

**2011 – 2012  
School Improvement Plan**

**B.M.C. DURFEE HIGH SCHOOL**



Fall River Public Schools

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## Mission and Vision Statements

### Mission Statement for the Fall River Public Schools

The mission of the Fall River Public Schools is to provide a quality education so that all students will attain their fullest potential and become responsible members of society. We are committed to providing quality teaching and learning in a respectful, safe, healthy, and supportive environment that links students, parents, and staff in a community of lifelong learners and capable problem solvers.

### Vision Statement for the Fall River Public Schools

Academic excellence is a priority of the Fall River Public Schools. All students are challenged and supported to meet and exceed the rigorous Massachusetts State Standards. We are responsible for ensuring that all students become literate thinkers and problem solvers with an enthusiasm for lifelong learning. Children are nurtured as individuals with social, emotional, physical and academic needs.

Learning is not limited to the boundaries of the classroom. We provide opportunities for children to explore their interests, broaden their horizons, and develop their talents and creativity. We respect, value, and celebrate diverse traditions, beliefs, and languages. Each person is an individual of great worth.

Collaboration among staff, parents, and community members maximizes the resources and support available to our students. Our school community shares responsibility for student success. Communication is key. We believe that everyone should be respected and that all voices should be heard.

As a school family, we strive to provide a safe, supportive, and stimulating learning environment. We model and expect responsible, respectful behavior, and students are held accountable for their choices.

### Core Beliefs and Values Statement for B.M.C. Durfee High School

The B.M.C. Durfee High School community is dedicated to providing a safe, rigorous learning environment that is equitable, inclusive, and collaborative, empowering students to explore diverse paths and succeed in the 21st Century.

All Hilltoppers have Durfee **PRIDE!**

**Purpose**  
**Responsibility**  
**Innovation**  
**Diligence**  
**Empowerment**

*Our 21<sup>st</sup> Century Learning Expectations are currently under revision.*

# B.M.C. Durfee High School Council Roster

This School Council has reviewed the B.M.C. Durfee High School's improvement plan.

<b>Name</b>	<b>Affiliation</b>	<b>Signature</b>
Wendy Correira	Parent	_____
Tracy Curley	Associate Principal	_____
Sheila Duvall	Community Member	_____
Derek Farias	Teacher	_____
Ken Kvit	Teacher	_____
Paul Marshall	Principal	_____
Shelly McCann	Parent	_____
Kim Napolitano	Counselor	_____
Joyce Paulo	Drop-Out Specialist	_____
John Saurette	Teacher	_____
Conan Sullivan	Parent	_____
Ross Thibault	Vice Principal	_____

## **B.M.C. Durfee High School Profile**

### **Narrative/Executive Summary**

B.M.C. Durfee High School is located in the North end of Fall River, Massachusetts, just off Route 24. The school serves students in grades 9-12 with an enrollment of about 2,258 students. There is a diverse student body of students including 14.7% Hispanic, 8.5% African-American, 5.2% Asian, and 70.0% white. 70.2% of students are low income, 27.2% do not speak English as their first language, 2.8% are Limited English Proficient, and 18.6% receive Special Education services.

In the 2010-2011 school year, the faculty was comprised of 169.9 teachers, 91.2% of whom were licensed in their teaching assignment. In effect, 91.9% of core academic classes were taught by highly qualified teachers. While the school made AYP in both ELA and mathematics in 2009, it made AYP in mathematics only in 2010. Durfee's NCLB Accountability Status is Restructuring Year 2, for subgroups.

Presently, the administrative staff is comprised of a Principal, one Associate Principal, four Vice Principals, seven Department Chairs, nine Guidance Counselors and one Director of Athletics. The CVTE and Fine/Performing Arts departments are under the direct supervision of district level directors housed at the high school. In addition, there are three full-time Adjustment Counselors, one of whom was assigned specifically to the Bridge Program, as well as a Drop-Out Prevention Specialist who also acts as a guidance counselor to our ELL population.

In the last two years, the administrative team and teachers have worked toward creating predictable school-wide structures for learning. These efforts have included the creation of curriculum maps, common quarterly assessments, and the adoption of a workshop model for instruction. Content teachers meet weekly during scheduled common planning time to share and create common lessons, including activators and assessments.

The administrative staff continues the work of creating a common language for both administrators and teachers in an effort to provide meaningful feedback to assist in improving instruction. To that end, following district-level Instructional Rounds in the 2009-2010 school year, building-based teams began scheduled Learning Walks in the spring of 2010. During the 2010-2011 school year, Learning Walks took place in each of the content areas, with 100% participation in both the Mathematics and ELA departments.

Data teams in Mathematics and ELA began work following a three-day summer workshop facilitated by a consultant group and attended by eight administrators and faculty members from the high school. The practices and protocols introduced at the workshop have driven the collection and use of data in both departments. The Math Data Coach has facilitated the work of conducting content skills assessments and ongoing concept checks that are in turn driving instruction and review at specific grade levels. An attendance assessment is currently being used to determine the effect that classroom absenteeism is having on students' grades and what common best practices can be utilized to ease transition back to class when a student returns from an absence.

In ELA, the Data Coach has trained all teachers to analyze aggregated and disaggregated data using the four phase dialogue. As a result, teachers have identified student learning problems (vocabulary and writing), identified causes, identified a target subgroup (Special Ed), set student learning goals, and researched best practices that will be implemented in the 2011-2012 school year. The department has also instituted a policy of common release questions during quarterly benchmarks that will be used in conjunction with other assessments to monitor progress toward goals.

In an effort to increase and improve communication between the faculty and administrative staff, the Faculty Senate was established in the early spring of 2011. Topics discussed at faculty senate meetings are generated by concerns put forward by senate members or their colleagues. The senate was created by asking for volunteers from each department, and is currently comprised of a mix of veteran and new teachers from all departments. Teachers are afforded time to discuss freely with one another prior to the arrival of an administrator and then concerns are discussed. An off-shoot of this committee has been the formation of an Attendance Policy Revision Committee which is presently developing a new attendance policy for the 2011-2012 school year.

Communication between school and home also continues to be a focus for the school. This past year saw the school-wide implementation of automated calls for students who are absent from school as well as morning wake-up calls for those deemed chronically tardy. School-wide protocols were also put into place for making personal contact with the parents of students with consecutive absences. In addition, at mid-year, teams comprised of counselors, teacher and the attendance officer began making home visits to students who were chronically absent.

In the 2011-2012 school year, Durfee utilized grant funding to offer our students a variety of support and enrichment opportunities. Among these were the 21<sup>st</sup> Century Community Learning Center program, an after school enrichment program that served nearly 80 students. Program offerings included culinary arts, cosmetology, mosaic art, guitar, photography, and hip-hop dance among others. Participating students attended programming a minimum of two afternoons each week and committed to a minimum of two different activities.

Funded through the MassGrad Initiative, Durfee administrators and teachers are working with individuals from RPS toward the development and delivery of online competency based courses. While RPS began its work in this area two years ago, Durfee has spent the past year in the planning stage and partnered with RPS in applying for grant money to fund project planning and implementation over the next three years. In the spring of 2011, RPS staff will train five Durfee teachers to use existing online/hybrid courses for content delivery over the summer months. In addition, five additional teachers will be trained to develop other online courses and to convert existing courses to competency-based modules. All of this work is conducted with an eye on the ability to offer online coursework of which the goal is competency versus traditional seat time. In addition, the funding is being used to update technology and design and aesthetics lab that will allow for additional programming in CVTE. The lab will be used to extend learning into the afternoon and evening hours.

Using RTTT funding for training and materials, the Special Education Department is changing the way it delivers services to students. The shift is intended to better serve students as they work toward their personal goals. Changes include the following: the co-teaching model will be used in ELA and mathematics inclusion classes, with support for these academic areas as well as science, social studies and others provided in classes taught by special education teachers. These support classes will be used to familiarize students with their IEP goals, documented disabilities and suggested strategies and accommodations. Content support will also be offered to students during these assigned periods. In addition, the writing of IEPs will no longer be based on the school calendar with all IEPs revisited in the spring, but rather on a rolling basis beginning in the first quarter of the year. Students will also be assigned to the same liaison for four years, as they are their guidance counselor, so that they have an additional person who knows them and their needs very well, and can best facilitate the writing and implementation of a personalized plan.

Presently, we have CVTE programs that are trade-specific under Chapter 74. In addition, Durfee is developing three additional trade-specific programs, including Radio & Television Broadcasting (FRED tv), Environmental Science and Technology, and Engineering. All of these programs are aligned with state frameworks. Using our experience with the development of these trade-specific pathways, we are looking to expand program offerings to academic areas and include pathways such as Criminal Justice and Media & Communications.

Presently, teachers and administrators from the high school and all levels of schools from across the district have been meeting regularly to develop a Literacy Action Plan for the district. At the high school level, this plan will be the framework for some professional development for teachers around strategies and best practices with regards to the incorporation of literacy skills across all content areas. Lead staff from the high school includes two department chairs, two teachers and the Associate Principal.

With a scheduled Spring 2012 visit from a NEASC Accreditation Team, much time has been devoted to the establishment of standards committees and the self-study that is currently underway. Each of the seven committees will respond to the multiple indicators for each standard, providing commentary and evidence of the school's adherence to each standard. The current work will continue into the first half of next school year and will culminate in the submission of our final self-study report in February 2012. Already, the work being done in an effort to write the self-study report has encouraged the formation of additional committees to examine our Core Beliefs and Values, as well as the school-wide learning expectations and assessment rubrics. As intended, the self-study is guiding and focusing our work as we move forward in affording our students the opportunity to acquire and demonstrate the skills necessary to be successful in the 21<sup>st</sup> Century.

# **Student Support Programs**

## ***Academic Support Programs Available at B.M.C. Durfee High School:***

### **Academic Development Center (ADC)**

In the Academic Development Center, students receive support/assistance from other trained students who serve as peer tutors. A teacher assigned to the ADC also supports students through ongoing communication with classroom teachers and tutoring assistance to students. The center is about people helping people with the belief that peer tutors can effect real and lasting positive educational and personal changes. Students must be referred to the center by faculty, guidance counselors, administrators, parents, and/or self-referral.

### **CAT**

A team comprised of teachers, counselors and curriculum specialists come together to diagnose students' learning differences in an effort to prescribe appropriate interventions or make referrals for testing.

### **Drug/Alcohol Assistance for Students**

The school will provide, without penalty, assistance to any student who voluntarily seeks information or assistance about illegal substance use and has not been apprehended for any violations. School staff will take the following action:

- An immediate treatment plan including in-school and community resources will be developed;
- Students will be given the opportunity to make up any schoolwork that is missed;
- Parents should be involved.

The Student Assistance Team, consisting of concerned, supportive school personnel, parents and students, on a case-by-case basis, will be convened to:

- Clarify problems that are interfering with the student's education;
- Describe relevant school policies and procedures that might have an impact on the student if the plan is not followed.

### **Seniors Helping Freshmen**

A two year program whereby upper-class students are trained to serve as leaders, ambassadors, and mentors for members of the incoming freshman class. These students meet regularly with their mentees to assist in their transition to high school and to assure that their freshman year will be as successful as possible.

### **Naval Junior Reserve Officer Training Program (NJROTC)**

The NJROTC Program provides great opportunities to acquire self-confidence, good study habits, and leadership. It is also a program that provides you with an excellent opportunity to build strong and lasting friendships.

The NJROTC students have daily classroom instruction plus many orientation visits, field trips, and other activities to enhance classroom studies. NJROTC cadets study a number of sciences, civics, history, and also learn how to be a leader in the school and community. Students are given one credits each year for successful completion of these courses.

Being a Naval Junior ROTC Cadet is not all work. You can attend dances, tours, trips, and an annual banquet/military ball. You can also participate in a Drill Team, the Honor Guard, Color Guard, or Academic Team. You may also attend mini-boot camp, mini-officer candidate school, or various leadership academies.

The Navy provides all books, equipment and uniforms at no cost to the student. NJROTC is primarily a preparatory program. There is absolutely no obligation to join the armed services. The Navy provides this opportunity to young men and women to help them become good citizens and strong and informed leaders for the future.

### **Peaceful Coalition**

Membership is open to all students. Participants meet weekly to discuss and develop strategies to deal with conflict in a non-violent manner. Participants assist others in school and in the community to make positive choices and act as role models for younger students.

## **TECH Prep**

This is a challenging and systematic program of study for high school students who have made a career choice to enter engineering or business. This program is run in conjunction with Bristol Community College as the local college partner. Students may apply beginning in their sophomore year.

## **Supervisor of Attendance (Truant Officer)**

The Supervisor of Attendance focuses on the prevention of problems effecting student attendance. Consequently, the officer works closely with a wide variety of persons in the school and the community: school counselors, teachers, and administrators, as well as psychologists, social workers, parents, and staff from community agencies. The officer also serves as a resource for questions related to child abuse/neglect, court appearances, welfare assistance, and legal problems resulting in school attendance issues. The coordinator may be contacted through the grade offices.

## ***Student Services Provided in Collaboration with Outside Agencies:***

### **Bristol Community College Admissions Office and the On-Site Admissions Program**

The interplay with this office has been developing over the last few years. Consistently 40% of the graduating senior class has post-graduate plans to attend BCC. Traditionally, the larger percentage of this population who attends BCC needs more assistance from school officials with the application, financial aid, testing, and registration process.

Over the last three years we have supported this population by developing several on-site admission opportunities for students to meet with admissions officers of the college in the high school setting. Students are provided one-on-one advisement when completing the application and choosing an academic program. However, currently the services do not include support with testing, financial aid, and registration information; leaving students to complete these other steps in isolation. This is planned for next year to service students in all areas.

### **Bristol Community College~Dual Enrollment Program**

The developing partnership and interplay with this institution of higher education has evolved over the last few years. Essentially, the dual enrollment program was non-existent three years ago. Currently it has been expanded to provide over 200 students from a wide variety of socio economic and cultural backgrounds the opportunity to earn college credits while still enrolled in high school. The requirements and goals of the program are clearly laid out and the administrative communication is efficient and student centered.

In 2009-2010 over 20 graduating seniors had obtained roughly 20 college credits, or more, by the time they graduated in June. Additionally, roughly 10 seniors graduated with  $\frac{3}{4}$  of their Associate Degree complete. Selections of these students were also admitted to the college's Presidential Scholars Program for Fall 2010. This program is competitive and, when admitted, will cover the expense, for 1 year, of the student's tuition and fees; above and beyond financial aid.

It is imperative to point out that the cost of the dual enrollment classes is \$0 for the students. In essence, the credits students earned did not require the student or family to make any financial commitments other than the cost of books and supplies. Over the last three years this partnership has saved students roughly \$75,000 in tuition costs. Students were granted access to a wide range of courses in all departments on the college campus.

### **Bristol Community College's TRIO Upward Bound and Talent Search Programs**

The interplay with this federally funded program has been growing through constant communication between administrators over the last three years. This program primarily targets low-income and first generation college bound students. In the FRPS the majority of our students qualify once they complete the application for membership. This group has become another central partner to the DHS Guidance Department. The TRIO programs support students in a variety of ways. Once admitted to the program student can receive academic tutoring, college and career guidance, SAT prep, SAT/ACT fee waivers, college bus tour opportunities, financial aid advisement, regular meetings and support from TRIO staff, financial aid through purchasing Dual Enrollment text and supplies, etc.

### **Bristol County Workforce Investment Board (WIB)**

The interplay with this community group has been strong since the beginning of its relationship in 2008. This organization has become a main community partner to the DHS Guidance Department. They have been instrumental in supporting many of the

developmental programs within our guidance curriculum and developmental plan. Through community engagement and recruitment of business participation the WIB has partnered with the Guidance Department to annually host, since 2008, Career Day for sophomore students and Opportunity Fair for senior students. Additionally, they have participated in the 1<sup>st</sup> annual Credit for Life Fair for junior students. Additionally, the WIB recruits and communicates with local businesses from all career fields to serve as speakers, presenters, internship sites, job shadow opportunities, and participants at the Career Day and Opportunity Fair.

### **Fall River Boys and Girls Club**

The Fall River Boys and Girls Club, best put, serves as a guardian to many of our students. The Boys and Girls Club is an important social organization for adolescents within the community. They have become an active and instrumental community organization supporting students through drop-out prevention, encouraging student achievement, creating opportunities for college and career awareness, application support, scholarship outreach, etc. The staff from the Boys and Girls Club works directly with Guidance Counselors to support students with many academic requirements and college and career assistance.

### **Fall River Career Center (FRCC)/Youth Connections Office**

The FRCC is a community organization that works as a branch of the WIB and on the frontline of workforce development. This organization supports adults and youth of Fall River, with employment search, financial aid for government sponsored training, unemployment services, work readiness training, etc. Essential to the relationship with the Career Center is the many work and learning opportunities that they are able to offer to DHS students during the school year and then expanded to include more students in the summer months. The interplay with this organization seems to be in collaboration with the WIB.

### **Healthy Families/YPSS/ Early Head Start**

Each is a home-based provider of case management services to young mothers or fathers that are pregnant or have given birth. At school they provide support to young mothers through a weekly group facilitated by a school adjustment counselor. The adjustment counselor collaborates with the outside agencies to ensure that each girl is serviced through one of the agencies.

### **Outside Counseling Services**

School counselors often provide students and parents with the information necessary to secure outside counseling. These services are provided by outside counselors provided parent consent is received. These counseling services are available on site if the student has no way to get to counseling outside of the school setting.

### **People Incorporated**

This outside agency runs a daycare facility in the school building and serves the children of some of our students. Case managers and coordinate services for young mothers. Some extended hours are available for students who want to have access to extra-curricular activities available after school hours.

### **SMILES (South Coast Mentoring Initiative for Learning Education and Service)**

The SMILES mentoring program has been in the Fall River Public Schools since 2007 beginning with a middle school program. In 2008-2009 the first high school group program for the SMILES organization was developed for Durfee High School. That year, there were roughly 6-7 matches in the group program and continues today with ten matches. The group program meets weekly on Thursdays and Guidance Counselors are responsible for scheduling students to ensure that a non-academic is scheduled during the prescribed meeting time.

### **UMASS Dartmouth Dual Enrollment**

The partnership between this institution of higher education and DHS was only established recently in 2010. UMass offers a limited number of dual enrollment opportunities. The communications have been difficult to manage in the height of a shift in leadership at the college level. During the change in leadership the program goals, requirements, and overall approach to support student enrollment has become blurred.

### **South Coast Healthcare Opportunities**

Charlton Memorial Hospital is a member of the South Coast Medical Group and located in Fall River. The hospital sponsors a school-to-career program in which highly interactive student internships are provided to junior and senior high school students who are interested in medical professions. This is a growing partnership but a stable program through South Coast Hospitals Group. The Guidance Dept. is focused on supporting and identifying the appropriate students for the activity.

## ***Student Enrichment Programs Available at B.M.C. Durfee High School:***

### **Athletic Program**

The role of athletics in the co-curricular related program is to develop good citizenship, character, self-discipline, and leadership through competitive activities that further develop the specialized athletic abilities of students. These programs both stimulate personal growth and develop role models for other members of the student body and the community. B.M.C. Durfee High School teams compete in the Big Three League in the following sports:

#### **Fall**

Cross Country (boys & girls)  
Field Hockey  
Football  
Golf  
Soccer (boys & girls)  
Swimming (girls)  
Volleyball (girls)

#### **Winter**

Basketball (boys & girls)  
Cheerleading  
Ice Hockey  
Track (boys & girls)  
Wrestling  
Swimming (boys)

#### **Spring**

Baseball  
Softball  
Tennis (boys & girls)  
Track (boys & girls)  
Volleyball (boys)

### **Clubs and Activities**

Students are encouraged to participate in all Durfee extracurricular activities. Since many of these activities involve time spent over and above the regular school day, these activities should never be allowed to detract from a student's primary focus, which is to obtain a quality education. The following clubs are available to promote the varied interests of students.

#### *General Clubs and Activities*

### **21<sup>st</sup> Century Community Learning Center**

This after school program offers students the opportunity to extend their learning time by participating in a wide variety of coursework to enrich their academic experiences. Offerings include culinary arts, cosmetology, hand drums, hip hop dance, and photography among others.

#### **Art Club**

Membership in the Art Club is open to all students of Durfee High School, especially those who want to broaden their knowledge of the Arts. Meetings are held monthly. The club is also involved in fund raisers and trips.

#### **Asian Club**

The purpose of the club is to develop the student's knowledge of Khmer Culture and language. Activities include a Khmer New Year's Celebration and other culturally significant events during the school year.

#### **Astronomy Club**

Membership is open to all students who have an interest in astronomy, particularly to those who would like to expand their knowledge about current happenings in the universe. Meetings are held monthly.

#### **Connecting Cultures Club**

Membership is open to all students with an interest in promoting multi-cultural awareness and cultural diversity. The goal is to bring awareness to both the student body and the community through involvement in cultural celebrations, field trips, and community events. Connecting Cultures Club meetings are held on a bi-weekly basis.

#### **Cosmetology Club**

Membership is offered to sophomore, junior and senior students enrolled in the Cosmetology program. The club's purpose is to allow students to experience the endless opportunities the Cosmetology industry has to offer. Activities include attendance at several beauty shows as well as various opportunities for volunteer work. Meetings are held monthly.

## **Fashion Club**

The fashion club is open to all students interested in the world of fashion. The club's purpose is to promote an interest in the history of fashion, the constant changes exhibited in our culture's/society's fashions and the ability to use a form of art to express one self. The club allows students to promote cultural diversity, express their individuality through today's latest fashions, apply problem solving skills, collaborate and develop the knowledge and skills necessary to express their ideas through the production of a fashion show.

## **Fencing**

The Fencing club is designed to give Durfee students a chance to learn about and practice the martial art of Fencing. After students provide the required parental consent forms, the club gives members a variety of basic skills and provides equipment while they become more proficient in the use of Foil, Epee and Saber through regular hand-to-hand combat. The club will also occasionally bring in outside experts, take members on field trips, and is currently attempting to establish a club "team" which would compete with other schools in Massachusetts and Rhode Island. No experience is necessary, membership is always open, and there is no limit on membership, however, the "team" may be subject to a small number of competitive openings.

## **Fishing Tackle Club**

This club will be designed to meet the needs and experience level of the group. Participants will gain or enhance their knowledge of fishing and tackle preparation with respect to: 1) local saltwater species such as flatfish, blackfish, scup, striped bass, bluefish, sea bass, summer flounder, mackerel and cod; 2) freshwater species such as large and small mouth bass, trout, perch, pickerel, pike, salmon, and catfish.

## **French Club**

Membership is open to all students who have taken or are currently taking French. The club's purpose is to increase the student's knowledge of French culture and language. Activities include visits to mansions, museums, plays, and other special events.

## **Forensics Club**

Membership is open to all students who are interested in any field of forensic sciences. Activities include discussing famous case studies, labs, and field trips.

## **Future Educators of America Club**

Membership is open to all students who are interested in pursuing a career in teaching. The club is a charter member of the Future Educators of America (FEA). Club activities include participation in the annual FEA Conference, fundraising activities, teacher shadowing, and the annual Teacher Academy Showcase Day held at the end of the school year. Meetings are held on the first Monday of every month.

## **Gay Straight Alliance**

The Gay Straight Alliance is a confidential group for Lesbian, Gay, Straight, Bi-Sexual and Transgender students. The group advocates support and acceptance for all. Students may become involved in speaker training workshops, equal rights causes, social events, etc.

## **Green Team**

The Green Team is a group of students and teachers who lead the school and community toward sustainable solutions to environmental problems. The Green Team meets regularly and organizes an annual Green Week in the spring. Additionally, the Green Team goes on field trips to various sites to help our local community and to improve our understanding of the natural world.

## **Hip-Hop Club**

This club meets every other week and is open to all students interested in today's hip-hop culture. The club incorporates all four elements of hip-hop (MCing, DJing, B-Boying, and Graffiti Art). Our members focus mostly on hip-hop dance styles. Interested students must be open-minded and must willingly embrace diversity. All members are encouraged, but not required, to showcase their talents at school functions like the fall pep rally and spring fashion show.

## **Interact Club**

Interact is an international service organization that is a part of Rotary International and is often referred to as a "junior rotary". This after school club meets bi-monthly to bring kids together in helping the community through several local charity programs as well as involvement in numerous community events like fairs, charity meals, gift wrapping for the holidays, etc. The club chooses one local and one international issue to focus on each year. The club's goal for students is to build on Interact's core values: "Service Above Self"; International Understanding; Student Leadership and Personal Integrity.

## **Mathematics Team**

Membership is open to all students, especially to those who enjoy a challenge in mathematics. As members of the Southeastern Massachusetts Mathematics League, members will compete in six math contests meets each year. Each contest is given after school for half an hour and consists of six questions from across all of High School Math. Recognition is given to the highest scorer from the school and for consistent commitment to the team.

## **Peaceful Coalition**

Peaceful Coalition is a gang prevention and intervention program. Established in 1997 at B.M.C. Durfee High School as a result of increased gang violence and activity in the City of Fall River, the program has successfully reached hundreds of youth at risk for gang affiliation. The Peaceful Coalition believes that every young man or young woman, despite their background, legal history, or gang affiliation, deserves and has the potential to lead productive, successful lives if given the proper level of guidance and support.

## **Photography Club**

The Camera Club is open to all students. The club's purpose is to perpetuate an interest in Black and White Photography. Various trips of interest are taken each school year to encourage participation. Monthly meetings are held for the members.

## **Portuguese Club**

Membership is open to all students who are taking or have taken Portuguese class. The club's purpose is to increase students' knowledge of the Portuguese language and culture. Meetings are held monthly.

## **Science Club**

The Science Club welcomes any student who is interested in exploring all aspects of science, nature, and the world we live in. We investigate natural phenomena and conduct experiments while emphasizing the fact that Science is fun! Meetings are held biweekly and include a year-end field trip.

## **Shakespeare Festival Committee**

Membership is open to all students. The club's purpose is to provide leadership and organizational opportunities in planning and producing a Spring Shakespeare Festival. The Committee meets on the third Monday of the month.

## **Sixth Man**

This spirited group of students has a strong, energizing presence at athletic events throughout the year. Unmistakable in their black "Sixth Man" tees, members of the group support athletic teams by showing up at games and cheering on their teams. The entire student body is welcomed and encouraged to participate.

## **Ski & Snowboard Club**

Membership is open to all students regardless of previous skiing/snowboarding experience. The purpose of the club is to provide the opportunity for students to learn and participate in the sport of skiing and snowboarding. The club meets once a month starting in September. Each year the club plans six, one day trips to different destinations in New England. All trips take place on Sundays.

## **Spanish Club**

Membership is open to all students who are taking or who have taken Spanish and are interested in Spanish culture. The club's purpose is to expose students to the Spanish language and culture by participating in a variety of cultural activities. This will allow students to experience the Spanish language and culture outside the traditional classroom setting. Activities include attending performances of Spanish plays/dances, visiting of different museums, and dinner at a Spanish or Mexican restaurant. Meetings are held monthly.

## **Student Government**

The Student Government is an elected body of student representatives set to offer the student voice to school administration and community, sponsor community building events within the school, and engage in projects for the benefit of the school community. Students eligible for election to Student Government will be in good academic standing and have no disciplinary infractions on their record. Elections for the following academic year will take place in June, with freshman officers being elected in late September when they enter Durfee.

## **Wildlife Club**

Membership is open to all students interested in the field of wildlife. The purpose of the club is to increase students' knowledge of wildlife from all around the world. The club will meet every other week.

## **Video Club**

Membership is open to all sophomores, juniors, and seniors who wish to learn T.V. production skills. Members of the club will assist in the production of the video yearbook.

## *Music and Theater Activities*

### **Chorus**

Chorus is for all who enjoy singing. The group meets once a week for 1 and 1/2 hours. Students learn a varied repertoire in 4-part harmony. Each semester culminates in a concert performance. There is a Choral Festival and field trip at the end of the year.

### **Concert Parade Band (Band)**

The Concert Parade Band performs at all home football games, winter and spring concerts, area parades, and other civic functions. Membership is open to all who play an instrument and are enrolled in the music program. Members must be able to attend after-school rehearsals throughout the year.

### **Field Show Band (Drill Band)**

The Field Show Band performs at all home football games, competes in area marching band competitions and festivals, being adjudicated in musical performance, visual effect and marching technique. Members must be able to attend Band Camp (usually within August) and after-school rehearsals during the football season.

### **Jazz Band**

The Jazz Band performs at winter and spring concerts, at least one adjudicated festival, school events, and civic functions. Membership is open to all who play an instrument and are enrolled in the music program.

### **Strings**

Membership is open to those students enrolled in Durfee Orchestra and String Orchestra classes. Members of Durfee Strings are required to perform at two concerts and various other functions throughout the school year.

### **Theatre Company**

Membership is open to everyone at B.M.C. Durfee High School all year long. Students will work on a variety of productions during the entire school year. A parents' group helps the club and every club member must commit to fundraising to support the productions. Meetings are after school on the 1<sup>st</sup> and 3<sup>rd</sup> Mondays of each month and rehearsals are Mondays and Thursdays in the evening and Tuesday afternoons. Possible productions include a musical, an annual Drama Competition piece a School-wide Talent Show, and other events throughout the year. Students who are interested in backstage work as well as performing on stage are always welcome. We need a wide range of talents of many kinds from a lot of people.

## *Pep Squads*

### **Cheerleaders: Varsity & Junior Varsity**

The Varsity and Junior Varsity cheerleading squads will support athletics during the fall and winter seasons – typically, but not limited to: football, basketball, and wrestling. They may also perform at other school functions and events, and compete seasonally as seen appropriate by the coaching staff. Teams will be chosen for the fall season at the end of the previous school year, as well as try-outs at the beginning of both the fall and winter sports seasons. All cheerleaders need to re-try out at the

beginning of each season. A practice squad may be formed based on student interest. The practice squad supports freshmen athletics; students do not need to be freshmen to make this team. Students of all grades are eligible for teams, as long as they are academically eligible.

### **Color Guard**

The Color Guard is open to freshmen, sophomores, juniors, and seniors. Auditions are held in the spring of each year for membership for the following year. The group performs with the Field Show Band and the Concert Parade Bands at games, parades, and other functions

### *Student Publications*

B.M.C. Durfee High School of Fall River provides opportunities for students to get involved in a number of publications including a monthly newspaper, a literary magazine, and a yearbook. The school's Publications Center, located in Room 251, is well equipped with Macintosh computers to allow for desktop publishing. Although most students enroll in either one or both of the journalism courses, the program allows and encourages other students to submit material to any of the publications. There is also a Press Club, which makes the offerings accessible to all students.

### **Durfee Hilltop**

The school newspaper, the Durfee Hilltop, is a 12-24 page tabloid which is published twice each month and funded by advertising that is solicited by the student staff members. An editorial board oversees its content with the guidance of the newspaper advisor. In addition to developing writing and editing skills, students can also work with photography, business, and graphic design, using desktop publishing programs on Macintosh computers.

### **Durfee Yearbook**

The school yearbook is also produced using industrial desktop publishing software with both student and professional photography. While the staff is made up primarily of seniors, other students are encouraged to help produce the volume.

### **Literary Magazine**

Students who are interested in creative writing, illustration, or design are able to submit manuscripts to the Phoenix Nest, Durfee's literary magazine. The Phoenix Nest promotes creativity and accepts submissions in a multitude of genres and forms. The club meets monthly in the library to discuss works in progress and prepare the magazine for its annual publication.

### **Press Club**

The Press Club is the social and fund-raising arm of B.M.C. Durfee publications. Money is raised to fund purchases and journalism trips. This club is open to all students.

## Massachusetts Department of Education's Accountability Report for the School

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts and mathematics by the year 2014. Schools are expected to make Adequate Yearly Progress (AYP) each year. Determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward the attainment of those goals.

### Accountability Status Labels

- III/2-S: Identified for Improvement - Subgroups only (Year 1 or 2)
- III/2-A: Identified for Improvement (Year 1 or 2)
- CA-S: Identified for Corrective Action - Subgroups only
- CA-A: Identified for Corrective Action
- **RST1/2-S: Identified for Restructuring - Subgroups only (Year 2)**
- RST1/2: Identified for Restructuring (Year 1 or 2)
- UR: Under Review

## B M C Durfee High - 2010 Accountability Data

District: Fall River (00950000)  
School: B M C Durfee High (00950505)  
Accountability & Assistance Level: Level 3  
School Title I Status: Non-Title I School (NT)  
NCLB School Choice Required: No  
Supplemental Educational Services Required: No

### 2010 Adequate Yearly Progress (AYP) Data - Summary

	<a href="#">NCLB Accountability Status</a>	<a href="#">Performance Rating</a>	<a href="#">Improvement Rating</a>
ENGLISH LANGUAGE ARTS	Restructuring Year 2 - Subgroups	High	No Change
MATHEMATICS	Restructuring Year 2 - Subgroups	Moderate	On Target

To make AYP in 2010, a student group must meet (A) a student participation requirement, either (B) the State's 2010 performance target for that subject or (C) the group's own 2010 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		AYP 2010
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2009	Met Target	Actual	AYP 2010
Aggregate	Yes	99	No	85.0	No	-2.4	Yes	67.8	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	99	No	58.2	No	-4.8	No	42.9	No
Low Income	Yes	99	No	80.9	No	-3.6	Yes	66.1	No
Afr. Amer./Black	Yes	100	No	83.2	No	-5.3	Yes	69.2	No
Asian or Pacif. Isl.	-	-	-	76.1	-	-	-	-	-
Hispanic	Yes	98	No	82.0	Yes	4.0	Yes	57.0	Yes
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	No	86.1	No	-3.3	Yes	69.0	No

MATHEMATICS	Met Target	Actual	Met Target (84.3)	Actual	Met Target	Change from 2009	Met Target	Actual	AYP 2010
Aggregate	Yes	99	No	79.2	Yes	3.1	Yes	67.8	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	99	No	50.4	No	-6.0	No	42.9	No
Low Income	Yes	99	No	74.2	No	0.3	Yes	66.1	No
Afr. Amer./Black	Yes	100	No	73.9	Yes/SH	-0.2	Yes	69.2	Yes
Asian or Pacif. Isl.	-	-	-	77.2	-	-	-	-	-
Hispanic	Yes	100	No	73.7	Yes	2.9	Yes	57.0	Yes
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	No	80.9	Yes	3.8	Yes	69.0	Yes

Adequate Yearly Progress History										NCLB Accountability Status
		2003	2004	2005	2006	2007	2008	2009	2010	
ELA	Aggregate	Yes	Yes	Yes	No	Yes	No	Yes	No	Restructuring Year 2 - Subgroups
	All Subgroups	No	No	No	No	No	No	No	No	
MATH	Aggregate	No	Yes	No	No	Yes	No	Yes	Yes	Restructuring Year 2 - Subgroups
	All Subgroups	No	No	No	No	No	No	No	No	



**MCAS Tests of Spring 2010**  
**Percent of Students at Each Performance Level for B M C Durfee High**

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

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

Data Last Updated on September 14, 2010.

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 10 - ENGLISH LANGUAGE ARTS	10	26	50	52	32	18	8	4	515	85.0	38.0	431
GRADE 10 - MATHEMATICS	26	50	29	25	29	17	15	7	513	79.2	35.0	432
GRADE 10 - SCIENCE AND TECHNOLOGY	10	18	41	47	33	28	16	8	467	77.4	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	10	16	50	52	32	24	8	8	515	85.0	38.0	431
ALL GRADES - MATHEMATICS	26	26	29	33	29	27	15	15	513	79.2	35.0	432

## 2010 MCAS High School Science and Technology/Engineering Results

\* NOTE: First-year LEP students are not included in performance level or CPI results, but are counted as participants if they are present for the test. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

### Participation Summary for B M C Durfee High (00950505)

	GRADE LEVEL 9								GRADE LEVEL 10							
	Biology		Chemistry		Intro Physics		Tech/Eng.		Biology		Chemistry		Intro Physics		Tech/Eng.	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Student Status</b>																
Stud. w/ Disab	-	-	-	-	-	-	-	-	68	93	5	7	0	0	0	0
LEP/FLEP	-	-	-	-	-	-	-	-	14	100	0	0	0	0	0	0
Low-Income	35	100	0	0	0	0	0	0	301	90	29	9	4	1	0	0
<b>Race/Ethnicity</b>																
African American/Black	3	100	0	0	0	0	0	0	41	91	4	9	0	0	0	0
Asian	9	100	0	0	0	0	0	0	20	91	2	9	0	0	0	0
Hispanic/Latino	1	100	0	0	0	0	0	0	55	92	3	5	2	3	0	0
Native American	1	100	0	0	0	0	0	0	1	50	0	0	1	50	0	0
White	67	100	0	0	0	0	0	0	301	85	49	14	6	2	0	0
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-race - Non- Hispanic/Latino	2	100	0	0	0	0	0	0	4	100	0	0	0	0	0	0
All Students	83	100	0	0	0	0	0	0	422	86	58	12	9	2	0	0

**Performance by Subject for B M C Durfee High (00950505)**

HIGH SCHOOL - BIOLOGY																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	66	97	0	12	32	56	51.9	N/A	N/A	82	91	0	11	32	57	51.5	N/A	N/A	10,179	93	2	23	36	39	60.6	N/A	N/A
LEP/FLEP	14	100	0	7	43	50	48.2	N/A	N/A	15	95	0	7	40	53	50.0	N/A	N/A	3,325	92	2	16	32	50	49.8	N/A	N/A
Low-Income	331	99	6	41	35	17	74.9	N/A	N/A	367	96	6	40	35	20	73.1	N/A	N/A	18,414	95	5	34	33	27	68.0	N/A	N/A
African American/Black	43	100	9	42	42	7	80.8	N/A	N/A	49	98	8	41	41	10	78.6	N/A	N/A	4,586	95	4	32	36	27	66.5	N/A	N/A
Asian	29	100	3	52	34	10	78.4	N/A	N/A	30	100	3	50	37	10	78.3	N/A	N/A	2,603	98	33	39	17	11	86.1	N/A	N/A
Hispanic/Latino	54	100	2	44	30	24	72.2	N/A	N/A	61	93	2	41	30	28	68.9	N/A	N/A	8,046	94	4	27	34	35	61.0	N/A	N/A
Native American	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	163	94	6	43	30	21	74.5	N/A	N/A
White	363	98	9	49	28	14	80.3	N/A	N/A	393	97	8	47	28	17	78.8	N/A	N/A	37,575	98	21	53	19	7	88.5	N/A	N/A
<b>Other Subgroups</b>																											
Male	222	99	8	45	27	19	76.2	N/A	N/A	249	97	7	44	28	22	74.6	N/A	N/A	27,466	96	17	45	23	15	81.8	N/A	N/A
Female	275	99	8	51	31	10	82.3	N/A	N/A	294	97	8	49	31	12	80.6	N/A	N/A	26,640	97	17	47	24	12	82.6	N/A	N/A
Title I		-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	10,817	94	4	31	36	29	65.0	N/A	N/A
Non-Title I	497	99	8	48	30	14	79.6	N/A	N/A	534	98	7	46	30	16	77.9	N/A	N/A	43,330	97	20	50	20	10	86.4	N/A	N/A
Non-Low Income	166	99	11	62	19	8	88.9	N/A	N/A	176	99	11	61	19	10	87.8	N/A	N/A	35,733	98	23	52	18	7	89.4	N/A	N/A
LEP	12	100	0	0	50	50	39.6	N/A	N/A	12	100	0	0	50	50	39.6	N/A	N/A	2,293	90	1	10	30	59	43.7	N/A	N/A
FLEP	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,032	96	3	29	37	31	63.4	N/A	N/A

1st Yr LEP*		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	633	89	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	63	95	14	43	25	17	78.2	N/A	N/A
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	992	96	17	43	27	12	81.2	N/A	N/A
All Students																											
2010	497	99	8	48	30	14	79.6	N/A	N/A	543	97	7	47	29	17	77.9	N/A	N/A	54,147	97	17	46	23	13	82.1	N/A	N/A

### HIGH SCHOOL - CHEMISTRY

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	275	98	3	7	17	73	51.5	N/A	N/A
LEP/FLEP		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	127	99	2	9	28	61	43.9	N/A	N/A
Low-Income	27	93	4	22	30	44	58.3	N/A	N/A	29	94	3	21	28	48	56.0	N/A	N/A	526	99	7	13	24	56	49.2	N/A	N/A
African American/Black	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	217	100	7	17	27	49	52.9	N/A	N/A
Asian	1	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	122	100	39	25	15	20	79.5	N/A	N/A
Hispanic/Latino	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	248	98	6	13	24	58	46.7	N/A	N/A
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-
White	49	98	10	35	29	27	73.0	N/A	N/A	49	98	10	35	29	27	73.0	N/A	N/A	1,142	99	26	31	24	19	78.1	N/A	N/A
<b>Other Subgroups</b>																											
Male	36	95	11	36	28	25	74.3	N/A	N/A	37	95	11	35	27	27	73.0	N/A	N/A	888	99	25	27	21	27	74.0	N/A	N/A
Female	19	100	5	21	37	37	59.2	N/A	N/A	21	100	5	19	38	38	57.1	N/A	N/A	898	99	19	25	26	30	67.4	N/A	N/A
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	314	98	2	4	18	76	35.3	N/A	N/A
Non-Title I	55	96	9	31	31	29	69.1	N/A	N/A	58	97	9	29	31	31	67.2	N/A	N/A	1,476	99	26	31	25	18	78.2	N/A	N/A
Non-Low Income	28	100	14	39	32	14	79.5	N/A	N/A	29	100	14	38	34	14	78.4	N/A	N/A	1,264	99	28	31	23	17	79.5	N/A	N/A
LEP		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	106	99	1	9	32	58	44.3	N/A	N/A
FLEP		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	21	100	5	10	10	76	41.7	N/A	N/A
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	44	98	-	-	-	-	-	N/A	N/A

Migrant		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50	98	36	24	22	18	79.5	N/A	N/A
All Students																											
2010	55	96	9	31	31	29	69.1	N/A	N/A	58	97	9	29	31	31	67.2	N/A	N/A	1,790	99	22	26	23	29	70.6	N/A	N/A

**HIGH SCHOOL - INTRODUCTORY PHYSICS**

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
<b>AYP Subgroups</b>																											
Stud. w/ Disab		-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	3,051	97	3	19	39	38	55.4	N/A	N/A	
LEP/FLEP		-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	1,209	97	4	17	38	41	52.9	N/A	N/A	
Low-Income	4	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	6,503	97	4	25	42	29	61.6	N/A	N/A	
African American/Black		-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	2,445	98	3	23	44	30	59.3	N/A	N/A	
Asian		-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	1,002	99	31	38	24	8	85.6	N/A	N/A	
Hispanic/Latino	2	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2,689	95	3	22	41	34	57.8	N/A	N/A	
Native American	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	40	100	0	38	45	18	69.4	N/A	N/A	
White	5	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	12,228	99	21	47	26	6	86.0	N/A	N/A	
<b>Other Subgroups</b>																											
Male	6	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	9,529	98	19	39	29	14	78.9	N/A	N/A	
Female	2	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	9,249	99	14	40	32	14	77.7	N/A	N/A	
Title I		-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	4,622	96	3	24	41	32	59.0	N/A	N/A	
Non-Title I	8	-	-	-	-	-	-	-	10	100	20	40	20	20	85.0	N/A	N/A	14,167	99	21	44	27	8	84.6	N/A	N/A	
Non-Low Income	4	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	12,286	99	23	47	25	6	87.1	N/A	N/A	
LEP		-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	930	97	2	13	38	47	48.1	N/A	N/A	
FLEP		-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	279	99	10	30	38	22	68.8	N/A	N/A	

1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	142	100	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	22	100	14	23	32	32	70.5	N/A	N/A
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	344	99	23	35	28	14	79.5	N/A	N/A
All Students																											
2010	8	-	-	-	-	-	-	-	-	10	100	20	40	20	20	85.0	N/A	N/A	18,789	98	16	39	30	14	78.3	N/A	N/A

**HIGH SCHOOL - TECHNOLOGY/ENGINEERING**

Student Group	School							District							State												
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	660	99	1	19	38	42	58.7	N/A	N/A	
LEP/FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	129	98	2	9	30	59	45.0	N/A	N/A		
Low-Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	804	97	1	24	42	33	60.2	N/A	N/A		
African American/Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	163	98	0	15	56	29	56.3	N/A	N/A		
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	55	98	4	29	24	44	65.5	N/A	N/A		
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	327	97	0	17	45	39	54.8	N/A	N/A		
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-		
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,508	99	4	48	34	14	78.7	N/A	N/A		
<b>Other Subgroups</b>																											
Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,442	98	4	43	35	19	75.0	N/A	N/A		
Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	671	99	1	32	43	24	67.4	N/A	N/A		
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	473	95	1	30	40	29	63.7	N/A	N/A		
Non-Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,640	100	4	42	37	18	75.2	N/A	N/A		
Non-Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,309	100	4	49	34	12	80.3	N/A	N/A		
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	101	98	3	6	29	62	42.1	N/A	N/A		
FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	28	97	0	18	36	46	55.4	N/A	N/A		

1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	43	96	7	33	44	16	72.1	N/A	N/A	
All Students																											
2010	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,113	99	3	39	37	20	72.6	N/A	N/A	

## School Needs Assessment

The School Needs Assessment considers a range of needs and issues in the school. In an effort to provide school leadership teams with additional guidance, the template below identifies the Essential Conditions in the left column and then the right column explains components that schools should examine and report on.

No.	Essential Condition	Needs Assessment
1	Effective School Leadership	<p>The core of the Administrative Team (Principal, Associate Principal and VPs) meets each morning in an effort to keep apprised of progress toward programming goals, specific student or staff related issues, and planning around initiatives. Department Chairs also meet with the Principal and/or Associate Principal on a regular basis for the same purpose. Department Chairs hold monthly departmental meetings to discuss student achievement, departmental goals, and to provide ongoing professional development in the form of sharing best practices. The four VPs and Associate Principal each as a liaison to one or more departments for the purposes of evaluation of progress toward programming goals as well as the supervision and evaluation of teachers.</p> <p>The administrative team continues to work on building positive school culture, encouraging faculty and other members of the school community to assume leadership roles. To that end, the following steps have been taken to promote teachers in leadership roles:</p> <p>The Faculty Advisory Committee took shape during the 2009-2010 to work with administrators in an effort to norm the process for Learning Walks. The group met monthly over the course of the year, and activities culminated in carrying out walks in the spring of 2010. Individuals from this group then brought the processes back to their departments so that Learning Walks could begin on a departmental level. Since then, the frequency of the walks has increased and departments are planning for inter-departmental walks.</p> <p>Presently, the Faculty Senate is also meeting once a month to discuss questions or concerns with a designated administrator (a VP) in an effort to open and improve lines of communication between administration and faculty. These meetings are helping to facilitate the timeliness of response to faculty concerns and to include more faculty members in ongoing dialog.</p> <p>The NEASC self-study process is currently overseen by a Department Chair and the Associate Principal. These two co-chair a steering committee of 20 teachers and administrators who are facilitating the process. In addition, many teachers who have not before assumed leadership roles, are co-chairing each of the seven committees conducting standard-specific reports.</p>
2	Effective District Systems of Support	<p>As district level goals and initiatives drive much of what we do here at the high school, we depend on district level support as we look to implement strategies to move us toward our goals. The following school-based practices were initiated by and supported at the district level:</p> <p>In the 2009-2010 school year, the district provided administrative-level professional development around building-based implementation of the Workshop Model. Department Chairs and other administrators took the practice back to departments where departmental-based PD was conducted through common planning and department meetings. A natural next step in this process will be getting district support for professional development for teachers around best practices and strategies in the Workshop Model.</p> <p>The Instructional Rounds conducted by building and district administrators offered feedback to the leadership team in the building with regards to teaching and learning structures observed. That district initiative found its way into additional classrooms when a building based team repeated a similar process later in the year. In addition, 2010-2011 saw the process duplicated at the building level by teachers in all content areas, a practice that continues to grow in frequency and depth of understanding.</p> <p>During the summer of 2010, the District initiated workshop training for school-based data teams to begin work immediately. These teams are department -based and began with a focus on mathematics and ELA. The goal is to use data to inform instruction in an effort to improve instruction and increase learning. The high school data teams in both mathematics and ELA have been established. The district continues to support the initiative through offering trainings to participating faculty and</p>

		<p>department chairs, providing stipends for data coaches and substitute teacher coverage for participating teachers.</p> <p>The district has recently contracted consultants to facilitate a Literacy Action Planning Team. This team is conducting an assessment of current assessment and instruction practices and developing action plan to include established district-wide assessment tools, reading programs and teaching strategies. The district has committed to supporting this plan over time.</p>
3	Coordinated use of resources and adequate budget authority	<p>In recent years, the building principal has been given proper autonomy in the budgeting of money available to the school. Site-based decisions regarding staffing and the earmarking of funds for particular purposes allow for needs-based allotment of funding. The advantages are seen throughout the building:</p> <p>Proper school-based budgeting and support has allowed the math department to generally keep class sizes lower. This is particularly true with regards to classes where our students struggle the most. Coordinated use of district money as well as grant funding also allow for the remediation of students who are having difficulty passing the MCAS test.</p> <p>The World Language Department has been supported financially by the school district/school, which in turn has allowed teachers to enhance their instruction. In recent years, the allotted budget for the WL department allowed for the purchasing of new textbooks, ancillary materials, professional development for teachers, and other resources such as art supplies to be used throughout the school year for performance based projects/activities. Additional funds also allowed for the updating of our World Language Lab which is a vital part of instruction.</p> <p>Site-based budgeting has allowed the science department to purchase consumable instructional/laboratory materials on an annual basis. A new department textbook adoption was recently funded and the school has made a significant investment in instructional technology for the science department through the purchase of ENO boards for each classroom. Additional and significant investments in instructional technology have also been made school-wide.</p> <p>Over the last few years, the Social Science Department has been able to sustain resources in texts, and electives such as Sociology and Psychology have had their resources updated. Advanced placement materials are current as well. The need for the future is to maintain budget support to replace lost and damaged books as well as continue the updating of materials as necessary. With alignment with ELA pending for 2012-2013, the department will look to thematic curriculum delivery, dovetailing with ELA to maximize interdisciplinary opportunities and available funds. Within the current year, the ELA department is assessing all of their materials and resources to assess their alignment with the MassCore readings and expectations within the curriculum. It is already evident that with the realignment of the curriculum, it will be necessary to purchase a new textbook for the 10<sup>th</sup> grade.</p> <p>While the Principal appears to have proper budgeting authority in terms of allocating funds earmarked for textbooks and supplies, the district must also allow the principal to allocate funds for infrastructure improvements and advancements. In CVTE, for example, the Tradewinds Restaurant and Cosmetology salon need to be renovated. While grant funding will take care of some of the equipment costs, many of the improvements require water, electrical and other infrastructure improvements to allow the upgraded and modernized equipment to be properly installed. Equipment often sits for months until the proper resources are allocated at the district level. As a result, the education process is slowed.</p> <p>The high school community continues to advocate for and actively research and pursue new revenue streams including working with the community to create foundations that would enhance our athletic programs. Other avenues include grants such as the 21st CCLC, the MassGrad Implementation Grant, Community Partnerships for Student Success, etc., that allow for extended learning opportunities for our students.</p>
4	Aligned Curriculum	<p>Curriculum alignment with state frameworks and vertically within the district is at varying stages in different departments, as evidenced in the following. Note that, in each case, curriculum writing has been a team effort.</p>

		<p>The math department curriculum has been written through team collaboration within the department. This curriculum is in line with state standards and frameworks while also being supplemented by the research of the NCTM. Aligned quarterly assessments ensure all students are learning the same content at a common pace. In team meetings teachers meet to refine and rework the curriculum based on an analysis of data collected through assessments.</p> <p>Considerable summer professional development has been devoted to reworking curriculum. Soon, a course/subject binder will be available at the high school for every one of the nineteen different math courses we offer. Each binder will be broken up into four sections:</p> <ol style="list-style-type: none"> <li>a. Curriculum Map</li> <li>b. Day-to-Day Pacing Guides</li> <li>c. Quarterly Assessments</li> <li>d. Teacher (Subject) Lesson Plans</li> </ol> <p>Both new and veteran teachers will have access to the resources.</p> <p>In the science department, curriculum maps, syllabi, and common benchmark assessments have been developed and implemented for the last six years and are revised each year based on assessment data. This revision process takes place during common planning and during summer recess through school department funding. Currently, curriculum maps and assessments are aligned to the Massachusetts Curriculum Frameworks for science.</p> <p>The World Language department has curriculum binders in place for the different languages offered at the high school that were created by teachers during common planning time and professional development time. Teachers collaborate on an ongoing basis to refine/update curriculum binders and course syllabi by language to ensure that all teachers are teaching the same material at an appropriate pace.</p> <p>Additionally, teachers have collaborated to create common writing prompts for journal writing and other aspects of writing. This collaboration will allow for teachers to assess students' written skills, common quarterly benchmark exams/rubrics to assess student progress by term, and common performance based activities/rubrics that coincide with each unit. In addition, language lab lessons have been included to assess students' speaking, listening and writing skills.</p> <p>The Social Science Department revised the core curriculum sequence three years ago in preparation for the upcoming MCAS in History and Social Science. This exam has been delayed due to state budget concerns. Another change in sequence is now pending, upon completion of ELA alignment with Mass Core. The new sequence will include a reworking of the US I curriculum, moving World History II to sophomore year, and US II to junior year. Nevertheless, the courses are standards-based, using common resources and aligned with departmental quarterly common assessments. Enrollment in electives continues to grow and an additional AP course in European History has been added.</p> <p>The ELA Design Team is planning, implementing, and revising curriculum aligned with both the Massachusetts Curriculum Frameworks and Common Core Standards. The alignment allows for teacher collaboration on specific curriculum, sharing of resources, thus allowing common academic experiences and opportunities for all learners.</p> <p>The Fine Arts teachers have completed a year long project focusing on curriculum notebooks for each subject. Common planning time continues to be an important component of professional development for all teachers.</p> <p>The English Language Learner Department has developed curriculum maps, pacing guides, and lesson plans for ELL I, II, III. The curriculum for level IV will be developed over the summer. In addition, curriculum for the new Special Education Support Class is also being developed.</p>
5	Effective instruction	<p>The use of common planning time to work collaboratively within departments has resulted in increasing opportunities to share best practices in all departments. In addition, the opportunity for teachers to participate in scheduled Learning Walks has more teachers talking about what effective instruction and student engagement look like in a classroom.</p>

		<p>Throughout the school, departments are also assessing the effectiveness of their instruction through scheduled observations, examination of grade distributions, use of informal walk-throughs, and student feedback. There are also many opportunities for co-teaching and working with student teachers. The connection to university professors as well as the students who are interested in applying applying current research-based practices in the classroom is proving beneficial in a number of departments.</p> <p>Seeing and recognizing effective instruction are not enough, however, and teachers must be given time and structures that allow for them to work on improving instruction in their own classrooms and throughout the school. There is a need for formalized ongoing professional development opportunities provided each year for content and pedagogy.</p>
6	Assessment and tiered instruction	<p>In the last few years, Durfee has seen the creation and implementation of Quarterly Benchmarks to assess student progress. As evidenced in the following, results of these assessments are used to varying degrees throughout the building in an effort to shape and improve further instruction:</p> <p>The science department uses a variety of formative and summative assessments to monitor content mastery and provide appropriate supports for students. These assessments include inquiry based lab activities and reports, performance based assessments, quarterly benchmark assessments, and whole class projects.</p> <p>The math department believes in using varied assessments to get the best possible view and picture of a student’s learning. Varied assessment practices are evident through viewing of teacher syllabus or direct classroom observation. Aligned quarterly assessments help determine which assessments are valid and most productive.</p> <p>The fine arts department developed quarterly assessments during curriculum planning time. Vocabulary definitions were standardized for the department.</p> <p>The World Language department uses a wide variety of assessments to assess student progress. Quarterly benchmark exams were developed and implemented to assess students’ term progress, teachers also utilize journal writing, project based activities, listening activities, oral activities, skit presentations, various language lab activities such as PowerPoint presentations &amp; tape recordings, and traditional unit exams/quizzes. These assessments are evident in individual teacher portfolio’s, teacher lesson plans, and classroom observations.</p> <p>The Social Science Department developed and revised common quarterly assessments for the core courses. These were developed by teams of teachers and reflected agreed upon pacing schedules and focus standards. Results have been used to continue the revision of the exams to meet standards more effectively and improve instruction.</p> <p>The English Language Arts Department uses a variety of assessments for student learning. Quarterly examinations were developed, honed, and implemented to assess student progress per term. ELA teachers also utilize project based learning, research and writing projects, portfolio assessment, journal writing, contextual/embedded vocabulary, and tests and quizzes. Results of quarterly examinations have been used to improve instruction and strategies to effectively meet standards.</p> <p>While all departments have made great strides in using data to inform instruction, professional development around effective teaching strategies is greatly needed. While the classes at the high school are “leveled”, tiered instruction will allow teachers to address multiple learning needs within a classroom. At this time, tiered instruction is not a widespread practice.</p>
7	Principal’s Staffing Authority	<p>The principal has suitable staffing authority within the parameters of the contractual agreements and the school-based budget. The principal works with building and district administrators to determine annual staffing needs and has the ability to reassign staff based departmental and student needs.</p>
8	Professional development and structures for collaboration:	<p>For the past two years The Education Alliance has provided professional development to teachers at Durfee High School through the Enhancing Content Area Learning for English Language Learners program. Each year they have provided professional development to a group of 20 math, science, social studies, and English teachers from Durfee High School in two of the category areas required by Massachusetts for content-area teachers of classes in which English language learners (ELLs) are</p>

enrolled.

To date, the project has trained 40 Durfee High School teachers and will continue for one more year, training an additional 20 content-area teachers in 2011-12. Category 1, *Introduction to Second Language Learning and Teaching*, provided teachers with 10 hours of professional development in key factors of second language acquisition and cultural differences as well as implications of these factors for instruction and student achievement. Category IVC, *English Language Learners and Subject Matter Texts*, provided 15 hours of training in teaching reading and writing to English language learners, building secondary teacher knowledge of theory and practice in developing reading comprehension in English for ELLs, in increasing student vocabulary, and in helping ELLs develop writing skills in each content area.

In addition, the Fall River School Department offered Category III training in January of 2011, where five additional teachers were trained and certified. On June 10<sup>th</sup> and 13<sup>th</sup> of 2011, the district will be offering a Category I cohort that will include up to 10 more teachers being trained. During the month of August, Durfee teachers will have the opportunity to enroll in a Category II training being offered by the district as well.

The ELA Department Head, ELL teachers, the Drop Out Prevention Specialist/ELL guidance counselor, and district persons attended the Massachusetts Association of Teachers of Speakers of Other Languages conference on May 5, 2011. In addition, the Drop Out Prevention Specialist also attended the Drop Out Prevention Workgroup Conference held by the state where part of the focus was on addressing the unique needs of ELL students.

Specific professional development on classroom strategies and ongoing coaching are needed. The Drop Out Prevention Specialist leads the ELL District Compliance team to ensure that policies and procedures are followed for ELL students. The Drop Out Prevention Specialist is responsible for making sure ELL students are afforded the same opportunities as mainstream students, further supporting higher achievement for ELL students. Continued funding for and ELL guidance counselor/ Drop Out Prevention Out Prevention Specialist is vital to ELL students receiving information and having native language support.

As we move toward a new model for the delivery of special education services at the high school, we have scheduled a three-layered plan for professional development for the coming year. The PD will begin in July, giving 5 special education teachers the opportunity to meet with a consultant who will guide their writing of a curriculum for the Special Education Support Classes to be implement in the Fall. In addition, we will offer a week-long workshop series to special education and regular education teachers, beginning with a full day of training around the Impact of Trauma and Attachment Problems on Learning and Behavior. The rest of that week will offer half day workshops that are currently being developed and will be reflective of the needs of our students and faculty. The third phase will consist of ongoing monthly site visits by a consultant who will assist us in monitoring our progress toward the goals of our new structures.

In an effort to promote collaboration between faculty members, common planning time has been built in to the master schedule. With few exceptions, faculty members benefit from scheduled time to work with their colleagues, observe their colleagues, and learn from their colleagues on a regular basis.

These periods are part of their regularly assigned “duties”, again affording teacher the opportunity for more meaningful use of time. Ideally, all faculty members, including special education teachers, will be afforded this opportunity.

Some examples of how departments use their regularly scheduled Common Planning Time include:

In the mathematics department, content-specific teams have been created to foster the sharing of materials, lesson plans, and best practices under the leadership of four content area team leaders, including the department chairperson. Teams meet twice each week during the school year and are responsible for creating pacing guides, quarterly assessments and the review of assessment results in an effort to improve instruction.

The World Language department also works collaboratively in teams throughout the school year. All 18 World Language teachers are grouped by language (Spanish, Portuguese, French etc) and meet

weekly during common planning time in an effort to improve foreign language instruction and increase student academic achievement. This upcoming school year all teachers teaching the same language will have at least one common prep period which will allow for further departmental collaboration and student success. World Language teachers report to the World Language Department Chairperson with any issues/ideas/concerns and the department head then conveys the information to the principal. This format has proven to be quite successful and effective.

Similar to math department practices, the science department has developed content specific common planning teams. These teams work to share best practices, and analyze school common assessment as well as state and national assessment data to improve instruction and student achievement. Curriculum maps and common benchmark assessments have been developed and implemented for the last six years and are revised each year based on assessment data.

All Social Science Department teachers have been scheduled for at least one common planning period in the last two years. This year, common planning has been structured to allow most teachers of a course to meet together up to 3 times per week. the goal of these sessions is to clarify the pacing guides, develop in-depth lesson plans and revise quarterly assessments to improve curriculum guides in the department.

As noted above, within ELA, teachers are grouped by the grade levels that they teach. All teams meet during common planning time to assess data, communicate student progress, focus on curriculum alignment and assessments. The goal is to create a scope and sequence that aligns all teaching and learning to skills and expectations that are noted within the Common Core Standards.

In addition, the Administration supports the scheduling of a modified Smaller Learning Community model for freshman students. The grade 9 ELA, math, and science teachers are scheduled into teams. Students are scheduled within the teams providing a common group of students to each team of teachers. Guidance Counselors and Adjustment Counselors meet with these teams of teachers bi-weekly to discuss student achievement and any concerns that arise. This has served as a necessary tool to support freshman students.

Additionally, the following offers information regarding professional development opportunities that have been available by department:

The math department is offering, and will continue to offer numerous opportunities for professional development. PD has been offered recently in the following areas:

- a. Through summer work to refine and rework the curriculum for all nineteen courses the math department currently offers. The construction of our curriculum binders.
- b. Through a two week summer QR workshop for math teachers hosted at Durfee High School accommodating teachers from all over the district.
- c. Through week long AP summer training for several of our advanced placement teachers.
- d. Through week long Pre-AP summer training for two of our math teachers.

The science department at Durfee has offered district, state, and privately funded professional development for its members. This professional development includes:

- Week-long AP summer training for seven of our advanced placement teachers.
- Week-long Pre-AP summer training for two science teachers
- 50 hours of biotechnology training provided for thirteen teachers through MassBioEd
- 200 hours of summer curriculum development and revision
- training in student data management systems
- training in the implementation of instructional technology
- additionally several teachers have participated in D.E.S.E. Summer Content Institutes

The Social Science Department has had the benefit of access to high-quality professional development through regional Teaching American History grants. The department has benefited through the acquisition of technology that impacts daily instruction in our classes. Several teachers earned a Master's degree from UMass Dartmouth with the assistance of these grants.

		<p>The regional Teaching American History grant recently ended and the district is now associated with a new TAH application through South Coast Collaborative and Boston University. Grant awards are pending. Additionally, the department has secured PD through Roger Williams University as part of the school's ongoing participation with student teacher placement.</p> <p>The Fine Arts department collaborates with other department on school-wide projects. The visual arts teachers have worked on murals for the science corridor. The theater teachers have collaborated with the English department and FRED tv on productions.</p> <p>The Guidance Department attends a variety of PD workshops. The department has established professional relationships with the College Board, MASCA, MEFA and BCC, counselor tour groups and admissions offices at many of the local colleges and universities. These partnerships have resulted in the provision of timely and relevant trainings on an ongoing basis.</p> <p>The ELA department has offered professional development over the course of the summer and throughout the current academic year. Over the summer, four teachers received AP training. In addition, a number of teachers, including the Department Chair, were trained on how to utilize data to inform instructional decisions. All teachers participate in ongoing PD through common planning. Trainings in the department have included technology, AP strategies, and best practices.</p>
9	Adequate learning time and additional academic support	<p>Durfee operates on a five day, 7 period schedule with morning and afternoon rotations. Class periods are 50 minutes long and five minutes passing time is allowed between class periods. Generally, academic and elective classes meet five times each week, but some have additional lab periods scheduled. Most health and physical education classes meet only four times each week and are scheduled to complement courses meeting more often.</p> <p>As an example: Math classes meet daily for fifty minutes with exceptions for our AP classes. In 2011-2012, our 9<sup>th</sup> grade students most in need will benefit from smaller class sizes and co-taught sections. This model is proposed as a way to ensure more personalized instruction. The math department is also offering 10 sections of MCAS prep, and review to further aid students with identified MCAS difficulty. These courses can be taken in addition to a student's current math class. The math department also offers an after school math lab on Mondays and Wednesdays and MCAS prep camps during school vacations.</p> <p>All World Language courses currently offered are approx. fifty minutes long and meet five times a week with the exception of the Spanish and Portuguese for Health Careers courses that meet 4 times a week. Teachers and their classes are also scheduled bi-weekly for the language lab where they can utilize the labs resources and enhance their lessons and student learning time. Also, teachers are available for extra help at the end of the school day and communicate their availability to students at the start of the school year.</p> <p>The Guidance Department has implemented a developmental curriculum aimed at addressing the career and academic needs of the high school students. Students are presented a wide range of activities, scheduled interviews, and interactive opportunities to enhance their career aspirations and post secondary success.</p> <p>The ADC Program is a semester-long course wherein referred academically "at risk" students receive tutoring services from peer tutors under the supervision of a teacher who regularly communicates with classroom teachers. The belief is that these peer tutors can affect positive academic and personal changes in their tutees. Students wishing to become tutors will work with the ADC Coordinator and will receive training to assist the struggling students. Student Tutors are assigned to the ADC the same as any elective course. Students working as tutors will either be assigned individual students that need assistance, will work with groups of students, or will be "out-sourced" to work with students in the classroom setting.</p> <p>Durfee Discovery is an exploratory course for freshmen. Students rotate through vocational, visual arts, music and theater classes. Students explore visual arts instruction in cartooning, pottery, tile design, calligraphy and use a wide variety of mediums employed in visual arts courses. Students explore music/ theatre courses in guitar, piano, drums, audio recording, theory, band, orchestra, chorus, theatre, technical theatre, American film and the study of popular music in society. This</p>

		<p>exploratory course enables students to make informed decisions concerning future electives at Durfee.</p> <p>The English Language Arts Writing Lab has been utilized as a resource for all students in need of writing and research assistance across the disciplines. The lab is staffed by ELA teachers in an effort to assist with composition and writing strategies for all including, MCAS tutoring, ELL, college essay writing, MLA formatting, specific classroom assignments, and extended research topics. ELA classroom teachers utilize the lab with their classes to enhance and expand student knowledge of technology and research. The lab enables and empowers students with the ability to draft, edit, and revise their writing with the guidance of the ELA department.</p> <p>The English Language Learners Department is a branch of the ELA department and therefore ELL students have access to all services offered in the ELA department in addition to some specific supports. ELL students received a minimum of 2.5 hours a day of English as a Second Language instruction. ELL MCAS preparatory classes were also designed to provide ongoing to academic and MCAS support. ELL students enroll in a composition and communications course in addition to their English courses to further strengthen their writing skills. This year the ESL II class received iPads which have enhanced the use of technology in the classroom and allowed for students to expand their capabilities in learning.</p> <p>Moving forward, it will be necessary to offer students a formal, ongoing program through which each student has an adult member of the school community in addition to the school guidance counselor who personalizes each student’s educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning. Presently, the administration is working with a consultant in an effort to design and implement such a program.</p>
10	Students’ social, emotional, and health needs	<p>The faculty as a whole is aware of the need to care for a students’ social and health issues. We seek to meet these needs by having a caring, pro-student staff and by making full use of the help structures that are already in place to help students with difficulty at Durfee.</p> <p>To address our students’ social, emotional, and health needs, the following programs and practices have been implemented:</p> <ul style="list-style-type: none"> <li>▪ School breakfast and lunch programs are provided for qualified students. Many efforts are made at the start of each school year to reach as many qualified families as possible.</li> <li>▪ Two full-time adjustment counselors are available to all students, with an additional adjustment counselor responsible for the Bridge Program.</li> <li>▪ Access to outside agencies is made possible: CFC, Healthy Families, Boys and Girls Club, People Inc., etc.</li> <li>▪ Peaceful Coalition</li> <li>▪ Support groups for students with various social, emotional and health issues on held regularly</li> <li>▪ School attendance is monitored by grade-level offices and school attendance officer</li> <li>▪ Progressive discipline is used with our students, utilizing parent and teacher meetings, teacher detention, office detention, after school and Saturday detention, in-school and out of school suspension. Behavior plans and contracts are put in place to focus on positive rather than negative methods to turn behavior around.</li> <li>▪ Nurses provide care and education for individual students and their families as needs arise.</li> </ul> <p>We have two Guidance Counselors per grade, and have made provisions for our struggling populations such as ELL and Special Education to have an additional Guidance Counselor to work directly with these populations.</p> <p>A Freshman Transition Program is currently being developed. It will be a required program for all incoming freshmen and will be facilitated by teachers in the health department. The Career Choices curriculum will be implemented and supplemented with materials from Guidance as well as Anti-bullying curriculum.</p>
11	Family-School Relationships	<p>Student, Parent, and Teacher communication is an area we recognize as key to both the academic and social successes of our students. To increase these communications we have taken the following steps:</p> <ul style="list-style-type: none"> <li>• Encouraged teachers to communicate with parents through phone, e-mail, regular mail, and</li> </ul>

use of the students agendas.

Required phone calls to struggling student parents during common planning time team meetings.

- Encouraged the referral of students to their vice-principals for positive reasons.
- Encouraged teachers to invite parents in to the classroom to witness first hand the positive environment that Durfee High School is.
- Student of the Term is nominated by department/grade level. Outstanding behavior/progress is communicated to parents.
- Daily automated calls to report absenteeism.
- Daily automated wake-up calls for chronically tardy students.
- Requiring parents to pick up student report cards twice during the school year.
- Requiring parent attendance at informational meetings for athletics.

The Guidance Department has developed a scholarship email portal to involve parents in the scholarship application process. Involving parents in this activity has increased the number of students accessing the local and national scholarships that are promoted within Durfee High School. The Durfee Guidance Department has also developed several evening programs to engage parents in the college application and financial aid processes. During the junior and senior year there are workshops for parents addressing these transitional areas.

The ELL department started an ELL Parent-Advisory group in the spring of 2010. The department looks to continue this work to ensure collaboration, communication, and support for ELL families and students. One initiative included using students to make native-language calls inviting parents to attend Open House in the fall of 2010 and using student translators during the event.

The ELA, science and mathematics departments have been dedicated to assisting its struggling students with the MCAS and EPP testing. They teamed to conduct an intensive “MCAS Camp” during each of the school vacations. Communication attempts to parents were extensive, as teachers made hundreds of phone calls to parents in an effort to highlight the importance of the exams and how their students could take full advantage of all of the opportunities Durfee has to offer in terms of test prep. Phone calls were followed up with flyers mailed home.

At mid-year, counselors, teachers and the Attendance Officer began making home visits to students who were chronically absent and/or struggling academically. To date over 120 homes have been visited.

## Review of 2010 - 2011 School Improvement Goals: Degrees of Attainment

<b>Goal 1:</b>	<b>Improve vertical alignment of the curriculum, implementing practices that will reduce the need for the “back-fill” of basic concepts and skills.</b>	
<b>Overall Level of Attainment:</b>	Complete <b><u>In Process</u></b> On-going No Progress Rejected	LOA
Action 1:	Establish entry point skill sets for each department	IP
Action 2:	Communicate to all middle schools the basic skill sets necessary for incoming ninth graders	IP
Action 3:	Partner with 8 <sup>th</sup> grade teachers to encourage an increase in rigor	IP
Action 4:	Provide scope and sequence for all teachers at all performance levels	Ongoing

<b>Goal 2:</b>	<b>Provide professional development opportunities rooted in research based techniques</b>	
<b>Level of Attainment:</b>	Complete In Process <b><u>On-going</u></b> No Progress Rejected	LOA
Action 1:	Identify and offer targeted professional development opportunities encompassing research based techniques	Ongoing
Action 2:	Schedule regular learning walks to include a variety of teachers across departments	Ongoing
Action 3:	Expand and encourage the use of common planning time to include instructional techniques and sharing of best practices	Ongoing

<b>Goal 3:</b>	<b>Implement an early warning system for identifying students at risk of not attaining proficiency or higher on MCAS exams.</b>	
<b>Overall Level of Attainment:</b>	Complete In Process <b><u>On-going</u></b> No Progress Rejected	LOA
Action 1:	Confer with middle school guidance counselors to identify at risk students prior to entry	Ongoing
Action 2:	Implement a “flag” system to alert teachers to at risk students on first day of school	NP

<b>Goal 4:</b>	<b>Establish a school environment that reflects expectations of the world of work, higher education, and service, while focusing on teaching models that marry academic skills with relevant, real world scenarios.</b>	
<b>Overall Level of Attainment:</b>	Complete <b><u>In Process</u></b> On-going No Progress Rejected	LOA
Action 1:	Develop a "High School Experience" mini-course as part of freshman Durfee Discovery program	IP
Action 2:	Continue community outreach in an effort to expand the community's need for meaningful internships	IP
Action 3:	Embed community service and project-based elements in coursework, giving students the opportunity to apply skills learned	NP
Action 4:	Survey students regarding areas of interest for internship opportunities	ongoing

<b>Goal 5:</b>	<b>Establish expectations that are clear to both students and faculty.</b>	
<b>Overall Level of Attainment:</b>	Complete <b><u>In Process</u></b> On-going No Progress Rejected	LOA
Action 1:	Create framework for a summative assessment portfolio, establishing clear benchmarks for attendance, behavior, effort and service	IP
Action 2:	Create and enforce a policy for addressing tardiness to class	IP
Action 3:	Create and enforce a policy for addressing daily attendance issues	IP

<b>Goal 6:</b>	<b>Implement new safe and affirming schools protocols beginning in September 2010 to increase parental and community involvement and to reduce bullying.</b>	
<b>Overall Level of Attainment:</b>	Complete <b><u>In Process</u></b> On-going No Progress Rejected	LOA
Action 1:	Use class assemblies to inform students of expectations for student behavior as it relates to bullying	C
Action 2:	Contact parents via phone/website regarding new anti-bullying legislation and expected school response to incidents of bullying	C
Action 3:	Use student mentors to address small groups of students regarding expectations regarding student conflicts	IP
Action 4:	Create and disseminate a brochure outlining the variety of services, clubs, and activities available to students and families; disseminate brochures to all students; post a copy on the school's website	C
Action 5:	Create a calendar of events for community-wide dissemination; post monthly calendars in areas of high visibility in the building	C
Action 6:	Email events and Principal's memo weekly	C
Action 7:	Develop communication protocols to be adopted by all grade level offices	IP
Action 8:	Review mission of all support organizations; clarify role of support organizations	IP

**Student Performance Outcomes – B.M.C. DURFEE HIGH SCHOOL**

		English Language Learners		Special Education		Aggregate	
		Math	ELA	Math	ELA	Math	ELA
<b>Adolescent (Gr. 4 – 10)</b>	<b>A.ELL.M.1:</b> The median SGP for the ELL subgroup will be greater than or equal to 45% across <i>all</i> schools by 2013	<b>A.ELL.ELA.1:</b> The median SGP for the ELL subgroup will be greater than or equal to 45% across <i>all</i> schools by 2013	<b>A.SPED.M.1:</b> The median SGP for the ELL subgroup will be greater than or equal to 45% across <i>all</i> schools by 2013	<b>A.SPED.ELA.1:</b> The median SGP for the ELL subgroup will be greater than or equal to 45% across <i>all</i> schools by 2013	<b>A.A.M.1:</b> All schools will have a median SGP greater than or equal to 45% by 2013	<b>A.A.ELA.1:</b> All schools will have a median SGP greater than or equal to 45% by 2013	
	<b>A.ELL.M.2:</b> Reduce the CPI gap by 50% from 28% to 14% by 2013	<b>A.ELL.ELA.2:</b> Reduce the CPI gap by 50% from 26% to 13% by 2013	<b>A.SPED.M.2:</b> Reduce the CPI gap by 50% from 23% to 11% by 2013	<b>A.SPED.ELA.2:</b> Reduce the CPI gap by 50% from 33% to 16% by 2013	<b>A.A.M.2:</b> Increase CPI to 90 by 2013	<b>A.A.ELA.2:</b> Increase CPI to 90 by 2013	

English Language Learners		Special Education		Aggregate	
<b>Math &amp; Science</b> CCR.ELL.MS.1: Decrease the achievement gap in Algebra I by 50% as measure by end of course exam by 2013	<b>ELA, Humanities, &amp; World Languages</b> CDR.ELL.EHW.1: Increase the percent of grade 8 students eligible for a second year of a world language as a freshman, measured by grade 8 placement exam by 20% by 2013	<b>Math &amp; Science</b> CCR.SPED.MS.1: Decrease the achievement gap in Algebra I by 50% as measure by end of course exam by 2013	<b>ELA, Humanities, &amp; World Languages</b> CDR.SPED.EHW.1: Increase the percent of grade 8 students eligible for a second year of a world language as a freshman, measured by grade 8 placement exam by 5% by 2013	<b>Math &amp; Science</b> CCR.A.MS.1: 100% of students will enroll and successfully complete Algebra I by grade 8, as measured by the end of course exam by 2013	<b>ELA, Humanities, &amp; World Languages</b> CDR.A.EHW.1: Increase the percent of grade 8 students eligible for a second year of a world language as a freshman, measured by grade 8 placement exam to 15% by 2013
CCR.ELL.MS.2: Decrease the achievement gap in Algebra II by 50% as measure by end of course exam by 2013	CCR.ELL.EHW.2: Increase the scores on the English 3 benchmark by 25% by 2013	CCR.SPED.MS.2: Decrease the achievement gap in Algebra II by 50% as measure by end of course exam by 2013	CCR.SPED.EHW.2: Increase the scores on the English 3 benchmark by 25% by 2013	CCR.A.MS.2: 90% of students will graduate from high school successfully completing Algebra II, as measured by the end of course exam by 2013	CCR.A.EHW.2: Increase the scores on the English 3 benchmark by 25% by 2013
CCR.ELL.MS.3: Decrease participation rate gaps for AP mathematics and science courses by 50% by 2013	CCR.ELL.EHW.3: Decrease participation rate gaps for AP ELA, World Languages, History, and Social Science courses by 50% by 2013	CCR.SPED.MS.3: Decrease participation rate gaps for AP mathematics and science courses by 50% by 2013	CCR.SPED.EHW.3: Decrease participation rate gaps for AP ELA, World Languages, History, and Social Science courses 50% by 2013	CCR.A.MS.3: Increase participation and qualifying rates for AP mathematics and science courses by 25% by 2013	CCR.A.EHW.3: Increase participation and qualifying rates for AP ELA, World Languages, History, and Social Science courses by 25% by 2013

## B.M.C Durfee High School Improvement Action Plan 2011-2012

### ***#1: Develop and implement course curriculum and policies designed to result in all students achieving the school's 21<sup>st</sup> Century Learning Expectations.***

<p><b>District Goal:</b> Curriculum and Instruction</p> <ul style="list-style-type: none"> <li>Recovery Plan T&amp; L Strategy #6 – Develop and implement a viable curriculum that is aligned with the Massachusetts Curriculum Frameworks for all grades.</li> </ul>	<p>Related Recovery Plan Action Steps: 6.1-6.6</p>	<p>Essential Condition(s): 1, 2, 4, 6, 8, 9</p>
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<p><b>School Improvement Objectives:</b></p> <ol style="list-style-type: none"> <li>21<sup>st</sup> Century Learning Expectations that are clear to both students and faculty</li> <li>A school environment that reflects expectations of the world of work, higher education, and service</li> <li>Viable curriculum documents written in common format across all content areas</li> <li>Vertical alignment of the curriculum, with emphasis on the transition between grades 8 &amp; 9</li> </ol>
<p><b>Learning Objective:</b></p> <ol style="list-style-type: none"> <li>Students will set personal and academic goals that are aligned with the school's 21<sup>st</sup> Century Learning Expectations.</li> <li>Students will enter each grade level having appropriate knowledge and skill sets.</li> </ol>

Activities	Who is Responsible?	Resources Needed and Estimated Cost, if necessary	Specific Timeline	Measures
<p><i>Continue the work of the existing team to establish 21<sup>st</sup> Century Learning Expectations</i></p> <p><i>Introduce newly established expectations to faculty</i></p> <p><i>Create framework for a summative assessment portfolio, establishing clear benchmarks for attendance, behavior, effort and service</i></p>	<p><i>Associate Principal, Department Chairs</i></p>	<p><i>Weekly meetings with Dept Chairs</i></p>	<p><i>May 2011 – June 2012</i></p>	<p><i>Documentation of Expectations</i></p> <p><i>Established timeline for roll-out of summative assessment portfolios</i></p>

<p><i>Implement a freshman transition program to incorporating Career Choices curriculum</i></p> <p><i>Explore the development of additional pathways in applied technologies</i></p> <p><i>Use the Durfee Discovery Program to introduce students to a variety of Career Pathways available to students</i></p> <p><i>Develop a plan to introduce the "Your Plan for College" website to students</i></p>	<p><i>Principal, Associate Principal, VPs, Health teachers, Dept Chairs, CVTE director</i></p>	<p><i>Summer training for Health teachers implementing the new Career Choices curriculum = \$3000;</i></p>	<p><i>2011 – 2012 school year</i></p>	<p><i>All freshmen schedule for Freshman Transition program</i></p> <p><i>10-year plans to include career pathways</i></p> <p><i>Documented plan for introduction</i></p>
<p><i>Continue community outreach in an effort to expand the community's need for meaningful internships</i></p> <p><i>Embed community service and project-based elements in coursework, giving students the opportunity to apply skills learned</i></p>	<p><i>Principal, Associate Principal, VPs, Dept Chairs, School-to-Career Coordinator</i></p>	<p><i>n/a</i></p>	<p><i>2011-2012 and ongoing</i></p>	<p><i>Documented increase in number of meaningful internships available</i></p> <p><i>Increased number of students doing career related internships</i></p> <p><i>Course descriptions and syllabi to include project-based assessments</i></p>
<p><i>Create and enforce a policy for addressing tardiness to class</i></p> <p><i>Create and enforce a policy for addressing daily attendance issues</i></p>	<p><i>VPs, Associate Principal, Attendance Committee Faculty Senate, Dept Chairs</i></p>	<p><i>After school meetings</i></p>	<p><i>June 2011</i></p>	<p><i>Approved policies included in policy handbook or addendum to</i></p>
<p><i>Use the NEASC suggested format and direction from the district to design curriculum document templates</i></p> <p><i>Use common planning time to revise current curriculum documents</i></p> <p><i>Determine an annual protocol for revising curriculum documents</i></p>	<p><i>Dept. Heads, Content Curriculum Leaders, Teachers</i></p>	<p><i>Common planning time, monthly department meetings; additional summer hours at contracted rate</i></p>	<p><i>September 2011 – June 2012</i></p>	<p><i>Updated curriculum documents, monitored submission of lesson plans,</i></p>

<p><i>Assign members of each content area to represent the high school on district-wide vertical teams</i></p> <p><i>Determine entry point skill sets for each grade level</i></p> <p><i>Provide scope and sequence to all teachers</i></p>	<p><i>Dept. Heads, Content Curriculum Leaders, District level vertical team leaders, Teachers</i></p>	<p><i>Continued vertical team meetings; additional summer hours at contracted rate to update pacing guides</i></p>	<p><i>July 2011 – June 2012</i></p>	<p><i>Meeting attendance, approved common products, scope and sequence documents</i></p>
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## #2 Employ instructional practices that are consistent with the school's 21<sup>st</sup> Century Learning Expectations.

<p><b>District Goal:</b> Curriculum and Instruction</p> <ul style="list-style-type: none"> <li>Recovery Plan T&amp; L Strategy #2 – Strengthen the ELL expertise of teachers and staff in coordination with revised policies, procedures and plans to improve the achievement of English language learners.</li> <li>Recovery Plan T&amp; L Strategy #3 – Strengthen the expertise of teachers to improve the achievement of students with disabilities</li> </ul>	<p>Related Recovery Plan Action Steps: 2.4, 2.8, 3.1, 3.2, 3.6</p>	<p>Essential Condition(s): 1, 2, 5, 6, 8, 9</p>
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<p><b>School Improvement Objectives:</b></p> <ol style="list-style-type: none"> <li>Instructional practices that support achievement of 21<sup>st</sup> Century Learning Expectations</li> <li>Personalized instructional practices aimed at meeting the needs of individual students</li> <li>Collaborative content teams to include Special Education and ELL teachers</li> </ol>
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<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>Knowing and understanding the school's 21<sup>st</sup> Century Learning Expectations</li> <li>Personal and academic goal setting that is reflective of the school's 21<sup>st</sup> Century Learning Expectations</li> <li>Achievement of the school's 21<sup>st</sup> Century Learning Expectations</li> </ol>
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Activities	Who is Responsible?	Resources Needed and Estimated Cost, if necessary	Specific Timeline	Measures
<p><i>Continue work of content area learning walks to identify best practices in each department</i></p> <p><i>Expand learning walks to include cross-content representation on a regular basis</i></p> <p><i>Embed the sharing of best practices in each departmental meeting as well as monthly faculty meetings</i></p> <p><i>Explore avenues for engaging students in cross-disciplinary learning</i></p>	<p><i>Associate Principal, Dept. Chairs, teachers</i></p>	<p><i>Common planning time, cross-curricular planning time, substitute coverage (estimated \$2100)</i></p>	<p><i>September 2011 – June 2012</i></p>	<p><i>Meeting minutes to include documentation of best practices shared; common planning minutes/log to reflect sharing of best practices</i></p>
<p><i>Differentiate instruction and assignments for students in the same class</i></p>	<p><i>Associate Principal, Dept. Chairs, Teachers, Tech Support</i></p>	<p><i>Common planning time, cross-curricular planning time; grant funded training for creation of</i></p>	<p><i>July 2011 – June 2012</i></p>	<p><i>Lesson plans to reflect differentiated assignments, purposeful grouping patterns, and</i></p>

<p><i>Purposefully group students for learning activities</i></p> <p><i>Integrate technology into lesson delivery</i></p> <p><i>Continue to research and develop competency-based courses</i></p> <p><i>Pilot competency-based courses for credit recovery</i></p>		<p><i>computer/competency-based courses</i></p>		<p><i>technology integration; after school course competency-based course offerings</i></p>
<p><i>Offer content-specific and disability related professional development to special education teachers</i></p> <p><i>Provide targeted professional development based on skill sets of incoming freshmen</i></p> <p><i>Continue category trainings for ELL</i></p> <p><i>Assign content teachers to the special education support classes</i></p> <p><i>Include special education and ELL teachers in content area common planning periods</i></p>	<p><i>Associate Principal, Dept. Chairs, Teachers, Consultant(s), Data Teams</i></p>	<p><i>Summer and ongoing PD: week-long workshop series, monthly site visits, common planning time</i></p>	<p><i>August 2011 – June 2012</i></p>	<p><i>Teacher participation in PD offerings; increased communication between regular, special ed, and ELL faculty; ongoing monitoring by dept chairs</i></p>

### #3 Use assessment results to adjust curriculum and inform instruction.

<b>District Goal:</b> Data Driven Decision-Making <ul style="list-style-type: none"> <li>Recovery Plan T&amp; L Strategy #4 – Strengthen educator capacity to use student assessment data to improve instruction and achievement.</li> </ul>	<b>Action Steps:</b> 4.1, 4.2, 4.3, 4.4	<b>Essential Condition(s)</b> 1, 2, 5, 6, 8, 9
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<b>School Improvement Objectives:</b> <ol style="list-style-type: none"> <li>Communicate 21<sup>st</sup> Century Learning Expectations to students, faculty, and parents</li> <li>Assess student achievement of the school's 21<sup>st</sup> Century Learning Expectations using school-wide rubric.</li> <li>Increase the quality and frequency of common assessments</li> <li>Analyze data to identify and respond to inequities in student achievement</li> </ol>
<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Students will know and understand 21<sup>st</sup> Century Learning Expectations.</li> <li>Students will gain understanding of their own areas of need in terms of academic achievement.</li> <li>Students will attain higher levels of achievement in core academic areas.</li> </ol>

Activities	Who is Responsible?	Resources Needed and Estimated Cost, if necessary	Specific Timeline	Measures
Develop marketing strategy for newly established 21 <sup>st</sup> Century Learning Expectations <ul style="list-style-type: none"> <li>Classroom/hall posters</li> <li>Daily announcements</li> <li>Incorporation into class lessons</li> <li>Newspaper, radio, tv</li> <li>Class assemblies</li> </ul>	Principal, Associate Principal, Dept Chairs, VPs, teachers	Printing costs	June 2011 – June 2012	Learning Expectations visible in print form around the building, on website, and ongoing communication with parents and community members; students familiar with expectations
Develop the rubrics that will be used school-wide to assess student achievement of learning goals.  Introduce faculty to the newly established assessment rubrics  Explore the practice of layering school-wide rubrics with content-specific and/or	Associate Principal, Dept Chairs, teachers	Committee meetings, monthly department meetings, faculty meetings, common planning time	June 2011 – June 2012 and ongoing	Developed and approved rubrics; meeting minutes to reflect discussion of established rubrics; meeting minutes/logs to reflect discussion around use of layering of rubrics; ongoing monitoring by dept chairs; standards based reporting out of student achievement twice each year

<p><i>assignment-specific rubrics</i></p> <p><i>Introduce all rubrics to students in all classes in the first days of school</i></p> <p><i>Use school-wide rubrics for assessment of student work in all subject areas on a regular basis</i></p> <p><i>Report out using standards-based indicators</i></p>				
<p><i>Review and revise common assessments to ensure they are a reflection of the school's 21<sup>st</sup> Century Learning Expectations</i></p> <p><i>Use Common Planning time to develop common assessments in addition to existing quarterly exams</i></p>	<p><i>Associate Principal, Dept Chairs, Teachers</i></p>	<p><i>Common planning time, department meetings</i></p>	<p><i>September 2011 – June 2012</i></p>	<p><i>Common assessments that are reflective of 21<sup>st</sup> Century Learning Expectations; ongoing monitoring by dept chairs</i></p>
<p><i>Continue the work of data teams in ELA and mathematics</i></p> <p><i>Train data teams in the four phase dialog protocol in all core academic areas</i></p> <p><i>Use data to identify student learning needs and causes</i></p> <p><i>Identify target subgroups</i></p> <p><i>Research best practice response to student learning needs</i></p>	<p><i>Associate Principal, Dept Chairs, Data Coaches, Teachers</i></p>	<p><i>Common planning time, department meetings</i></p>	<p><i>September 2011 – June 2012</i></p>	<p><i>Documented use of data to drive instruction; common planning logs; targeted subgroups identified</i></p>

## School Climate, Home-School Connection & Parent Involvement Action Plan

### Needs Assessment:

- *There is a definite need for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available support services, events and activities available to students and their families.*
- *We need more parents, community members and local business leaders to see and hear what is going on in the building on a daily basis. Too much negative press has led to an unbalanced perception of the school in the eyes of the community.*
- *We must increase our efforts to make parents more aware of the expectations we have for all students in terms of attendance, academic performance and behavior.*
- *We must make a commitment to reach out to the parents of all students to get more involved in their students' academic and social experiences.*
- *The roles of the School Council, DPAC, Athletic Boosters, etc., must be re-evaluated and clarified to benefit the goals to become a safe and affirming school.*
- *We must reach out to community and business leaders in an effort to involve them in school initiatives.*

#4 Improve school climate, home-school connection and parent involvement, and increase community awareness.

<b>District Goal:</b> Parent and Caregiver Rights and Involvement		<b>Essential Condition(s):</b> <i>Good communication practices; positive relationships between school, families, and community; increased awareness of positive initiatives at the high school</i>
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### School Improvement Objective: **Teachers, administrators, the parent liaison and the school council will:**

1. *Continue to make students and families aware of new anti-bullying legislation and implement a course of action to address issues of bullying in the school.*
2. *Ensure that parents and students are aware of the variety of services, events and activities that are available.*
3. *Re-evaluate the current protocol for contacting parents regarding student attendance, behavior and academic performance.*
4. *Clarify the member roles of school/student support organizations.*
5. *Conduct a needs assessment to determine areas in which parent and community volunteers could enhance the operation of the school.*
6. *Look to establish better relationships with areas businesses with an eye on internship and funding opportunities*
7. *Work with the Alumni Association to increase alumni participation in school activities and events*

### Learning Objective: Students will:

1. *Become more actively involved in anti-bullying practices.*
2. *Become more engaged in school activities and events.*
3. *Respond positively to more active participation of parents and community members in their daily activities.*

Activities	Who is Responsible?	Resources Needed and Estimated Costs, if necessary	Specific Timeline	Measures
<p><i>Use class assemblies to inform students of expectations for student behavior as it relates to bullying</i></p> <p><i>Contact parents via phone/website regarding new anti-bullying legislation and expected school response to incidents of bullying</i></p> <p><i>Use student mentors to address small groups of students regarding expectations regarding student conflicts</i></p>	<p><i>VPs, Counselors, Student Government and Class Advisors, Seniors Helping Freshmen</i></p>	<p><i>No cost</i></p>	<p><i>Fall 2011; ongoing</i></p>	<p><i>Decreased incidence of bullying; decreased incidence of physical violence/resulting disciplinary consequences (may see an increased amount of reporting)</i></p>
<p><i>Update the existing brochure outlining the variety of services, clubs, and activities available to students and families</i></p> <p><i>Disseminate brochures to all students; post a copy on the school's website</i></p> <p><i>Create a calendar of events for community-wide dissemination</i></p> <p><i>Update monthly calendars in areas of high visibility in the building</i></p> <p><i>Update the weekly/monthly/annual calendar of events on the school's website</i></p> <p><i>Email events and Principal's memo weekly</i></p>	<p><i>Principal, VPs, Club Advisors, Counselors, Webmaster</i></p>	<p><i>New bulletin boards for event posting paid for this summer through Student Activity Account</i></p>	<p><i>Ongoing</i></p>	<p><i>Increased student and community participation</i></p>
<p><i>Review existing grade level office communication for effectiveness</i></p>	<p><i>VPs, Counselors</i></p>	<p><i>No cost</i></p>	<p><i>Summer 2011</i></p>	<p><i>Agreed upon protocols in place</i></p>

<p><i>Review mission of all support organizations</i></p> <p><i>Clarify role of support organizations</i></p>	<p><i>Principal, AD, Director of Fine Arts, Director of CVTE, Adjustment Counselors</i></p>	<p><i>No cost</i></p>	<p><i>Summer 2011</i></p>	<p><i>Printed document</i></p>
<p><i>Survey faculty and staff regarding the use of parent and community volunteers during the school day to determine how they might be used</i></p>	<p><i>Principal, Dept Chairs</i></p>	<p><i>No cost</i></p>	<p><i>Fall 2011</i></p>	<p><i>Completed survey results disseminated</i></p>
<p><i>Survey students regarding areas of interest for internship opportunities</i></p> <p><i>Create a list of area businesses that fit our needs and invite them to an informational meeting</i></p>	<p><i>Dept Chairs, School To Career Coordinator, Counselors</i></p>	<p><i>No cost</i></p>	<p><i>Fall 2011</i></p>	<p><i>Completed survey and list; informational meeting held; internships secured</i></p>

## School's Professional Development Plan

The Education Reform Act of 1993 directs the State Board of Education and the Commissioner of Education to establish an annual statewide plan for professional development. In addition, the Education Reform Act requires school districts to develop annual professional development plans.

Highly Qualified teachers need to engage in ongoing professional development to ensure a deeper understanding of their content area which includes understanding the aspects of each standard. There is a commitment by the district to develop and design a comprehensive, K-12 standards-based curriculum to ensure equity and consistency in teaching and learning. Assessment is a district focus and work in this area will continue to ensure that data is collected and disaggregated in order to provide targeted instruction. Additionally, it is important to provide all staff with clear information regarding policy and procedure regarding Professional Development, and administrators need training to ensure the district retains educational leaders.

High quality professional development should include:

- integration of the Massachusetts Curriculum Frameworks and/or Common Core
- support the goals of the district, the school, and the individual educator
- support of school improvement plans
- opportunities for processing, implementing, evaluating, and reflecting
- collegiality and collaboration across and within professional roles, responsibilities, and grade levels
- expansion of educators' knowledge of subject matter
- incorporation of research-based strategies for teaching, learning, and assessment
- opportunities for embedded classroom work that models best instructional practices
- opportunities for training members of the school community, classroom paraprofessionals and others opportunities to increase teachers' capacity for leadership roles

## Durfee High School's Professional Development Plan

<p>Professional Development Objective(s):</p> <p>Staff will deepen their knowledge of the content as well as broaden their use of instructional strategies which engage students at all learning levels.</p>	<p>Essential Conditions:</p> <p><i>Effective Leadership</i>  <i>Effective District Systems of Support</i>  <i>Coordinated Use of Resources</i>  <i>Aligned curriculum</i>  <i>Professional Development and Structures for Collaboration</i></p>
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Activities	Who is responsible?	Resources Needed and Estimated Costs, if necessary	Specific Timeline	Measures
<p>Teachers will plan lessons based on State Standards, the work of the ELA design and mathematics vertical teams, and district and school-based curriculum maps in mathematics</p>	<p>Content Teams, Dept. Chairs</p>	<p>Common Planning Time            Research articles            Standards            Curriculum guides</p>	<p>September 2011 – June 2012</p>	<p>Classroom observations, Evaluations</p>
<p>Staff will use common planning time to:</p> <ul style="list-style-type: none"> <li>• share best practices</li> <li>• collaborate on lesson planning</li> <li>• examine data to inform planning and instruction</li> </ul>	<p>Content Teams, Dept. Chairs</p>	<p>Common Planning Time</p>	<p>September 2011 – June 2012</p>	<p>Classroom observations, Evaluations</p>
<p>Staff will participate in Learning walks within their content areas as well as cross-departmental</p>	<p>Teachers, Dept. Chairs</p>	<p>Common Planning Time</p>	<p>September 2011 – June 2012</p>	<p>Classroom observations, Evaluations</p>
<p>Staff will use data, collaborate across classrooms, and engage in action research to find the most effective instructional practices to meet needs of individual students</p>	<p>Content Teams, Data Teams, Dept Chairs</p>	<p>Data            Research articles            Common Planning Time</p>	<p>September 2011 – June 2012</p>	<p>Data:</p> <ul style="list-style-type: none"> <li>• MCAS</li> <li>• Quarterly exams</li> <li>• Ongoing formative assessments</li> </ul>
<p>Participation on district level planning committees including: Literacy Action Planning Team, Vertical Teams, etc.</p>	<p>Administrators, Dept Chairs, Teachers</p>	<p>On-going meetings</p>	<p>June 2011 – June 2012</p>	<p>Building-based implementation of district-wide initiatives</p>

## Content-Specific Professional Development Plans

	Activities	Who is responsible?	Resources Needed and Estimated Costs, if necessary	Specific Timeline	Measures
MATH	Updating and revising the high school math curriculum. Revision will include considerable input from new district-wide Algebra 1 team vertical team. Curriculum will also be adjusted to reflect the new common core standards. Documents will continue to be stored in binders as well as electronically.	Department Chair, math curriculum team leaders, and advanced placement teachers	Approximately 80 hours at the contracted rate; also Common Planning Time	July 2011 – June 2012; summer and then weekly/monthly	Curriculum binders will include course description, course syllabi, topic outlines, daily pacing guides, lesson plans, and other useful teacher resources.
ELA	Updating and revising curricula for all core courses. This will include curriculum binders, alignment to standards and common practices amongst all teachers. Curriculum binders are digital.	Department head, AP teachers and grade-level teams.	Approximately 200 hours at the contractual rate	July 2011 – June 2012; summer and then weekly/monthly	Curriculum binders will include: course description, outline, syllabus, standards, curriculum maps, sample lesson plans, assessments and rubrics. Additional information that will support teachers will be included.
SCI	Curriculum revision to existing chemistry and biology curriculum maps for the 2011-2012 school year.  Curriculum development for second year biology and chemistry focused on inquiry based instruction and 21st century skills for the 2011 - 2012 academic year.  Pre-AP training for three teachers.	Department head, four content area teachers, Mass Insight Instructors	Approximately 200 hours at contracted rate.	July 2011 – June 2012; summer and then weekly/monthly	Pre-agreed upon end product; Pre-AP strategies evident in monitored lesson plans

SS	<p>Continue development of the US I and US II curriculum via common planning.</p> <p>Develop and implement thematic delivery of World II curriculum in anticipation of sequence change/ELA alignment.</p> <p>Develop and implement common structures for elective classes.</p> <p>Common core alignment fo all courses.</p>	Dept Chair; selected lead teachers in each core subject; selected lead teachers in elective courses; Common Planning Teams	Approximately 200 hours at contracted rate	<p>US I and US II refinement: July 2011 – November 2011</p> <p>World II curriculum: July 2011 – September 2011</p> <p>summer and then weekly/monthly</p>	Current binders/packets of curriculum for core courses and elective courses including syllabi, expectations, grading policies, common assessments, pacing guide and possibly exemplary lessons.
WL	<p>Creation and revision of Syllabi &amp; Scope and Sequence for Invitations to Languages courses, Spanish/Portuguese for Health Careers courses, and Spanish for Heritage Learners course.</p> <p>Updating of World Language Curriculum binders for all courses to include course description, course overview, syllabus, curriculum maps, quarterly benchmark exams, &amp; performance based assessments</p>	<p>Department Head and 7 World Language teachers</p> <p>Department Head and selected World Language teachers</p>	Approximately 200 hours at contractual rate	<p>Creation and revision of Syllabi and Scope &amp; Sequence for named courses completed by August 2010.</p> <p>Updating of World Language Curriculum binders for all courses will take place during the 2010 - 2011 school year during Common Planning time.</p>	Pre-agreed upon end product.
H&PE	<p>2 Day Career Choices Workshop for all Health teachers</p> <p>CPR/FIRST AID/AED/LIFEGUARD TRAINING-Recertification</p>	<p>Associate Principal; teachers; Guidance Dept Chair</p> <p>Teacher/Certified Instructor</p>	<p>\$3000 for on-site trainer; approximately 100 hours at contracted rate</p> <p>22 hrs. x \$30.00/hr. = \$660</p>	<p>2 days in August 2011</p> <p>June 2011</p>	<p>Workshop attendance; delivery of Career Choices curriculum</p> <p>CPR/FIRST AID/AED/LIFEGUARD Certificate for each participation</p>

C&TE	<p>Update frameworks to line up with quarterly assessments and prove proficiency with DESE systems per the CPR CAP.</p> <p>Improvement in training in technology training and use in embedding academics and use of technology into CTE curriculum.</p>	Dept Chair; Tech Coordinator	<p>Working with DESE, they will provide the instruction in the online computer portion</p> <p>Integrating new technology into curriculum and practice.</p>	<p>First entries by the end of the first semester.</p> <p>June 2011</p>	<p>Student competencies will be recorded online with DESE and students will receive a certified document of vocational proficiency</p> <p>Incorporate embedded academics and technology in each program area into daily lesson plans and curriculum.</p>
SPED	<p>Summer Workshop Series</p> <p>Curriculum development for Special Ed Support Class</p> <p>Monthly meetings with consultant around service delivery and best practices</p>	Associate Principal; Dept Chair; Teachers; Consultant	\$16,000 for consultant; \$42,000 for stipends at contracted rate (RTTT funds)	<p>July 2011 – June 2012</p> <p>2 days in July 1 week in August 10 monthly meetings</p>	Workshop attendance; implementation of best practice strategies in content areas and support classes
ELL	Category Trainings for 40 high school teachers	ELL Director; Drop-Out Prevention Specialist	Funded by Education Alliance at Brown University	June 2011, July 2011	40 participants in variety of ELL trainings; evidence of training in lesson planning and delivery of instruction
GUID	<p>Attend the College Board’s Fall Counselor Workshops to hear of the latest changes and trends with the SAT, PSAT’s, and AP testing.</p> <p>BRIDGES Career and Interest Inventory electronic portfolio training.</p>	Counselors attend on a rotating basis. Typically, sophomore, junior, and senior counselors attend as their students begin to use these tools and we incorporate them into our resources.	This is a free workshop for the Guidance Department.	<p>Fall 2011</p> <p>Arranging a training date for early Fall.</p>	Guided conversations between counselors and students

## **Strategies to Attract High-Quality, Highly Qualified Teachers**

The district has hired a Human Resources Director in order to facilitate the recruitment and hiring process of Highly Qualified teachers. The district will expand employment advertisements, pending available funding, to include online employment sites and well as newspaper listings such as The Boston Globe. In order to attract teachers in subjects of greatest needs, staff will attend recruitment fairs such as Teachers of English to Speakers of Other Languages, Inc. (TESOL) as well as attend college recruitment fairs, pending available funding.

## **Coordination and Integration of Federal, State and Local Services and Programs**

The operating budget of B.M.C. Durfee High School is supplemented by state and federal grants. These additional funds allow for remediation and enrichment programming during and after school, as well as over the summer. The funding also supports the planning and supplies necessitated by the programming. In addition, students also benefit from partnerships with other academic institutions such as Bristol Community College and UMass Dartmouth, through programs that are also funded with state and federal monies.

## School Improvement Plan Timeline

<b>Date</b>	<b>Notes</b>
November 2009	Introductions, Statement of Purpose, Recruitment of New Members
December 2009	Durfee High School: Strengths and Areas of Need (Roundtable discussion regarding where we are and where we want to be.)
January 2010	Sorting through the Areas of Need: Where are the commonalities? How can we approach them? (Began the grouping of our areas of need and put labels on them – Physical Plant, Instruction, Communication, etc.)
February 2010	Taking Ownership (Paired group members to address the areas of concern. Pairs set out to identify actions necessary to overcome the issues.)
March 2010	Report Out (Pairs reported out to the group regarding their assigned “issue” and recommended actions.)
April 2010	Action Plan (Continued the work of reporting out, with emphasis on the development of the Action Plan and its timeline.)
May 2010	SIP Taking Shape (Took a closer look at the SIP and how it aligned with the former DIP.)
September 2010	Finishing Touches (Verifying info with Dept Chairs/eliciting feedback)
November 2010	Current DIP/SIP Alignment
May 2011	Review of last year’s goals/Degrees of Attainment; Proposal of 2011-2012 goals
May 2011	Review of current DIP/SIP Alignment
June 2011	SIP Review