Medway Public Schools
Medway, MA

School Improvement Plan

School: Medway High School Grades: 9 – 12 Academic Year: 2010 – 11

Goal #1

Rationale: In order to meet NEASC standards and the personalization goals of Medway High School, we must establish an advisory program for all students.			
Goal 1: Develop and implement a plan to establish an advisory program that ensures the personalization of the high school experience for all students.			
Action Steps	**Participants**	**Timeline**	**Anticipated Outcome**
Establish advisory protocols and develop a pilot advisory program	Advisory Committee (Teachers, students, parents)	Nov. - Jan	Development of a personalization plan/advisory program for the student body
Possible pilot of advisory models and lesson	Teachers, students (Advisory Committee)	Feb. - April	Trial of possible advisory models and/or lessons
Develop advisory model and schedule for 2011-12	Advisory Committee	May - June	Advisory model proposed and scheduled
Implement Advisory Model	MHS	Sept. 2011	Advisory model adopted

Goal #2

Rationale: The school district has established Professional Learning Communities (PLC) as the process to develop and support student learning goals. The implementation of clear PLC practice and the development of a means to support teachers utilizing the PLC model will help support the increased achievement of students.			
Goal 2: Implement Professional Learning Communities (PLC)			
Action Steps	**Participants**	**Timeline**	**Anticipated Outcome**
Use planned professional development days to train staff members on PLC practice	Leadership Team, Faculty Members	Oct. – Jan	Present PLC techniques; professional development activities
Using PLC techniques, review and revise student learning expectations	Leadership Team, Faculty Members	Nov. – June	Define student learning expectations
Using PLC techniques, develop and implement common assessments	Leadership Team, Faculty Members	Nov. – June	Increase the use of common assessments among faculty to improve student achievement
In professional learning communities, examine student work and analyze data to improve instruction	PLC groups	Nov. – June	Use of data analysis to inform instruction
Develop and define a plan to support consistent use of the PLC model for the 2011-12 school year	Leadership Team, PLC Time Study group	Dec. – June	Recommend and implement a schedule/time structure to allow for consistent collaboration and PLC work during the 2011-12 school year

Goal #3

Rationale: From the Advanced Placement (AP) scores of 2010, 6 of the 13 tested areas that MHS offers as a course were below 70% passing rate for the students tested. The overall passing rate for all AP tests given to MHS students was 61 %. Specific passing rates to improve are: Calculus BC (61%), Calculus AB (10%), Biology (22%), Physics B (63%), Spanish Language (25%) and Economics-Micro (62%)			
Goal 3: Improve AP passing rates (3 or above) to 70% overall and in all subject areas			
Action Steps	**Participants**	**Timeline**	**Anticipated Outcome**
Analyze 2010 scores and areas needed to be addressed	AP teachers, Dept. Heads, Principal	Sept. – Oct.	Identify strengths and weaknesses; adjust curricular and content objectives as necessary
Provide teacher training	AP teachers	Nov. – May	Improved curricular expectations and design
Provide support for AP teacher networking	AP teachers	Nov. – May	Implement technique and lessons from AP teacher network information
Provide teachers with the opportunity to visit other AP programs to investigate best practices	Principal, AP teachers	Nov. – May	Implement best practices
Review pre-AP curriculum sequence	Dept. Heads, AP teachers, pre-AP teachers	Nov. – June	Review and change curricular goals and lessons to enhance student performance
Analyze 2011 AP scores	AP teachers, Dept. Heads, Principal	July – Aug. 2011	Reinforce and modify instructional strategies that support student learning outcomes

Goal #4

Rationale: Over the past three years MHS has worked to increase student success in the advanced and proficient areas of the 9th grade Introductory Physics MCAS. The statistics for the past three years, are: 2008 - 19% Adv/50% Prof, 2009 - 16%Adv/51% Prof and 2010 - 34%Adv/46%Prof.

Goal 4: Increase the percentage of students in the Advanced and Proficient categories by 5% on the 2011 MCAS test in Introductory Physics

Action Steps	Participants	Timeline	Anticipated Outcome
Analyze scores and areas needed to be addressed	Sci. Dept. Head, Intro. Physics Teachers, Principal	Aug. - Oct	Identify strengths and weaknesses in scores; adjust curricular objectives as necessary
Continue to review common assessments, midyear and final exams	Sci. Dept. Head, Intro. Physics Teachers, Principal	Nov. – June	Identify curricular areas that support improved student learning outcomes
Confer with middle school for pre-9th grade Intro Physics student instructional objectives	Sci. Dept. Head, Middle School Sci./Math Instructional Coach	Nov. – June	Identify course sequence(s) and curricular goals that support Introductory Physics objectives
Insure that all students have practice on MCAS Introductory Physics designed questions and content	Sci. Dept. Head, Intro. Physics Teachers	Nov. – June	Students will gain familiarity with MCAS and Introductory Physics concepts
Analyze 2010-11 Sci. Scores	Sci. Dept. Head, Principal	July – Aug. 2011	Analysis to inform instruction