations; & sign-in sheets; evidence of teachers trained in parental involvement.	<ul style="list-style-type: none"> • Parent and Community Engagement Survey • Use <i>Connect-ED</i> to encourage parents to monitor homework, prepare students for MCAS testing; and comply with dress and discipline codes • Invite parents to attend Efficacy Training
Support for Families	Availability of information, training and services to adequately address the educational needs of students with learning disabilities or special educational needs as a result of poverty, limited English proficiency, or migratory lifestyle.	<ul style="list-style-type: none"> • Annual meetings are held for the purpose of updating IEPs • ELL teachers do not have enough team time to communicate with parents • SPED liaisons communicate twice monthly with parents on students academic progress • Homeless students are provided with bus transportation
Health Services	Availability of school-linked health and social services for students and families, including counselors, psychologists, medical professionals, and nurse practitioners.	<ul style="list-style-type: none"> • Parents can contact the Monte R. Flagg Jr. Health Center located at Central High School to obtain information on: physical exams, distribution of medication, dental care, referrals for counseling, pregnancy, and sexually transmitted diseases. • Parents can contact the student’s guidance counselor for additional information on community health services

B. Parental Involvement Strategies

Based on the parental involvement needs assessment above, please describe the specific strategies the school will undertake to strengthen and increase effective parental involvement.

Parental Involvement Strategies	
Factor	Description of Strategy School Will Use to Increase Effective Parental Involvement
Parental Involvement Plan	<ul style="list-style-type: none"> Analyze the responses on the Parent and Community Engagement survey and plan a course of action that focuses on the needs indicated in the survey
Communication with Parents	<ul style="list-style-type: none"> <i>Connect-ED</i> is used to provide parents with timely notification regarding student attendance, parent conferences, standardized testing, student report cards, and extra curricular activities Efforts will be made to communicate with parents in their home language through <i>Connect-ED</i> and written correspondence Face-to-face communications occurs during daytime team meetings, 7 scheduled (extended days) parent/teacher conferences, open house, AP Potential night, financial aid night, junior class parent night, and sports' nights Written communication occurs for: quarterly progress reports, report cards, MCAS test results, discipline reports, senior academic warning notices, IEP meeting requests, and summer school information
Parent Community Roles	<ul style="list-style-type: none"> Recruitment of new PTO members by current members and <i>Connect-ED</i> messages Update of Central High School's website to include timely information for parents
Parent Training	<ul style="list-style-type: none"> Guidance Department will provide parent training on the following topics: AP Potential, College Financial Aid, and Junior College Information <i>Connect-ED</i> communication is used to encourage parents to monitor homework, prepare students for MCAS testing, and comply with dress and discipline codes

Parental Involvement Strategies	
Factor	Description of Strategy School Will Use to Increase Effective Parental Involvement
Support for Families	<ul style="list-style-type: none"> • Annual meetings are held for the purpose of updating IEPs • ELL teachers will use their team time to communicate with parents • SPED liaisons will communicate twice monthly with parents regarding student academic progress • Homeless students will be provided with bus transportation
Health Services	<ul style="list-style-type: none"> • Parents can contact the Monte R. Flagg Jr. Health Center located at Central High School to obtain information on: physical exams, distribution of medication, dental care, referrals for counseling, pregnancy, and sexually transmitted diseases. • Parents can contact the student's guidance counselor for additional information on community health services

C. Parental Involvement Action Plan

Parental Involvement Action Plan			
Goal: Improve school communication with parents and community members			
Strategies: Redesign and maintain updated website; continue <i>Connect-ED</i> messages, phone calls from staff to students' homes, and sustain home visits by attendance officer.			
Tasks/Action Steps:	Responsibilities:	Resources: (Funding/Materials)	Timeline: (When will each activity be implemented and completed?)
1. <i>Connect-ED</i> in multiple languages	1. Administrators, bilingual staff	1. None needed	1. September 2008 to June 2009
2. Redesign and maintain Central High School website	2. Administrators, staff, webmaster	2. Funding from Central Office Technology Department for redesign; release time (duty period) for webmaster	2. July 2008 to June 2009
3. Phone students' homes	3. Staff	3. Phones available to staff	3. September 2008-June 2009
4. Home visits	4. Attendance officer	4. None needed	4. September 2008-June 2009

Parental Involvement Action Plan

Goal: Improve school communication with parents and community members

Strategies: Redesign and maintain updated website, continue *Connect-ED* messages, and phone calls from staff to students' homes, and sustain home visits by attendance officer.

Evidence of Success:

1. Increase the number of hits on website each quarter by 50%
2. Benchmark *Connect-ED* in September to show the percentage of successful deliveries of *Connect-ED* messages. Increase the successful delivery of messages each quarter by 2%
3. Continue home visits by attendance officer
4. Conduct monthly PTO survey to determine parental satisfaction with communication between school and parents
5. Conduct survey of parents visiting the guidance office to determine parental satisfaction with communication between school and parents

Evaluation Process:

1. Increase parental participation (sign-in logs) by 25% at PTO meetings, parent/teacher conferences, and Open House
2. Compile quarterly data from parent survey to track increases in parental satisfaction with communication between school and parents

D. Effective Parental Notifications

A key to effective parental involvement is effective communication with parents. Please address the following below depending on your school's status.

1. Parental Notification – ALL SCHOOLS.

Please describe how the school will provide individual student academic assessment results in a language that parents can understand, including an interpretation of those results, to parents.

- Progress reports sent home quarterly
- Report cards issued quarterly
- Parent copy of MCAS results distributed to students
- During Parent Teacher conferences on scheduled extended days, the Guidance Department will provide interpretation of student academic assessment results

2. Parental Notification – SCHOOLS IN IMPROVEMENT.

Please describe how the school will provide written notification about the identification of the school for improvement status, to parents of each student enrolled in the school, in a format, and to the extent practical, in a language the parents can understand.

Central High School is not identified as a school in need of improvement.

VII. COORDINATED PROGRAM PLANNING AND INTEGRATED RESOURCES

All Springfield Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement.

ALL SCHOOLS: Please describe briefly how the school will coordinate and integrate services and programs, including NCLB programs (McKinney-Vento, SES, violence prevention programs, NCLB data), nutrition programs, adult education, vocational and technical education, job training, Instructional Technology, analysis of various data, Department of Social Services, Department of Youth Services, SPED Services, and LEP services.

Central High School maintains on-going communication with Central Office and works to further coordinate and integrate services as dictated by SPS. Central High School participates in district training for service team leaders and Physical/Psychological Management Training for violence prevention. Central High School provides teachers with a contact list of special service providers within the school and creates a form for teachers to refer students to the appropriate program resource provider. Teachers are informed the first day of school of the Coordinated Program Planning and Integrated Resources available at Central High School.

VIII. TRANSITION PLANNING FOR ELEMENTARY, MIDDLE AND HIGH SCHOOLS

Preschool, 5th grade, 8th grade and graduation Transition Planning Requirements

ALL SCHOOLS: Please describe how your school will assist children in the transition from early childhood programs, to the local elementary school program; 5th grade to middle school; 8th grade to high school; graduation and beyond.

In the spring, grade eight students will be recruited to attend Central High School. Guidance counselors will visit each middle school to provide students with specific information about curricular and extra-curricular programs. Prospective students will be invited to participate in eighth grade tours of Central High School. Once students are assigned to our school, Central administrators and counselors will use middle school MCAS data to determine the best possible placement of students in their academic courses. In the summer, at-risk grade eight students will attend a mandatory *Bell Summer Program* to provide students with academic support in math and English. In August, in-coming grade nine students and their parents will be invited to attend a High School Information Night.

In the spring, seniors at Central will participate in individual exit interviews with their respective guidance counselor. As part of that interview, counselors will collect tracking information to determine students' post-graduation plans and follow up via email to determine Central's success in preparing students for post-high school education and careers.

IX. SCHOOL IMPROVEMENT RESPONSIBILITIES FOR SCHOOL, SCHOOL DISTRICT, AND STATE

Federal law requires schools in improvement to specify the responsibilities of the school, the school district, and the state in assisting the school in carrying out its improvement plan, including technical assistance to be provided by the school district.

SCHOOLS IN IMPROVEMENT: Please note that the school district and state responsibilities section has already been completed for the school's information; accordingly the school must only describe its responsibility in carrying out the plan, noting that action at the school level is the primary vehicle for school improvement.

Briefly describe the *school's responsibilities* in carrying out the School Improvement Plan:

Springfield Central High School will provide targeted professional development that is connected with the *Student Performance Goals*. The Instructional Leadership Team of SCHS will be responsible for accessing and monitoring the District and State responsibilities regarding School Improvement. The administrative team of SCHS will perform classroom Learning Walks to ensure implementation of the Comprehensive School Improvement Plan.

District responsibilities, including technical assistance:

1. No Child Left Behind notices in English and Spanish to parents/guardians/families to be in an understandable format parents can understand to be sent home as well as posted on the Springfield Public Schools website.
2. Comprehensive School Improvement Plan to be updated by individual schools every two years.
3. Technical Assistance which:
 - a. Is provided by the District or the State,
 - b. Is provided throughout the duration of the plan,
 - c. Is Scientifically Based Research,
 - d. Includes assistance in analyzing data from the State and the District assessments and identify the weak areas of instruction,
 - e. Identifies barriers implementing Title I requirements on parental involvement and professional development, and
 - f. Identifying and implementing a district –wide comprehensive educational professional development, instructional strategies aimed at high academic achievement for all students, strategies and intervention addressing multiple intelligences for and methods of instruction, mentoring and monitoring new teachers to assist them with the best practices of instruction, involving all staff in the understanding of and appreciation for the rich diversity embodied in al student lives, and extended teaching and learning time.

District responsibilities, including technical assistance:

4. Mandatory School Choice under No Child Left Behind,
5. No Child Left Behind Supplemental Educational Services- 20% of all Title I monies goes towards this program,
6. Home School instruction,
7. Professional Development – For Schools in Need of Improvement – 10% of all Title I monies needs to go towards targeted professional development,
8. Parental Involvement – a percentage of your Title I monies is allocated for this assistance

State responsibilities:

The state is required to:

1. Make technical assistance available to the school identified.
2. Ensures academic assessment results are provided to schools before any identification of any schools may take place by the district.
3. Required to notify the school of any major factors that were brought to its attention that have significantly affected student achievement for the school.

The state may provide conferences or state-offered professional development (i.e., Massachusetts Title I Dissemination Project, the League of Middle Schools Conference). Please contact the Academic Directors or the NCLB Office under Assessment, Research & Accountability for guidance.

X. TITLE I AND OTHER GRANT RESOURCES THAT WILL ASSIST THE SCHOOL IN CARRYING OUT THE SCHOOL IMPROVEMENT PLAN

Below is a list of resources received by Springfield Central High School to assist the school with implementing and carrying out the plan:

Schools must list all Title I and other grant funding sources (i.e. Title I, Title II D, Reading First)

Central High School does not receive Title I and other grant resources that will assist the school in carrying out the School Improvement Plan.