

Quincy Public Schools School Improvement Plan 2018- 2019



Think for yourself. Work together. Share with the world.

Quincy High School

Lawrence R. Taglieri, Principal

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November 2018

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I. Principal's Path

On behalf of the Quincy High School community I am pleased to present the School Improvement Plan for 2018-2019. Included in the plan are goals for the year that focus on academic achievement, college and career readiness, social awareness, and school climate. These goals have been developed through the collaborative efforts of our staff on departmental and interdisciplinary teams with the support of our district-level administration.

For the 2018-2019 school year we have developed two vertical content teams within each of our core academic subject areas, a Grade 9/10 Team and a Grade 11/12 Team. The 9/10 Teams will have a focus on the MCAS performance. Teams will review students' past performance and identify areas for improvement and prepare for the 2019 Computer-Based Testing administration. The 11/12 Teams will delve into student performance on standardized tests such as the Scholastic Aptitude Test (SAT) and the American College Testing Exam (ACT). These teams will also examine AP testing data and other advanced study opportunities such as Dual Enrollment. While the missions of these teams is not a new concept, the specified vertical team is now more formal. The coordinated efforts of these teams reflect the criteria identified as assessment areas for schools by the Department of Elementary and Secondary Education. The majority of the site-based professional development will be dedicated to these teams achieving their goals and completing their action steps.

Learning experiences and collaborative opportunities for our staff are also supported through our Interdisciplinary Teams. Teams meet one time during our four-day cycle throughout the school year. During this time teachers work together on school improvement initiatives to enhance instruction, raise student achievement, and maintain home-school communication. This year all teams will devote significant time in the area of English Language Education (ELE) with the support of our ESL teachers.

We are proud of the opportunities offered to our student body. Programs such as Advanced Placement, Career and Vocational Technical Education, and Dual Enrollment give students options for their educational plan. The extensive list of before and after school clubs and activities give each of our students a venue to explore their interests, showcase their talents and add to their sense of belonging to our school community. The doors at Quincy High School are open early and close late. Students can participate in our Morning or Afternoon Homework Center or enroll in one of our academic based clubs.

Quincy High School continues to embrace its open door policy for families and for the community. We are proud to offer informational sessions on topics ranging from Course Selection Night to Financial Aid for College and we welcome the community to observe our students' talents and abilities in shows, concerts, fairs, and athletic events. Utilizing many modes of communication we are able to keep the community informed. Aspen and our up-to-date website are two of the major components of disseminating information and this is the second year of our staff utilizing the district supported Google Classroom.

Our school is only strengthened by a supportive and involved parent organization, a generous and ever available business community. It is with these vested parties and a dedicated faculty that we look forward to achieving our goals for 2018-2019.

Sincerely,

Lawrence R. Taglieri
Principal

II. Improvement Plan

A. Assessment

1. 2018 MCAS Data: Analysis and Reflection

Quincy High School's Progress Toward Improvement Targets

Achievement – Legacy MCAS Composite Performance Index (CPI) - High school							
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
ELA All students	96.8	96.8	0	98.3	353	1	No Change
ELA Lowest Performing	91.0	91.6	0.6	93.1	83	2	Improved Below Target
ELA High Needs	93.9	94.2	0.3	96.0	190	2	Improved Below Target
Math All students	90.1	90.4	0.3	92.0	353	2	Improved Below Target
Math Lowest Performing	66.9	71.3	4.4	71.1	80	3	Met Target
Math High Needs	83.5	83.9	0.4	85.7	186		Improved Below Target
Science All students	90.9	90.8	-0.1	92.7	322	1	No Change
Science Lowest Performing	75.3	75.6	0.3	79.4	80	2	Improved Below Target
Science High Needs	87.4	85.5	-1.9	90.0	164	1	No Change

Achievement: Analysis of Data and Reflection on 2017-18 Goals

- English exceeded the 2017 Goal to increase the Average Percent Correct by 2% in the College and Career Readiness Anchor Standard for Reading. We also exceeded the goal of achieving a 1% increase on the Total Average Percent Correct on Open Response Questions. English continues to make incremental progress in all categories.
- Mathematics achieved the 2017 Goal to increase the Total Average Percent Correct by 1% and made significant improvement with Lowest Performing Students.

Growth , ELA and Mathematics – High School					
Group	2018 Mean SGP	2018 Target	N	Points	Reason
ELA All students	54.6	50.0	319	3	Met Target
ELA Lowest Performing	48.5	50.0	72	2	Below Target
ELA High Needs	53.2	50.0	167	3	Met Target
Math All students	57.7	50.0	315	3	Met Target
Math Lowest Performing	46.1	50.0	70	2	Below Target
Math High Needs	54.3	50.0	164	3	Met Target

Growth: Analysis of Data and Reflection on 2017-18 Goals

- Growth in all areas fell in the typical range.
- Growth amongst Lowest Performing Students in ELA and Mathematics is below target.

High School Completion							
Group	2016 Rate (%)	2017 Rate (%)	Change	2018 Target	N	Points	Reason
4-Year Cohort Grad Rate All students	89.7	92.8	3.1	91.7	373	4	Exceeded Target
4-Year Cohort Grad Rate Lowest Performing	-	-	-	-	-	-	-
4-Year Cohort Grad Rate High Needs	85.8	90.9	5.1	89.6	253	4	Exceeded Target
Extended Engagement Rate All students	93.0 (2015 Rate %)	91.9 (2016 Rate %)	-1.1	95.0	397	0	Declined
Extended Engagement Rate Lowest Performing	-	-	-	-	-	-	-
Extended Engagement Rate High Needs	91.4 (2015 Rate %)	89.2 (2016 Rate %)	-2.2	94.5	268	0	Declined
Annual Dropout Rate All students	1.4	0.9	0.5	1.3	1503	4	Exceeded Target
Annual Dropout Rate Lowest Performing	-	-	-	-	-	-	-
Annual Dropout Rate High Needs	2.0	1.1	0.9	1.58	760	4	Exceeded Target

High School Completion: Analysis of Data and Reflection on 2017-18 Goals

- We exceeded our targets in all applicable categories except extended engagement and have identified students in this cohort and will investigate their individual educational needs.

Progress Toward Attaining English Language Proficiency – High school							
Group	2017 Rate (%)	2018 Rate (%)	Change	2018 Target	N	Points	Reason
English Learners/Former ELs	55.1	45.4	-9.7	54.5	97	2	Improved Below Target

Progress Attaining English Language Proficiency: Analysis of Data and Reflection on 2017-18 Goals

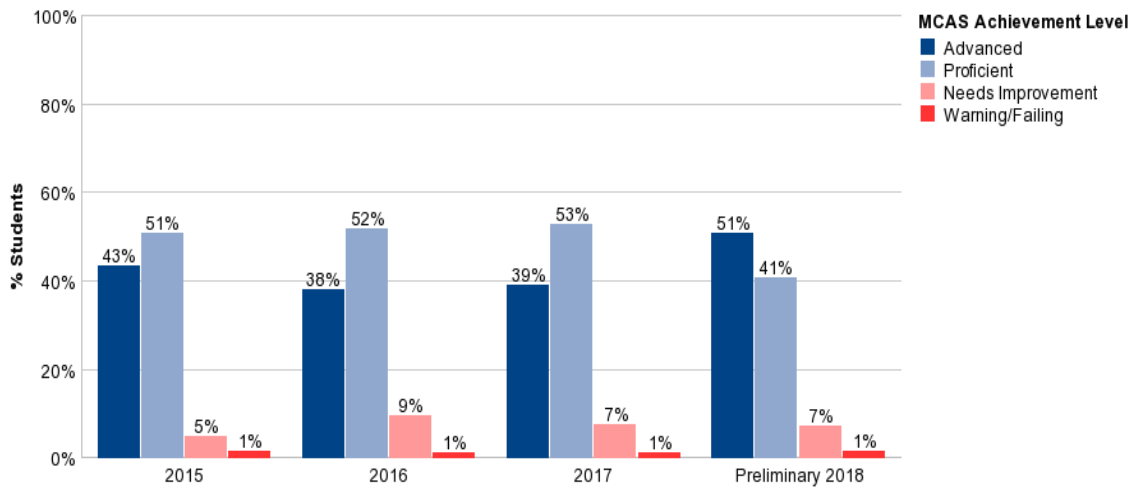
- We continue to monitor English Language Proficiency through formative and summative assessments.
- The English Language Learner Department reviews assessment results to provide curriculum that meets each students’ individual needs.

Other Indicators							
Group	2017 Rate (%)	2018 Rate (%)	Change	2018 Target	N	Points	Reason
Chronic Absenteeism All students	22.8	23.6	-0.8	20.9	1557	0	Declined
Chronic Absenteeism Lowest Performing	33.7	32.5	1.2	28.2	83	2	Improved Below Target
Chronic Absenteeism High Needs	29.0	31.1	-2.1	26.4	852	0	Declined
Advanced Coursework All students	44.9	44.8	-0.1	51.0	759	1	No Change
Advanced Coursework Lowest Performing	-	-	-	-	-	-	-
Advanced Coursework High Needs	28.6	26.3	-2.3	36.6	392	0	Declined

Other Indicators: Analysis of Data and Reflection on 2017-18 Goals

- These are new categories of information being reported for the first time. We will use these baselines to investigate appropriate interventions.
- For advanced coursework opportunities we have added new dual-enrollment course offerings to our Program of Studies.

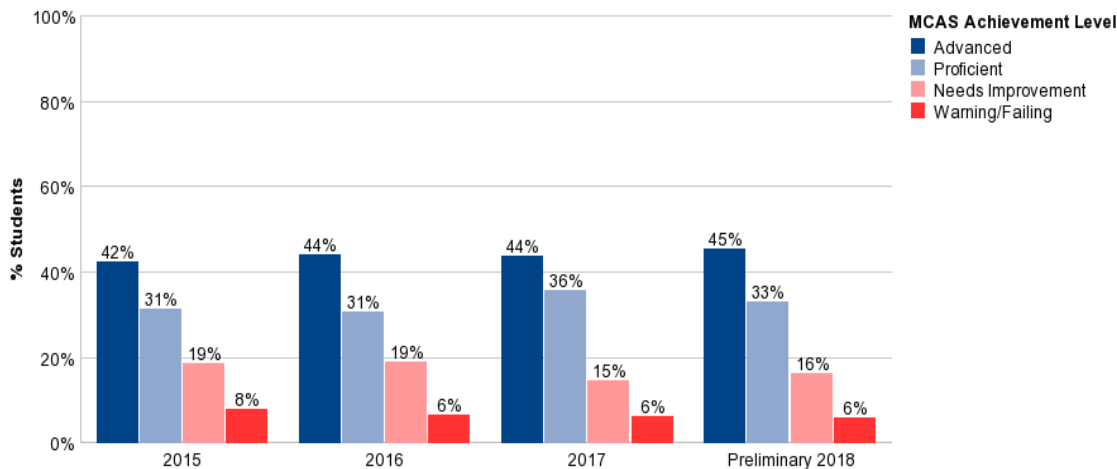
2018 MCAS Data ALL STUDENTS - English Language Arts



Analysis/Reflection: ELA

- There was a 12% increase in students that earned Advanced.
- Over the past four years, the failure rate has remained consistent at 1%.
- We will focus on our EL and Special Education populations to improve our overall proficiency rating.

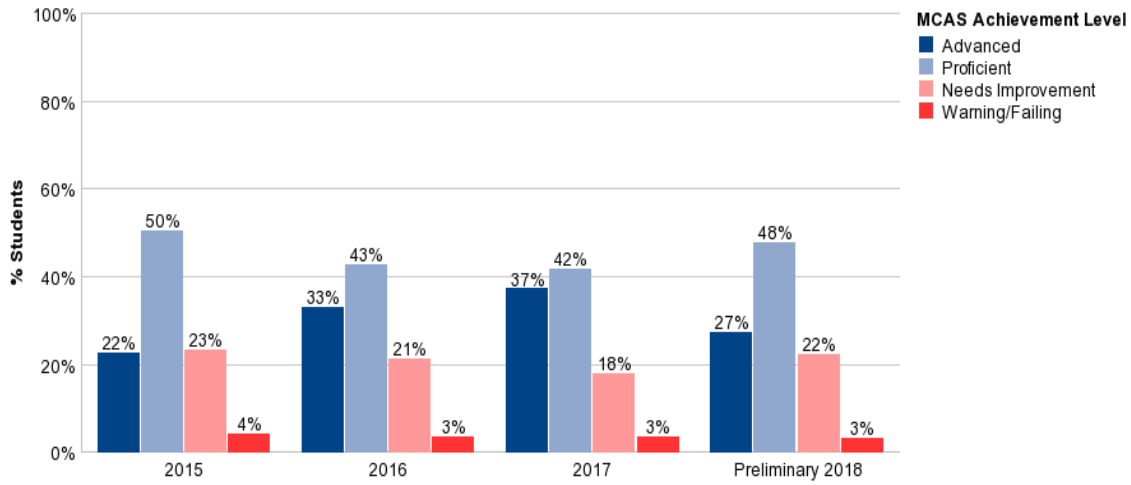
2018 MCAS Data ALL STUDENTS - Mathematics



Analysis/Reflection: Math

- Steady improvement in the percentage of students scoring Advanced.
- The rate of failure has remained the same over the past four years.
- Students scoring Proficient/Advanced increased by 5% over the past four years.

2018 MCAS Data ALL STUDENTS - Biology



Analysis/Reflection: Biology

- The rate of failure has remained the same over the past three years
- After three years of significant improvement there was a decrease in the percent of students placing in advanced.

B. Team Goals

English Language Arts

9/10 Goal: To prepare for the forthcoming Next Gen MCAS by accumulating resources and information about the Computer Based Test and making initial curriculum modifications in response to our evolving understanding of the test, the writing modes assessed, and the guidelines for assessment.

	WHAT	HOW	WHO	WHEN	
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	Completed
1	Facilitating writing across the curriculum by sharing the new DESE rubric with most staff through presentations in current TEAM meetings, which fits nicely into the current TEAM cycle agendas.	TEAM reports	9/10 English Team teachers assigned to TEAM	Week of October 9, 2018	✓
2	Facilitating writing across the curriculum by sharing new DESE rubric with department chairs at Principal's Council so it can reach staff not assigned to TEAMS	Principal's Council Meeting Notes	Michael J Ellis	October 10, 2018	✓
3	Internal study and discussion of the modified writing rubric released by DESE.	Meeting Notes	9/10 English Team	Ongoing	
4	Sharing of rubric with all grade 9/10 students; dedication of class time to discussion and exploration of the rubric by students.	Meeting Notes	All Grade 9 and 10 English Teachers	January 9, 2019 PD meeting	
5	Implement usage of new DESE rubric on English class assessments	Baseline Edge Evidence Boards	9/10 English Team	February 12, 2019 PD meeting	
6	Demonstrate/review Computer Based Testing item types and tools utilizing the TestNav practice test and any other applicable tutorials that become available	Lesson Plans	All Grade 10 Teachers	Ongoing	
7	Implement pilot assessments in other writing modes replicating new writing prompt styles of the redesigned MCAS 2.0.	March 26 PD meeting discussion participation	All Grade 9 and 10 English teachers	March 26 PD meeting	
8	Review pilot assessments and discuss rubric usage.	Meeting notes	9/10 English Teachers	March 26 PD meeting	
9	Study multi-stage multiple choice sample questions and	Meeting notes	9/10 English Team	March 26 PD meeting	

	formulate similar questions relevant to current grade 9 and 10 curriculum.				
10	Increase use of computer labs for in-class writing assignments.	Lesson Plans All grade 9 and 10 English teachers	All Grade 9 and 10 English Teachers	Ongoing	

9/10 Special Education Goal: The average item score for students with disabilities in the areas of “Craft and Structure” and “Key Ideas and Details” will meet or exceed the state average for 80% of MCAS 2.0 Spring 2019 test items.

	WHAT	HOW	WHO	WHEN	
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	Completed
1	Instruction to focus on interpretation of words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Previous MCAS exam results - Student work samples and assessments	Special Education staff in conjunction with English department staff	Ongoing SY 2018-19	
2	Instruction to focus on analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Previous MCAS exam results - Student work samples and assessments	Special Education staff in conjunction with English department staff.	Ongoing SY 2018-19	
3	Instruction to focus on assessing how point of view or purpose shapes the content and style of a text.	Previous MCAS exam results - Student work samples and assessments	Special Education staff in conjunction with English department staff	Ongoing SY 2018-19	
4	Instruction to focus on citing strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Previous MCAS exam results - Student work samples and assessments	Special Education staff in conjunction with English department staff	Ongoing SY 2018-19	
5	Instruction to focus on determining a theme or central idea of a text and analyze in detail its development over the course of the text, including	Previous MCAS exam results -	Special Education staff in conjunction with English	Ongoing SY 2018-19	

	how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Student work samples and assessments	department staff		
6	Instruction to focus on analyzing how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Previous MCAS exam results - Student work samples and assessments	Special Education staff in conjunction with English department staff	Ongoing SY 2018-19	
7	Instruction to focus on determining the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout the text and shape its meaning.	Previous MCAS exam results - Student work samples and assessments	Special Education staff in conjunction with English department staff	Ongoing SY 2018-19	
8	Instruction to focus on analyzing how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Previous MCAS exam results - Student work samples and assessments	Special Education staff in conjunction with English department staff	Ongoing SY 2018-19	

11/12 Goal: To review and analyze available The College Board / SAT data, preparing the educational goal for 2019-2020 by highlighting two specific areas of weakness and developing approaches for improvement.

	WHAT	HOW	WHO	WHEN	
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	Completed
1	Initial investigation of The College Board data and results; Plan construction for future action	Meeting Notes	11/12 English Team	October 10, 2018	✓
2	Continued analysis; Highlight weaknesses;	Meeting Notes	Amy, Elliott, Gayle, Katie, Laura,	January 8, 2019	

	Determine which two strands will be addressed		Rebecca, Chris		
3	Identify strategies for improvement of skill reflected in strands; Develop question models / other types of approaches; A-Rob / HVACCS / Common Core Grammar Anthology exploration	Meeting Notes	Amy, Elliott, Gayle, Katie, Laura, Rebecca, Chris	March 26, 2019	
4	Implementation plan	Meeting Notes	Amy, Elliott, Gayle, Katie, Laura, Rebecca, Chris	April 23, 2019	

Social Studies

9/10 Goal: Reduce the MCAS score differential between the State Average and the Quincy High School Average in the Reading Anchor Standard of Craft and Structure.

	WHAT	HOW	WHO	WHEN	
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	Completed
1	Explicitly teach students to determine the meaning of words and phrases as they are used in historical texts.	Lesson Plans, Unit Plans, Observation	Social Studies Teachers	Twice per Unit	
2	Specifically design lessons that introduce and reinforce vocabulary describing political, social or economic aspects of social studies	Lesson Plans, Unit Plans, Observation	Social Studies Teachers	Twice per Unit	
3	Create lessons to teach students how to analyze the structure of historical texts and how the structure emphasizes key points.	PD session notes	Social Studies Teachers	Twice per Unit	
4	Design lessons that integrate quantitative data (e.g. charts, graphs etc.) in supporting or refuting an author's claim.	PD Session Notes, Lesson Plans, Unit Plans, Observation	Social Studies Teachers	Twice per Unit	

5	Provide extra help, mentoring and (makeup work?) opportunities before and after school to our "high needs" students.	PD session notes	Social Studies Teachers	Ongoing	
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11/12 Goal: In each curriculum unit, students will practice and be assessed two times on the CCR Reading Anchor Standard of Craft and Structure.

	WHAT	HOW	WHO	WHEN	
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	Completed
1	Explicitly teach students to determine the meaning of words and phrases as they are used in historical texts.	Lesson Plans, Unit Plans, Observation	Social Studies Teachers	Twice per Unit	
2	Specifically design lessons that introduce and reinforce vocabulary describing political, social or economic aspects of social studies	Lesson Plans, Unit Plans, Observation	Social Studies Teachers	Twice per Unit	
3	Create lessons to teach students how to analyze the structure of historical texts and how the structure emphasizes key points.	Lesson Plans, Unit Plans, Observation	Social Studies Teachers	Twice per Unit	
4	Design lessons that integrate quantitative data (e.g. charts, graphs etc.) in supporting or refuting an author's claim.	Lesson Plans, Unit Plans, Observation	Social Studies Teachers	Twice per Unit	
5	Provide extra help, mentoring and (makeup work?) opportunities before and after school to our "high needs" students.	Teacher Email Record of attendance from Media Center	Social Studies Teachers Communication with home. Before & After school in Media Center	Ongoing	

Mathematics

9/10 Goal: To increase the school’s average strand score by 1%, above the Spring 2018 MCAS administration, for each of the following three strands.

- Arithmetic with Polynomials and Rational Expressions (From 58% to 59%)
- Seeing Structure in Expressions (From 65% to 66%)
- Interpreting Categorical and Quantitative Data (From 61% to 62%)

	WHAT	HOW	WHO	WHEN	
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	Completed
1	Analyze data from the Spring 2018 Math MCAS administration	PD agenda and notes	Math Department	Sept 25, 2018 Oct 9, 2018	✓
2	Reorganize the order of topics in the Algebra 1 and Geometry Curriculum	Updated Syllabi	Algebra 1 and Geometry Teachers	January 8, 2019 Sept 2018-June 2019	
3	Create and Distribute MCAS Questions on Interpreting Categorical and Quantitative Data	Completed Packet	Algebra 1 and Geometry Teachers	January 8, 2019 February 12, 2019	
4	Create and Distribute Top 5 Most Missed Questions from previous year	Completed Question Worksheet	Algebra 1 and Geometry Teachers	January 8, 2019 February 12, 2019	
5	Incorporate MCAS-type questions into assessments	Revised Assessments	Algebra 1 and Geometry Teachers	Sept 2018-June 2019	
6	Practice Computer Based Testing	PD agenda and notes, computer lab sign up	Geometry and Algebra 2 A Teachers	Sept 2018-June 2019	

9/10 Special Education Goal: The average item score for students with disabilities in the area of “Expressions and Equations” will meet or exceed the state average on 50% of the test items on MCAS 2.0 Spring 2019.

	WHAT	HOW	WHO	WHEN	
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	Completed
1	Instruction to focus on creating equations that describe numbers or relationships.	Previous MCAS exam results; Curriculum guides Student work samples and assessments	Special Education Department in conjunction with Math department	Ongoing SY 2018-19	
2	Instruction to focus on creating equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Previous MCAS exam results; Curriculum guides; Student work samples and assessments	Special Education Department in conjunction with Math department	Ongoing SY 2018-19	
3	Instruction to focus on demonstrating solving equations as a process of reasoning and explain the reasoning.	Previous MCAS exam results; Curriculum guides; Student work samples and assessments	Special Education Department in conjunction with Math department	Ongoing SY 2018-19	
4	Instruction to focus on solving equations and inequalities in one variable.	Previous MCAS exam results; Curriculum guides; Student work samples and assessments	Special Education Department in conjunction with Math department	Ongoing SY 2018-19	
5	Instruction to focus on solving systems of equations.	Previous MCAS exam results; Curriculum guides; Student work samples and assessments	Special Education Department in conjunction with Math department	Ongoing SY 2018-19	
6	Instruction to focus on solving systems of linear equations exactly and approximately (e.g.,	Previous MCAS exam results;	Special Education Department	Ongoing SY 2018-19	

	with graphs), focusing on pairs of linear equations in two variables.	Curriculum guides; Student work samples and assessments	in conjunction with Math department		
7	Instruction to focus on representing and solving equations and inequalities graphically.	Previous MCAS exam results; Curriculum guides; Student work samples and assessments	Special Education Department in conjunction with Math department	Ongoing SY 2018-19	

11/12 Goal: In order for every student to be college and career ready, the 11/12 Math team 2018-2019 goal is to encourage participation in college or post-secondary placement tests to increase the number of participants and to meet/exceed average tests scores.

	WHAT	HOW	WHO	WHEN	
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	Completed
1	Investigate average Accuplacer scores for Quincy High and state.	Agenda, PD notes	Team 11/12 math teachers	Oct 9, 2018	✓
2	Schedule class time in computer labs to practice and prepare for the Accuplacer test.	Student participants and scores	Algebra 3/Trig and Precalculus CCP teachers	Sept, 2018-June, 2019	
3	Investigate and determine national average for the SAT math score.	Agenda, PD notes	Team 11/12 math teachers	Sept, 2018-Oct, 2018	
4	Determine Quincy High average SAT math score and set as benchmark.	Agenda, PD notes	Team 11/12 math teachers	Sept, 2018-June, 2019	
5	Continue to offer SAT Math prep.	Program of Studies, flyer advertising SAT math prep	Math Department	February, 2019 -June, 2019	
6	Increase number of juniors taking SATs with more publicizing of test dates.	Flyer advertising SAT sign up times	Math Department	February, 2019 - June, 2019	
7	Include SAT type problems on assessments.	Revised Formative and	Team 11/12 math teachers	Sept, 2018-June, 2019	

		Summative Assessments			
8	Grade 11 students will take at least one practice SAT math test in their math class.	Packet, scores	Algebra 2 teachers	Sept, 2018- June, 2019	

Science

9/10 Goal: The school's Total Average Percent Correct in the *Genetics* content strand will increase by 1% over the 2018 test results.

	WHAT	HOW	WHO	WHEN	
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	Completed
1	Teachers will add one additional hands-on genetics based practical based activity.	Completed lab practical activity.	9/10 Science Team	Once per unit	
2	Assign one reading(s) for students to integrate and evaluate information to address a question or solve a problem.	Completed problem.	9/10 Science Team	Once per unit	
3	Introduce as least one, non-textbook, literary source regarding a <i>genetics</i> topic and integrate into an activity each term	Lesson Plans / Completed student reading worksheet	Biology Teachers	Once per term	
4	Assign and assess a reading activity including a sentence frame worksheet and vocabulary list.	Completed sentence frame worksheet and vocabulary	9/10 Science Team	Once per term	
5	Assign and assess at least one short answer and open response question on each unit assessment	Completed unit summative assessments	9/10 Science Team	Once per unit	
6	Introduce and discuss <i>genetic diversity</i> using a guided reading, video or practice worksheet	Completed worksheets or guided readings	Biology Teachers	Ongoing	
7	Incorporate use of the scientific method and practices through an activity based lesson.	Lesson Plans / Student work	9/10 Science Team	Ongoing	

8	Incorporate at least one MCAS generated <i>genetics</i> open response question practice during the unit	Completed open response questions	Biology Teachers	During genetics unit instruction	
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11/12 Goal: The 12th grade total average percent correct in Scientific Skills and Literacy Test will increase by 1% over the previous 11th grade test results.

	WHAT	HOW	WHO	WHEN	
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	Completed
1	Provide lab safety contract and lab safety classroom demos	Signed copies of contracts collected	All science department	9/7/18	✓
2	Create and modify scientific skills and literacy assessment.	ExamView Assessment File	11/12 Team	9/25/18	✓
3	Assign and assess a hands-on lab equipment inventory activity	Completed lab inventory work sheet	Chemistry teachers	September 2018	✓
4	Provide and assess accuracy and precision activity	Completed activity sheets	11/12 teachers	September 2018	✓
5	Assign and assess atomic structure activity	Completed activity sheets	11/12 teachers	September 2018	✓
6	Assign and assess at least one hands on lab using scientific method skills and vocabulary	Completed lab reports	All science department	Ongoing	
7	Assign and assess at least one unit conversion classroom activity/homework assignment or associated practice problems	Completed conversion work sheets	11/12 Team	Ongoing	
8	Provide and assess scientific notation math-based assignment	Completed assignment sheets	11/12 teachers	September 2018	
9	Complete measurement estimation problem sets	Completed problem sets	11/12 teachers	Ongoing	
10	Assign and assess multiple hands-on laboratory based measurement activities using analog tools	Completed activity sheets	11/12 teachers	Ongoing	

11	Complete and assess multiple graphing and interpreting data laboratory activities	Completed graphs and activity sheets	11/12 teachers	Ongoing	
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English Learner Education

9 -12 Goal: During the 2018-2019 school year, the ELE Department will focus on the reading and writing to strengthen students English Language Proficiency skills in each of the domains. The department will also continue to implement MCAS preparation into the curriculum at all levels. The EL staff will use MCAS materials as well as teach students test-taking strategies to prepare them to take the MCAS and other standardized tests. The EL staff will also focus on responding to various types of open response questions.

	WHAT	HOW	WHO	WHEN	
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	Completed
1	Assess the MCAS and ACCESS Results	Dept. Head	MCAS and ACCESS Results	September 2018	✓
2	Review MCAS list of short/long open response questions compiled in the 2017-2018 school year	Dept. Head & EL Staff	PD Agenda and Notes	September - November 2018	
3	As a team, look at MCAS tests from 2017 and use TestNav to adjust our assessments in the classroom	Dept. Head & EL Staff	PD Agenda and Notes	September - November 2018	
4	Implement the MCAS materials, test-taking strategies, open-response, and long composition writing into the curriculum	Dept. Head & EL Staff	Lesson Plans	October 2018- June 2019	
5	Integrate short open response activities on a weekly basis	Dept. Head & EL Staff	Lesson Plans	October 2018- June 2019	
6	Integrate an MCAS reading on a weekly/biweekly basis	Dept. Head & EL Staff	Lesson Plans	October 2018- June 2019	
7	Integrate MCAS style questions on tests	Dept. Head & EL Staff	Lesson Plans	October 2018- June 2019	

World Languages

9-12 Goal: In the 2018-2019 school year, members of the QHS foreign language department will incorporate at least one aspect of cultural diversity and/or tolerance into each unit or chapter taught throughout the year in a chosen class. This will be measured through observation and the posting of lesson plans, activities, materials, and student assessments.

	WHAT	HOW	WHO	WHEN	
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	Completed
1	Discuss goal as a department to ensure all understand importance, wording, and agree that it is feasible and beneficial to students	PD Notes	FL Staff	September 2018	✓
2	Discuss and formulate action steps to ensure all can complete goal	PD Notes	FL Staff	September and October 2018	
3	Reach out to Beth Hallett, teacher of the Culturally Responsive Teaching classes, to see if she has any thoughts or resources that pertain to our goal.	Phone and/or email records.	E. Boynton	October 2018	
4	Browse and explore resources provided from Beth Hallett and present them to department	PD Notes	E. Boynton	October 2018	
5	Presentation on AP 1-3 and using the AP themes, several of which are centered around diversity of people and of thought, at all levels	PD Notes	J. Amira	October 2018	
6	Presentation on the Teaching Tolerance website and tools it provides to find materials and create lesson plans centered around diversity	PD Notes	K. Ingram	October 2018	
7	Create diversity resource google doc shared with staff so all can add useful resources found	Google Doc	FL Staff	October 2018	
8	Presentation by Beckie Bray Rankin on the proficiency movement and how we can weave our focus on diversity with the teaching of grammar and vocabulary	PD Notes	B. Rankin District FL HS Staff	January 2019	
9	FL teachers research and implement diversity lessons for each unit taught in the chosen	Teacher evidence and reflections	FL Staff	October 2018- June 2019	

	class on their own and reflect on outcomes.				
10	Share reflections and best practices in regards to lessons on cultural diversity	PD Notes, teacher evidence and reflections	FL staff	October 2018-June 2019	
11	Review progress towards goal as a group and discuss tactics to continue successful implementation	PD Notes	FL Staff	March 2019	

Guidance

9-12 Goal: During the 2018/2019 school year, Quincy High School counselors will continue to explore and adjust services and interventions for our high needs students to assist them in having a more productive high school experience and to improve the graduation rate.

	WHAT	HOW	WHO	WHEN	
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	Completed
1	Adjustment to the Academic Success Team (AST). Based on recommendations from Student Support and Guidance Teams.	SST meeting notes and agenda. Guidance Team meeting notes.	Guidance Staff	Ongoing throughout year	
2	Based on the research of successful programs offered in surrounding communities the Guidance Department will explore and facilitate mentoring program for at-risk 9 th graders	Notes, group discussions, program modifications	Guidance Staff	Ongoing throughout year	
3	Continue to facilitate relationships with outside agencies	E-mails, Phone Logs	Guidance Staff	Ongoing throughout year	
4	Facilitate more communication with middle school counselors regarding students at-risk and also proper placement in classes	Meeting Notes	Guidance Staff	Winter, Spring, 2019	

Deans

9-12 Goal: Students in all grades will demonstrate improvement in attendance as indicated by a 2.5% improvement on the chronic absenteeism rate for Quincy High School and identify strategies for student re-engagement.

Step #	WHAT Strategies/Activities	HOW Sources of Evidence	WHO Team/Person Responsible	WHEN Timeline	Completed
1	Review DESE data for dropout, cohort graduation, extended engagement, retention, and chronic absenteeism rates Formulate goals and action steps	Meeting notes	Team members	September - October 2018	✓
2	Review Early Warning Indicator System data by grade Review 2018 retentions Review 2017-2018 attendance records	Meeting notes, EWIS data, retention list, ASPEN reports	Team members	October, 2018	✓
3	Meet with students as needed to review progress reports, report cards, and attendance records	Meeting notes, ASPEN reports, progress reports	Team members	October - May, 2019	
4	Refer students to Student Support Team to determine if an Academic Success Team meeting is warranted	Agendas, Meeting Notes	Team members, SST		
5	Review progress, share ideas, compile additional resources	Meeting notes, resources	Team members	January 8, 2019	
6	Review and analyze academic performance and attendance records for first two quarters Adjust interventions for individual students, as necessary	ASPEN reports, meeting notes	Team members	February, 2019	
7	Review and analyze academic performance and attendance records for first three quarters Adjust interventions for individual students, as necessary	ASPEN reports, meeting notes	Team members	April, 2019	

8	Share results of end of year data by grade Evaluate progress toward goal Share best practices	Meeting notes, ASPEN reports for grades and attendance	Team members	June, 2019	
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Career, Vocational and Technical Education

9-12 Goal: Improve 12th grade CVTE student Financial Literacy Skills. This will increase collaborative learning in all CVTE programs by creating project-based financial literacy lessons that allow students to work in groups as well as individually. By the end of the year (June 2019), teachers will design, develop, implement, and assess/ evaluate 5 lessons. Students will save this financial literacy-learning package in their portfolio and be able to articulate this package to their senior interviewer.

	WHAT	HOW	WHO	WHEN	
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	Completed
1	CVTE Team will identify areas of financial literacy that students need to understand	List of possible Financial Literacy topics.	CVTE Faculty and Dept Chair	November 2018	
2	CVTE Team will design and develop a curriculum that will include: lesson plans, demonstrations, and worksheets that present and capture student learning by December 2018.	Lesson Plans Demonstrations Worksheets	CVTE Faculty and Dept Chair	November 2018	
3	Quincy Credit Union Financial Specialist will support the DVTE staff by presenting / incorporating two financial literacy supplemental lesson by April 2019	Custom designed lesson plans. Financial Literacy Evaluation.	Quincy Credit Union Financial Literacy Specialist	November – June 2019	
4	Encourage collaborative learning among students with student demonstrations and presentations throughout the implementation of the Financial Literacy curriculum by April 2019	Completed Financial Literacy Curriculum / Booklet.	CVTE Faculty	January 1, 2019 – April 30, 2019	

5	Students will complete the financial literacy booklet / documents and save them in their senior portfolio	Completed Financial Literacy curriculum / Booklet.	CVTE Faculty	May 1, 2019	
6	Students will be able to explain their financial literacy booklet / documents to their senior interviewer by May 2019	Completed Interview Scoring Sheet for each student.	CVTE Faculty / Senior Exit Interviewers	May 2019	
7	CVTE students will be invited to attend Quincy Public Schools Annual Credit for Life Fair in March 2019	Completed Credit For Life Fair Student Worksheet	CVTE Faculty and Credit For Life Organizers	March 2019	

Performing/Visual Arts

9-12 Goal: By the end of the 2018-19 school year, art, music and theater students will show mastery in their ability to perform and/or exhibit their craft (art, music, theater arts). This will be measured by successful participation in all school-wide events for performing/visual arts, such as concerts, drama productions, shows and art exhibits.

	WHAT	HOW	WHO	WHEN	Completed
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	
1	Review areas of interest and concern in curriculum and teaching practices Articulate a goal with applications and implications for all team members	Meeting notes	Team members	September - October 2018	✓
2	Make students aware of the commitment and dedication involved in exhibiting and performing in the Fine Arts.	Syllabus, Attendance rosters, portfolios, records of communication with parents and students	All teachers	Ongoing with emphasis at the beginning of the year	
3	Students work with the elements and principles of their craft to come to an understanding of the creative	Portfolios, rehearsals, and formative assessments	All teachers	Ongoing with each assignment	

	process through its various stages of development	at various stages			
4	Students demonstrate their progress towards mastery through their performance/ exhibit and completion of a reflection about their accomplishments	Performances, art shows, reflections	All teachers	Upon completion of each assignment	

Library:

9-12 Goal: To continue collaboration and outreach with staff, students, families and community members about internet resources and research skills.

	WHAT	HOW	WHO	WHEN	
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	Completed
1	Instructional support to teachers and their classes	Emails and student work	Natalie Coady	September 2018 - June 2019	
2	Internet safety curriculum in Freshman Seminar, gr. 9	Lesson plans, pre and post assessments	Natalie Coady & Keriann Hart	September 2018 - June 2019	
3	Assist in developing and hosting QPS Parent Academy	Meeting notes & Event	Natalie Coady & QPS Library, Media Staff	January 2019	
4	Mr. Limoncello Event with the Thomas Crane Public Library	Meeting notes, emails & event	Natalie Coady & Middle School Library, Media Staff	April 2019	

Schoolwide Wellness Team

9-12 Goal: To support student and family’s academic goals by identifying students’ physical and emotional needs and providing relative activities inside and outside of school. This will be evidenced by completion of the action steps outlined below.

	WHAT	HOW	WHO	WHEN	
Explicit Action Steps	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline	Completed
1	Communicate regularly with students, families and staff to identify student needs. Modes of communication include meetings, phone calls, emails and letters.	Meeting notes, letters and emails.	Deans Grades 9 – 12	September, 2018 – June, 2019	
2	Weekly meetings to discuss students’ identified needs and potential strategies. Meetings will include follow-up at a later time to make any updates necessary to a student’s proposed plan.	Meeting Notes	Student Support Team: Guidance, Deans, Special Ed. Chairperson, School Psychologist, Principal and Assistant Principal.	September, 2018 – June, 2019	
3	Create and maintain a supportive atmosphere at school-wide events.	Observations, Staff & Student Feedback	Deans, Security Team	September, 2018 – June, 2019	
4	Provide freshman students with a curriculum-based health program focusing on substance abuse education, prevention, respect, diversity and mental health and awareness.	Student work, Observations and student feedback	Health Interventionist	September, 2018 – June, 2019	
5	Schedule guest speakers on substance abuse prevention, respect, diversity and mental health awareness.	Observations, Staff and Student Feedback	Health Interventionist	September, 2018 – June, 2019	
6	Co-Advise the Students Against Drunk Driving (SADD) club. SADD hosts various student centered events to encourage healthy decision making.	Meeting reflections and event feedback.	School Nurses and Health Care Interventionist	September, 2018 – June, 2019	

7	Host information nights for student-athletes and families with presentation topics that include: concussion awareness, opioid misuse prevention and the dangers of vaping.	Observations, Student And Family Feedback	Athletic Director	September, 2018 – May, 2019	
8	Attend District-Wide Health Symposium to keep informed of current health topics.	Symposium Agenda and Notes	School Nurses	November, 2018 & April, 2019	
9	Increase nutritional wellness with the promotion of small space gardening, spring plant sale, and booth at the annual health and wellness fair	Lesson Plans, Plant Sales, Wellness Fair	Horticulture Class	May, 2018	
10	Collaborate with our Guidance Department and South Shore Health Systems to include a component of Medical and Allied Health in the Career Fair.	Observations, Surveys and Student Feedback	Health Instructors	January, 2019 – May, 2019	
11	Pan and present the Spring Into Wellness Fair for Students and Staff.	Observations, Staff and Student Feedback	Health Care Technology Students and Teachers	May, 2019 – June, 2019	

C. Assessment Program

Dates	Grades	Assessment	Students Involved
10/6/18	12	SAT	Interested Grade 12 students
10/13/18	10, 11	PSAT	Interested Grade 10 & 11 students
11/3/18	12	SAT	Interested Grade 12 students
11/8 - 11/13/18	11, 12	MCAS ELA RETEST	Students requiring opportunity to fulfill requirement
11/14 - 11/15/18	11, 12	MCAS MATHEMATICS RETEST	Students requiring opportunity to fulfill requirement
12/1/18	12	SAT	Interested Grade 12 students
1/04 - 2/7/19	9 - 12	ACCESS TESTING	Students identified as EL students
2/06 - 2/7/19	11, 12	MCAS BIOLOGY	Students requiring opportunity to earn Competency Determination
3/04 - 3/06/19	11, 12	MCAS ELA RETEST	Students requiring opportunity to earn Competency Determination
3/07 - 3/08/19	11, 12	MCAS MATHEMATICS RETEST	Students requiring opportunity to earn Competency Determination
3/26 - 3/27/19	10	MCAS ELA PRIMARY ADMINISTRATION	All Grade 10 Students
3/28 - 3/29/19	10	MCAS ELA SECONDARY ADMINISTRATION	All Grade 10 students who did not participate in Primary Administration
5/4/18	11	SAT	Interested Grade 11 students

5/06 - 5/17/19	11, 12	ADVANCED PLACEMENT EXAMINATIONS	All students enrolled in Advanced Placement Courses
5/21 - 5/22/19	10	MCAS MATHEMATICS PRIMARY ADMINISTRATION	All Grade 10 students
5/23 - 5/24/19	10	MCAS MATHEMATICS PRIMARY ADMINISTRATION	All Grade 10 students who did not participate in Primary Administration
6/1/19	11	SAT	Interested Grade 11 students
6/4 - 6/5/19	9, 10	MCAS SCIENCE ADMINISTRATION	Students enrolled in Biology
6/11 - 6/14/19	9, 10, 11	MCAS SCIENCE ADMINISTRATION	Students enrolled in Biology

D. Professional Development

Date	Time	Location	Participants (Team/Grade Level)	Topic	Presenters
9/4/2018	8:30 -10:30	Auditorium	All Staff	New year orientation Educator Evaluation Civil Rights Training FERPA Training Departmental Meetings	L. Taglieri/ E. Murray Department Heads
9/25/2018	1:00 - 2:00 2:00 - 4:30	Auditorium Various	All Staff Departmental Teams	Assessment Day #1 Review Preliminary 2018 MCAS Data School Improvement Plan Create Vertical Teams (English/Math/Science/ Social Studies/Special Education) Goals for 2018-19 Begin formulating Action Steps	L. Taglieri/ E. Murray
10/9/2018	1:00 - 3:00	Various	Departmental Teams/ Vertical Teams	Finalize Goals and Action Steps	N/A
11/2/2018	8:00 - 2:30	Coddington Building	Math 8/9 Vertical Team	TBA	M. Roy
11/13/2018	1:00 - 4:30	QHS NQHS NQHS	Various Various Various	Technology Training Executive Functioning Social/Emotional Supports	Various Caitlin Parker, Landmark Outreach Program Rebecca Fidler, Licensed Mental Health Clinician

1/8/2019	1:00 - 3:00	Various	Departmental Teams/ Vertical Teams	Mid-Year Assessment of Goals and Adjustments	N/A
2/12/2019	1:00 - 2:30	Auditorium	All Staff	Computer-Based MCAS Testing Training	L. Taglieri/ E.Murray
	2:30 - 4:30	Various	Departmental Teams/ Vertical Teams	Team Goals	N/A
3/26/2019	2:30 - 4:30	Various	Departmental Teams	Planned activities	Various
4/23/2019	2:30 - 4:30	Various	Departmental Teams	Planned activities	Various
5/14/2019	8:00 - 11:30	Coddington Building	Science 9/10 Vertical Team	TBA	E. Smith

E. Family Engagement

Date	Topic	Target Audience	Planning and Implementation Teams
8-30-18	Freshman/New Student Orientation	New students to Quincy High School	L. Taglieri E. Murray P. McGeady K. McPartlin K. Mahoney
9/11/18 6:30 - 8:30 pm	Back to School Night	All Families/Students	Departmental Teams
9/11/18 6:30 - 8:30 pm	Dual Enrollment Parent Information Night	Families & Students enrolled in Dual Enrollment Offerings	K.Segalla B. Reardon
9/27/18 6:30 - 8:00 pm	College Information Night	Senior Students and Families	Guidance Team
10/11/18 6:00 - 8:00 pm @QHS	QPS College Fair	All Students	Guidance Team
10/16/18 6:30 - 8:30 pm	Grade 8 Open House	Prospective Grade 9 students and families	Departmental Teams Guidance Team Administration Athletics

10/25/18 7:00 - 8:30 pm @NQHS	QPS Financial Aid Night	Senior Students and Families	Guidance Team
11/7/18 6:30 - 8:30 pm	Parent/Teacher Conferences	Students and Families	Teaching Administration
11/15/18 6:30 - 8:30 pm	Parent/Teacher Conferences	Students and Families	Teachers Administration
12/3/18 5:30 - 6:30 pm	Winter Sports Orientation	Winter Student/Athletes and Families	Athletic Director Winter Coaches Athletic Trainer
3/7/19 6:30 - 8:00 pm	College Information Night for Juniors and Families	Junior Students and Families	Guidance Team
3/2019 6:30 - 8:30 pm	Course Selection Information Night	All Students/Families & Grade 8 Students/Families	Administrative Team Guidance Team
3/28/19 5:30 - 6:30 pm	Spring Sports Orientation	Spring Student/Athletes and Families	Athletic Director Spring Coaches Athletic Trainer

<p>4/2019 6:00 - 7:00 pm</p>	<p>Senior Parent Information Night</p>	<p>Parents/Guardians of Grade 12 students</p>	<p>Principal Assistant Principal Gr. 12 Dean of Students</p>
<p>6-6-18</p>	<p>Fall Sports Orientation Night</p>	<p>2019 Fall Student/Athletes and Families</p>	<p>Athletic Director Fall Coaches Athletic Trainer</p>

III. October 1 Class Size Enrollment and Demographics

High School Core Class Size

22 and under	23-25	26	27	28	29	30
200	90	19	14	11	3	4

Demographics

Total Enrollment	Special Education	Low Income <i>(Eligible for Free & Reduced Meals)</i>	ELE <i>(English Learners)</i>	FEL <i>(Former English Learners)</i>
1506	269 (18%)	769 (51%)	111 (7%)	68 (5%)

IV. Budget – High Schools

Amount available in 2018-19

TEXT/LEARNING MATERIALS **\$35,200.00**
 (Textbooks and learning materials/supplies needed to support classroom instruction)

SUPPLIES **\$46,399.00**
 (Pens, pencils, rulers, paper, glue, photocopy paper, etc.)

Other (Art Supplies, Phys. Ed., Science Supplies, Library, etc...)

Activity Account **\$28,156.00**

Art Supplies **\$ 7,120.00**

Instrumental/Band **\$ 350.00**

Library **\$ 2,500.00**

Music **\$ 550.00**

Physical Education **\$ 550.00**

Science **\$ 6,000.00**

TOTAL **\$126,275.00**

SPECIAL FUNDING (gifts, grants, partnerships, PTO, etc.)

Perkins Grant for Chapter 74 **\$92,500.00**

State Street Grant **\$25,000.00**

School-Community Partnership - Mini Grants **\$ 4,850.00**

Parent Advisory Council (estimated) **\$23,500.00**

V. Facilities

1. Improvements

- 13 New Teacher Computer Stations installed on the 3rd Floor of the D Wing.
- New equipment provided for Engineering Program.
- Universal interior keys were distributed to each staff member to ensure access to all academic classrooms.
- DETECH Door Alarms installed on the A Wing and D Wing Exterior doors.
- Security Cameras in the Cafeteria were fixed.
- Security Desks have been added to the front and rear foyers of the building.

2. Areas of Need

- The second and third phases of installing the darkening shades needs to be done in the A Wing and the B Wing classrooms that are on the Coddington Street side of the building to enable viewing of projectors during instruction as well as correct the issue of excessive heat in the classroom.
- The walkway on the marsh side of the school has settled away from the retaining wall. There are holes in the walkway that need to be filled.
- There are effervescence markings on the front of the building that need to be removed.
- The number of users that can utilize the Guest Wireless Network that is offered needs to be increased.