

Elmsford Public Schools

Hamilton High School 2009 - 2011 Academic Improvement Plan

Performance Targets	Measure	2007	2008	2009	2011 target
	Gr. 7-8 ELA performance index (PI) score	155	158	177	187
	Gr. 7-8 ELA PI score—SWD	95	116	n/a	130
	Gr. 7-8 Math PI score	172	182	184	190
	% cohort passing Regents “gate” exams \geq 65	77	76	n/a	88
	% cohort graduating (4 yrs by 6/30)	72	78	80	85
	% graduating w/ advanced designation diploma	35	27	25	37
	% graduated attending college, post-secondary	83	79	n/a	84
	% quarterly core course pass rates gr. 7, 8, 9	n/a	n/a	n/a	tbd
	Additional possible measures: Gr. 8 science and social studies assessments, mastery rates on state assessments, absence rate, tardy rate, dropout rate, and % cohort in AP, honors, college credit bearing classes				
2009 – 2011 Activities	Implement a formal process to identify, track and intervene with at-risk students.				
	• Form a committee.				11/14/09
	• Create a list of criteria to define at-risk students.				11/21/09
	• Building upon the list of criteria, implement an electronic cohort tracking system.				12/1/09
	• Create a flow chart that describes the process/protocol for identifying and providing services to at-risk students. The flowchart should address the following: response to intervention processes, school-to-home communications, IST to monitor and identify student needs, use of PLC/advisories to address academic performance and concerns, and administrative processes to hold students accountable.				12/23/09
	• Implement a credit recovery plan to include formal interventions for students failing Regents and/or local courses and Regents exams.				2/1/10
	• Implement AIS services within the school day.				2/1/10

	Increase academic rigor within all classes and provide additional opportunities to take AP, college-credit bearing and honors classes.	
	<ul style="list-style-type: none"> • Create a committee to refine the process for selection of students for advanced courses. 	12/2009
	<ul style="list-style-type: none"> • Identify the sequence and prerequisites for all advanced courses. 	2/2010
	<ul style="list-style-type: none"> • Define and implement best practices to increase academic rigor. 	PD days, PLCs 1/2010
	<ul style="list-style-type: none"> • Identify opportunities to create credit bearing internships. Collect information on formal internship programs. Survey the community: the mayor, town administrator, Rotary, etc. 	2/2010
	Implement reading and writing across the curriculum.	
	Developing a writing-across-the-curriculum rubric.	PD days 6/2010
	<ul style="list-style-type: none"> • Research the feasibility of creating and implementing a writing center/lab. • Contact other districts to see what they do. • Explore grant possibilities. 	2/2010
	<ul style="list-style-type: none"> • Increase interdisciplinary planning. 	PD days & PLCs 6/2010
	<ul style="list-style-type: none"> • Identify strategies to implement reading across the curriculum. 	6/2010
Concurrent activities	Schedule to achieve optimal class size, course offerings and teacher placement.	
	Maximize the impact of Professional Learning Community (PLC) on student achievement.	