

SCHOOL IMPROVEMENT PLAN

WINTHROP HIGH SCHOOL 2019 - 2020

Matthew Crombie, Principal



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School Site Council Members 2018 - 2019:

Parent Representatives: Elizabeth Donovan & Meredith Hurley

Student Representatives: Ryan Parker & Patrick Haskell

Faculty Representatives: Kathleen D’Amico, Ray Leonardo, & Coní Moore

Principal: Mathew Crombie

MISSION STATEMENT OF WINTHROP HIGH SCHOOL

Winthrop High School is dedicated to providing each member of its student body the opportunity to achieve academic excellence in a safe environment. We believe that all students possess the capacity to learn; and that each student is a valued individual with unique physical, social, emotional and intellectual needs. We actively engage our students in developing their critical thinking, problem-solving, and communication skills. By encouraging our students to become confident, self-directed life-long learners, we seek to connect their personal growth to academic excellence. We seek to foster a climate of shared responsibility among students, faculty, administration, parents, and the community-at-large.

Summary of 2019 – 2020 Goals




1. Through the use of best instructional practices, teachers will plan and execute engaging lessons prompting students to use twenty first century skills to make connections to new material.
2. Create culture of rigorous thinking to prepare all students to be career or college ready.
3. Strengthen programs to support all students' health and well being within a climate of respect, tolerance, and acceptance.
4. To improve overall parent and student engagement as well as communication.

Winthrop High School Overview

The 2018 – 2019 school year was the third one in the new High School/Middle School complex. The staff and students continued to respond well to the new school building and fully embraced all that it had to offer. Additionally, all stakeholders seemed to have taken great pride in our facilities.

Please see below for information about Winthrop High School:

General Information:

-  Grades 9 -12
-  592 students (June 2019)
-  Three-year old school building facility (opened in 2016 – 2017)

Winthrop High School Features:

- ✚ Black-box Theatre
- ✚ Theatre/Auditorium (600 person capacity)
- ✚ Yoga/Cross-fit Room
- ✚ Exercise facility
- ✚ TV Studio
- ✚ MAC Computer Lab
- ✚ Chromebook 1:1 initiative
- ✚ 6 state-of-the-art Science laboratories
- ✚ 75 inch ClearTouch Monitors in every classroom

Graduation Requirements:

- ✚ Minimum of 130 Credits
- ✚ Passing Scores on the Massachusetts
- ✚ Comprehensive Assessment System (MCAS) with a minimum proficiency score in the content areas of English Language Arts, Mathematics, and STE (Science technology & Engineering)

Course Levels:

The goal of Winthrop High School is to ensure that ALL students are engaged in a rigorous and meaningful course of study that guides them toward post-secondary higher education, technical training or employment.

Courses are offered at various levels of ability:

- ✚ Advanced Placement
- ✚ Accelerated (Math Only)
- ✚ Honors
- ✚ College Prep

Advanced Placement Courses:

AP courses are available only to sophomores, juniors and seniors. All AP students must take the AP exam in May. Scores of 3, 4, 5 count as College Credit. AP Courses are demanding, fast-paced, and are intended for those few exceptional students who can achieve college level work in high school.

Winthrop High offered 10 AP Courses in 2018 – 2019.

- ✚ AP Language and Composition
- ✚ AP Literature and Composition
- ✚ AP Statistics
- ✚ AP Calculus
- ✚ AP Chemistry

- ✚ AP Physics and Mechanics
- ✚ AP Biology
- ✚ AP US History
- ✚ AP Psychology
- ✚ AP Computer Science

Clubs/Activities:

Students are encouraged to participate in extra-curricular activities. The clubs/activities typically take place after school and on the weekends.

- ✚ Art Club
- ✚ Chess Club
- ✚ Concert/Band Club
- ✚ Digital Media Club
- ✚ Drama Club
- ✚ Drama Tech Club
- ✚ International Club
- ✚ Gay-Straight Alliance (GSA)
- ✚ Literary Magazine
- ✚ Math Club
- ✚ Mock Trial Quiz Bowl
- ✚ National Honor Society
- ✚ Outdoors Club
- ✚ Personal Fitness Club
- ✚ Student Council
- ✚ Wellness Club
- ✚ Yearbook Club

Athletics:

Fall

- ✚ Fall Sports
- ✚ Boys/Girls Soccer
- ✚ Girls Volleyball
- ✚ Golf
- ✚ Football
- ✚ Cheerleading

Winter

- ✚ Boys/Girls Basketball
- ✚ Boys/Girls Hockey
- ✚ Boys/Girls Indoor Track
- ✚ Gymnastics
- ✚ Cheerleading
- ✚ Swimming

Spring

- 🏆 Boys/Girls Lacrosse
- 🏆 Baseball
- 🏆 Softball
- 🏆 Boys/Girls Tennis
- 🏆 Boys/Girls Track
- 🏆 Coed Sailing

International Student Program:

- 🏆 15 International Students each year from various countries around the world
- 🏆 International Club

WINTHROP HIGH SCHOOL STUDENT LEARNING EXPECTATIONS

Winthrop High School students will become:

Critical Thinkers

- Utilizes, applies and evaluates multiple problem solving strategies in a variety of disciplines
- Demonstrates an ability to select, organize and evaluate new ideas
- Demonstrates the ability to actively and critically read
- Develops the skills and acquire the knowledge to perform at advanced levels
- Sets priorities and manages time and tasks

Effective Communicators

- Communicates ideas and information with clarity and understanding of audience
- Integrates the use of a variety of communication forms
- Listens effectively and critically and responds appropriately to spoken communication
- Utilizes, evaluates, and applies multiple problem solving strategies to a variety of disciplines
- Demonstrates a mastery of standard English-Language conventions

Conscientious Citizens

- Is aware of and follows the school rules
- Shows respect for himself/herself and the community at large
- Is cognizant and respectful of social and cultural diversity
- Understands, promotes, and exemplifies the importance of hard work to achieve success
- Takes responsibility for mistakes and learns from them

Creative Achievers

- Shows curiosity and enthusiasm
- Demonstrates originality in thinking and in finished work
- Displays an appreciation for the arts in their many forms
- Seeks to select, organize and develop innovative ideas
- Incorporates and builds off the ideas of others

Core Values



ESE ENROLLMENT DATA for WINTHROP HIGH SCHOOL 2018 – 2019

Enrollment by Race/Ethnicity (2018-19)			
Race	% of School	% of District	% of State
African American	1.7	1.4	9.2
Asian	1.0	0.8	7.0
Hispanic	14.5	15.6	20.8
Native American	0.0	0.1	0.2
White	81.8	80.5	59.0
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	1.0	1.6	3.8

Enrollment by Gender (2018-19)			
	School	District	State
Male	308	1,005	487,594
Female	287	978	463,816
Total	595	1,983	951,631

Enrollment by Grade (2018-19)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
District	42	154	139	145	132	148	166	144	164	154	149	156	137	153	0	1,983
Winthrop High School	0	0	0	0	0	0	0	0	0	0	149	156	137	153	0	595

Enrollment & Demographic Data 2018 – 2019

End of the Year Enrollment Data and Projected 2019 – 2020 Enrollment Data

Grade	June Total 2019	Projected 2019 -20
Grade 9	147	145
Grade 10	158	147
Grade 11	133	158
Grade 12	154	133
School Totals	592	583

Winthrop High School 2018 - 2019 Enrollment by Gender

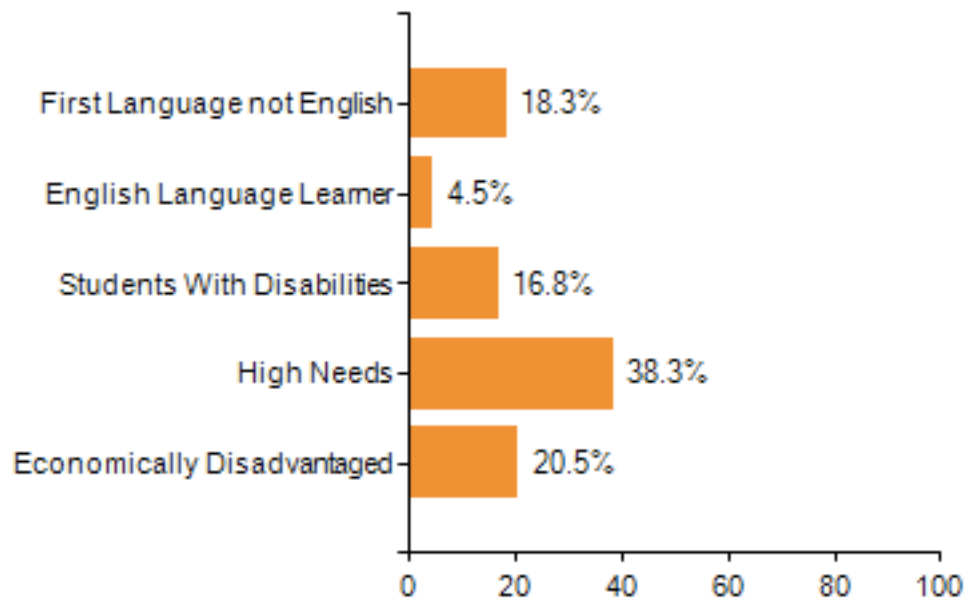
Grade	Male	Female
Grade 9	81	66
Grade 10	80	78
Grade 11	62	71
Grade 12	87	67
School Totals	310	282

Winthrop High School Selected Populations Profile

2018 – 2019

Populations	2018 – 2019 Percentage
First Language Not English	18.3%
English Language Learner	4.5%
Students with Disabilities	16.8%
High Needs	38.3%
Economically Disadvantaged	20.5%

Selected Populations

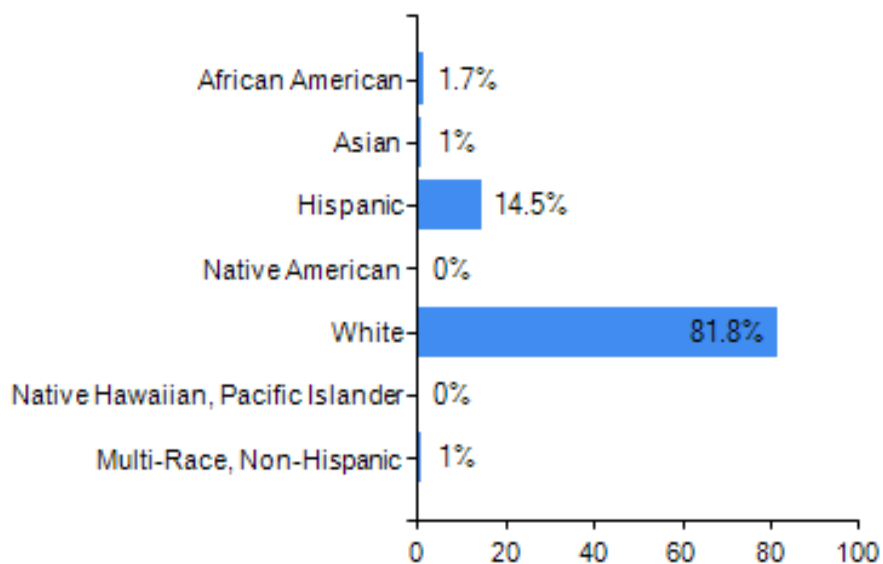


Winthrop High School Demographic Information

2018 – 2019

Populations	2018 – 19 Percentage
African-American	1.7%
Asian	1.0%
Hispanic	14.5%
Native American	0%
White	81.8%
Native Hawaiian, Pacific Islander	0.0
Multi-race, Non-Hispanic	1.0%

Student Race and Ethnicity



2018 Mobility Rates

Student Group	Churn/Intake Enroll	% Churn	% Intake	Stability Enroll	% Stability
All Students	637	12.7	3.3	621	89.5
Economically Disadvantaged	188	21.3	5.9	181	81.8
High Needs	274	20.4	5.1	265	82.3
LEP English language learner	39	46.2	7.7	37	56.8
Students with disabilities	119	15.1	3.4	117	86.3
African American/Black	10	0.0	0.0	10	100.0
American Indian or Alaskan Native	-	-	-	-	-
Asian	12	16.7	8.3	11	90.9
Hispanic or Latino	89	30.3	6.7	83	74.7
Multi-race, non-Hispanic or Latino	14	21.4	7.1	14	78.6
Native Hawaiian or Pacific Islander	-	-	-	-	-
White	509	9.6	2.6	500	92.0

* NOTE: Mobility rates will not be publicly reported for enrollments of fewer than 6.

Cohort 2018 Graduation Rates

4-Year Graduation Rate (2018)

4-Year Graduation Rate (2018)							
Student Group	# in Cohort	% Graduated	% Still in School	% Non-Grad Completers	% H.S. Equiv.	% Dropped Out	% Permanently Excluded
All Students	123	84.6	4.9	1.6	2.4	6.5	0.0
Male	63	85.7	6.3	0.0	1.6	6.3	0.0
Female	60	83.3	3.3	3.3	3.3	6.7	0.0
EL	7	42.9	42.9	0.0	0.0	14.3	0.0
Students w/ disabilities	28	71.4	14.3	3.6	0.0	10.7	0.0
Low income	46	65.2	13.0	2.2	4.3	15.2	0.0
High needs	56	71.4	10.7	1.8	3.6	12.5	0.0
Afr. Amer./Black	2	-	-	-	-	-	-
Asian	6	83.3	0.0	0.0	16.7	0.0	0.0
Hispanic/Latino	16	75.0	18.8	0.0	0.0	6.3	0.0
Amer. Ind. or Alaska Nat.	1	-	-	-	-	-	-
White	94	86.2	3.2	1.1	2.1	7.4	0.0
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	4	-	-	-	-	-	-

* NOTE: Graduation rates will not be publicly reported for cohort counts fewer than 6 [More about the data.](#)

4-Year Adjusted Cohort Graduation Rate (2018)

4-Year Adjusted Cohort Graduation Rate (2018)							
Student Group	# in Cohort	% Graduated	% Still in School	% Non-Grad Completers	% H.S. Equiv.	% Dropped Out	% Permanently Excluded
All Students	94	89.4	1.1	0.0	2.1	7.4	0.0
Male	48	89.6	2.1	0.0	2.1	6.3	0.0
Female	46	89.1	0.0	0.0	2.2	8.7	0.0
EL	2	-	-	-	-	-	-
Students w/ disabilities	23	82.6	4.3	0.0	0.0	13.0	0.0
Low income	35	74.3	2.9	0.0	5.7	17.1	0.0
High needs	44	79.5	2.3	0.0	4.5	13.6	0.0
Afr. Amer./Black	2	-	-	-	-	-	-
Asian	0	-	-	-	-	-	-
Hispanic/Latino	10	90.0	0.0	0.0	0.0	10.0	0.0
Amer. Ind. or Alaska Nat.	1	-	-	-	-	-	-
White	79	88.6	1.3	0.0	2.5	7.6	0.0
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	2	-	-	-	-	-	-

* NOTE: Graduation rates will not be publicly reported for cohort counts fewer than 6 [More about the data.](#)

2017 – 2018 MassCore Completion Report

This report provides the percentage of Massachusetts public high school graduates who complete the MassCore curriculum. [More about the data.](#)

MassCore completion rates are not reported for any student group where the number graduated is less than 6.

* Click any column header to sort ascending (first click) or descending (second click).

Student Group	# Graduated	# Completed MassCore	% Completed MassCore
All Students	105	102	97.1
Female	50	50	100.0
Male	55	52	94.5
Economically Disadvantaged	31	31	100.0
High Needs	41	40	97.6
Students with disabilities	19	18	94.7
Hispanic or Latino	12	12	100.0
White	80	77	96.3

2017 – 2018 Student Dropout Rate Report

This report provides the percentage of Massachusetts public high school students who drop out of high school. [More about the data.](#)

Dropout rates are not reported for any student group where the number of students is less than 6.

* Click any column header to sort ascending (first click) or descending (second click).

Student Group	# Enrolled Grades 09 through 12	# Dropout All Grades	% Dropout All Grades	% Dropout Grade 09	% Dropout Grade 10	% Dropout Grade 11	% Dropout Grade 12
All Students	601	26	4.3	5.2	1.3	3.1	8.6
High Needs	241	19	7.9	10.4	3.3	4.4	15.6
Economically Disadvantaged	146	12	8.2	14.3	2.8	4.4	13.3
LEP English language learner	30	8	26.7	27.3	22.2	11.1	
Students with disabilities	111	6	5.4	6.3	0.0	3.6	13.6
African American/Black	10	0	0.0				
American Indian or Alaskan Native	3						
Asian	11	1	9.1				
Hispanic or Latino	79	6	7.6	8.7	6.3	3.8	14.3
Multi-race, non-Hispanic or Latino	15	0	0.0			0.0	0.0
White	483	19	3.9	4.8	0.8	3.2	8.2
Female	294	13	4.4	4.9	0.0	2.6	12.5
Male	307	13	4.2	5.5	2.9	3.4	5.0

Performance Data

2017 – 2018 Advanced Placement (AP) Performance Report All Students

<u>Subject</u>	<u>Tests Taken</u>	<u>% Score 1-2</u>	<u>% Score 3-5</u>
All Subjects	263	64.6	35.4
English Language Arts	89	60.7	39.3
English Lang/Comp	49	44.9	55.1
English Lit/Comp	40	80.0	20.0
History and Social Science	48	77.1	22.9
History: U.S.	8		
Psychology	40	90.0	10.0
Math and Computer Science	46	60.9	39.1
Calculus AB	19	78.9	21.1
Calculus BC	4		
Computer Sci A	2		
Statistics	21	57.1	42.9
Science and Technology	80	63.8	36.3
Biology	8		
Chemistry	12	33.3	66.7
Environmental Sci	51	68.6	31.4
Physics C: Mech	9		

NOTE: AP Performance is not reported for enrollments of fewer than 10.

2017 – 2018 Advanced Placement (AP) Participation Report All Students

<u>Subject</u>	<u>Test Takers</u>	<u>Tests Taken</u>	<u>One Test</u>	<u>Two Tests</u>	<u>Three Tests</u>	<u>Four Tests</u>	<u>Five or More Tests</u>
All Subjects	132	263	55	31	39	6	1
English Language Arts	89	89	89	0	0	0	0
English Lang/Comp	49	49	49	0	0	0	0
English Lit/Comp	40	40	40	0	0	0	0
History and Social Science	47	48	46	1	0	0	0
History: U.S.	8						
Psychology	40	40	40	0	0	0	0
Math and Computer Science	42	46	39	2	1	0	0
Calculus AB	19	19	19	0	0	0	0
Calculus BC	4						
Computer Sci A	2						
Statistics	21	21	21	0	0	0	0
Science and Technology	73	80	66	7	0	0	0
Biology	8						
Chemistry	12	12	12	0	0	0	0
Environmental Sci	51	51	51	0	0	0	0
Physics C: Mech	9						

NOTE: AP Participation details are not reported for enrollments of fewer than 10.

2017 – 2018 SAT Performance Report

The SAT Performance Report provides SAT data (mean scores) at the district level and school level for selected populations as well as for all students.

Please Note: For the years 2007 through 2016, this report provides SAT results based on graduate cohorts determined by The College Board. Starting with 2017, this report provides SAT results for tests taken during the selected year.

Please see [More about the data.](#)

* Click any column header to sort ascending (first click) or descending (second click).

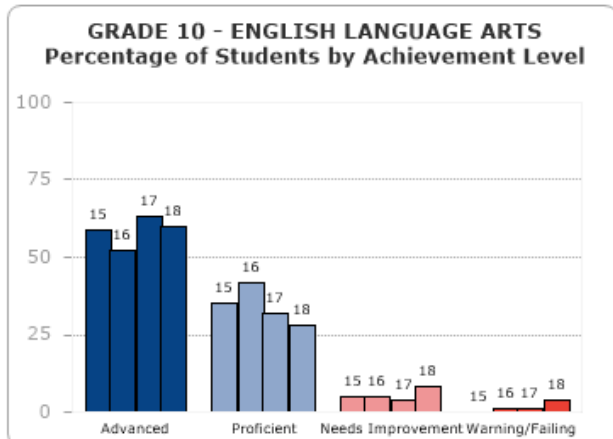
NOTE: SAT Performance is not reported for enrollments of fewer than 10.

Student Group	Test Takers	Reading / Writing	Math
All Students	142	540	538
English Learner	4		
Economic Disadv.	29	508	496
Special Education	13	489	470
High Needs	42	498	483
Female	65	542	527
Male	77	538	547
Asian	4		
Black or Afr. Amer.	2		
Hispanic	11	470	469
Multi-race, Non-Hisp.	5		
White	120	550	543

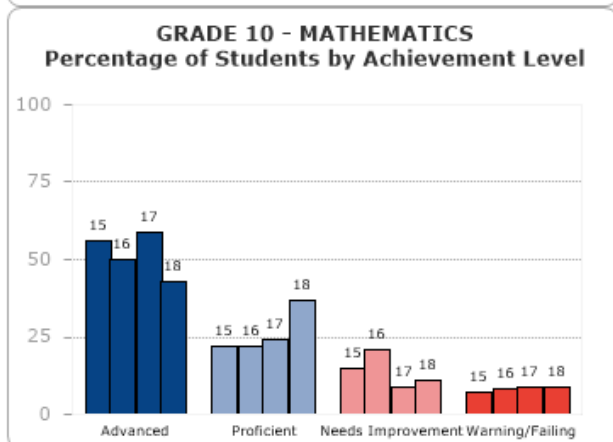
2018 MCAS DATA:

MCAS Annual Comparisons

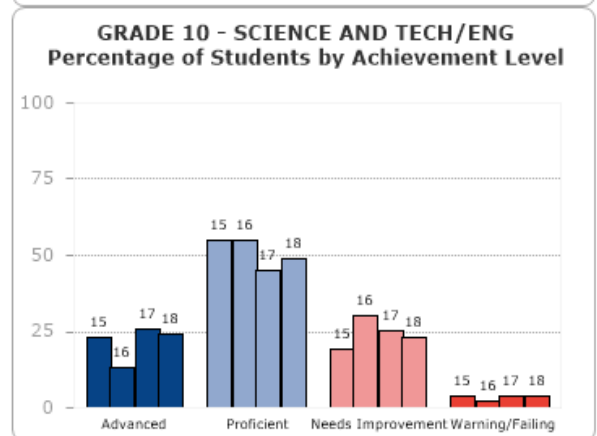
GRADE 10 - ENGLISH LANGUAGE ARTS				
ACHIEVEMENT LEVEL	2015	2016	2017	2018
ADVANCED	59	52	63	60
PROFICIENT	35	42	32	28
NEEDS IMPROVEMENT	5	5	4	8
FAILING	0	1	1	4



GRADE 10 - MATHEMATICS				
ACHIEVEMENT LEVEL	2015	2016	2017	2018
ADVANCED	56	50	59	43
PROFICIENT	22	22	24	37
NEEDS IMPROVEMENT	15	21	9	11
FAILING	7	8	9	9



GRADE 10 - SCIENCE AND TECH/ENG				
ACHIEVEMENT LEVEL	2015	2016	2017	2018
ADVANCED	23	13	26	24
PROFICIENT	55	55	45	49
NEEDS IMPROVEMENT	19	30	25	23
FAILING	4	2	4	4



MCAS Tests of Spring 2018

Percent of Students at Each Achievement Level for Winthrop High School

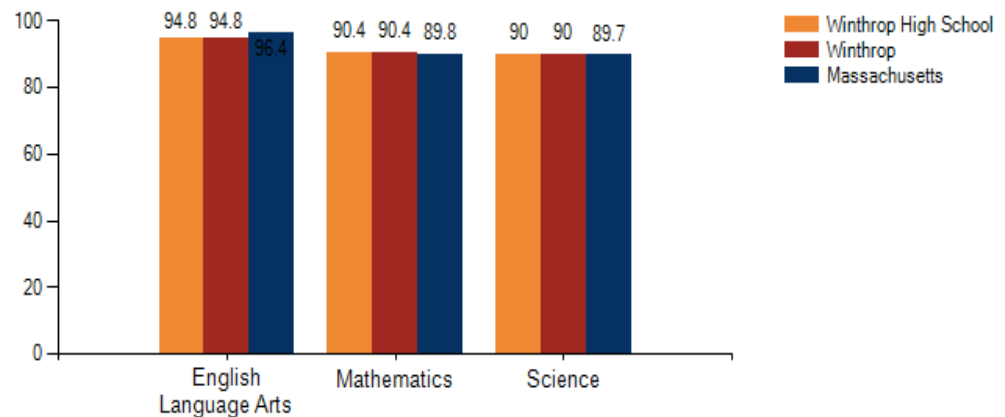
Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		No. of Students Included	CPI	Avg.SGP	Included in Avg.SGP
	School	State	School	State	School	State	School	State	School	State				
GRADE 10 - ENGLISH LANGUAGE ARTS	88	91	60	51	28	40	8	6	4	3	134	94.8	62.6	116
GRADE 10 - MATHEMATICS	80	78	43	51	37	27	11	14	9	8	135	90.4	66.9	114
GRADE 10 - SCIENCE AND TECH/ENG	73	74	24	32	49	43	23	21	4	5	128	90.0	N/A	N/A

2018 Student Achievement

Legacy MCAS (CPI)

The [Composite Performance Index \(CPI\)](#) is a number from 1-100 that represents the extent to which students have attained or are progressing toward proficiency in a given subject. Students who demonstrate proficiency on MCAS tests, and students with severe cognitive disabilities who score at the Progressing level on the MCAS-Alternate assessment, receive 100 CPI points. Our school's CPIs for 2018 are below.

Composite Performance Index



	English Language Arts (CPI)	Mathematics (CPI)	Science (CPI)
Winthrop High School	94.8	90.4	90
Winthrop	94.8	90.4	90.0
Massachusetts	96.4	89.8	89.7

Notes: Enrollment data are reported for the 2018–2019 school year. Accountability and assessment data are reported for the 2017–2018 school year.

2019 - 2020

GOALS

Winthrop High School Improvement Plan 2019-2020

Goal 1: STRENGTHEN WAYS TO MEET ALL STUDENTS' ACADEMIC NEEDS

Action	Implementation Steps	Timeline	Responsible Parties	Success Measures
1.1 Build common time for teachers to work collaboratively within departments on curriculum maps	<ol style="list-style-type: none"> 1. Use extended faculty meeting time for work on maps, when feasible 2. Utilize some of the PD ½-day time for this undertaking 3. Create a timeline 4. Plan for 2020 – 2021 implementation. 	2020 - 2021	Administration Curriculum Director	Proof PD time scheduled Sign-in sheets
1.2 Revisit rubrics and align them with the curriculum maps being developed.	<ol style="list-style-type: none"> 1. Teachers realign rubrics and share these via an electronic repository within departments in order to have uniformity. 	2021 - 2022	Lead Teachers in each Dept.	Shared documents in an electronic file.
1.3 Implement strategies for enhancing and improving overall math scores, particularly in Algebra I & II, as well as Geometry in CP and Honors classes.	<ol style="list-style-type: none"> 1. While working on curriculum maps examine several research-based math curricula to help with alignment. 2. Investigate the utilization of a 	2021 - 2022	Math lead Teacher and department	Standardized quarterly assessments

	<p>small group guided math model.</p> <p>3. Provide professional development in differentiated instruction, student engagement, and increasing rigor.</p>			
1.4 Implementation of additional student support.	<p>1. If financially feasible, implement more co-taught classes for “struggling learners”.</p> <p>2. Provide an 8th to 9th grade transition team for incoming 9th graders.</p>	2020 - 2021	Administration CET and Lead Teachers	2020 -21 Course Catalogue with additional co-taught classes listed

Goal 1: STRENGTHEN WAYS TO MEET ALL STUDENTS’ ACADEMIC NEEDS

Winthrop High School Improvement Plan 2019-2020

Goal 2: CREATE A CULTURE OF RIGOROUS THINKING TO PREPARE ALL STUDENTS TO BE CAREER OR COLLEGE READY

Action	Implementation Steps	Timeline	Responsible Parties	Success Measures
2.1 SAT Prep class	<ol style="list-style-type: none"> 1. Encourage students to sign up and participate in the class to better prepare for the SAT exam 2. Provide opportunity for teachers in both MATH and ELA to be formally trained by SAT on the NEW SAT format 	2019 - 2020	Administration Lead teachers (Math & ELA)	Scheduled Prep Course taught by SAT trained content area teacher(s)
2.2 College Fair and Financial Aid night	<ol style="list-style-type: none"> 1. Encourage all students and families grades 9-12 to attend "College Night" at WHS 2. Encourage all Junior and Senior Parents and Students to attend the MEFA Financial Aid Presentation 	2019 - 2020	Administration Guidance Counselors Guidance Secretary WHS Teachers	Attendance at the event by ALL HS students Attendance at MEFA Presentation by students and parents
2.3 Advisory Curriculum	<ol style="list-style-type: none"> 1. Revise Advisory Curriculum to include more lessons regarding College and Career Readiness 	2019-2020	Administration Advisory Committee	Use of focused CCR lessons that are administered during Advisory over the course of the school year

				across all grade levels
2.4 Internship Program	1. Develop program for senior students that allows them to do internships outside of the school with local businesses and establishments	2020 - 2021	Administration Guidance Counselors Teachers	Established Internship Program that is included in the 2020-2021 WHS Program of Studies

Goal 2: CREATE A CULTURE OF RIGOROUS THINKING TO PREPARE ALL STUDENTS TO BE CAREER OR COLLEGE READY

End

Winthrop High School Improvement Plan 2019-2020

Goal 3: STRENGTHEN PROGRAMS TO SUPPORT ALL STUDENTS' HEALTH AND WELL-BEING WITHIN A CLIMATE OF RESPECT, TOLERANCE, AND ACCEPTANCE

Action	Implementation Steps	Timeline	Responsible Parties	Success Measures
3.1 Advisory Curriculum	Revise Advisory Curriculum to include more lessons regarding student Health and Wellness	2019-2020	Administration Advisory Committee	Use of focused Health and Wellness lessons that are administered during Advisory over the course of the school year across all grade levels
3.2. Prevention Needs Assessment Survey	Administer Prevention Needs Assessment Survey to ALL High School Students	2020	Administration CASA Representative	Administration of survey during Wellness Week 2020
3.3 Wellness Week	<ol style="list-style-type: none"> Schedule Monthly Wellness Week Planning Meetings from September 2019 - April 2020 Administer Student Survey regarding Wellness Week Topics 	2020 2020	Administration Wellness Week Committee Administration	Administration of Survey to ALL HS students during Advisory Block

Goal 3: STRENGTHEN PROGRAMS TO SUPPORT ALL STUDENTS' HEALTH AND WELL-BEING WITHIN A CLIMATE OF RESPECT, TOLERANCE, AND ACCEPTANCE

End

Winthrop High School Improvement Plan 2019-2020

Goal 4: TO IMPROVE OVERALL PARENT AND STUDENT ENGAGEMENT AS WELL AS COMMUNICATION

Action	Implementation Steps	Timeline	Responsible Parties	Success Measures
4.1 The school will continue to work to improve the overall communication and engagement of EL parents	<ol style="list-style-type: none"> 1. Mail Quarter 1 progress reports home (translated) to EL parents along with a questionnaire that inquires about internet/cell phone access and use in the household 2. Using the survey data described above, create a list of EL parents who require hard copy report cards and any other pertinent information 	2019-2020	<ul style="list-style-type: none"> - Administration -EL Educator(s) 	<ol style="list-style-type: none"> 1. Survey data on household internet use is collected 2. EL parents who require hard copy report cards receive them for quarters 2-4
4.2. Begin to look for ways that EL parents can participate more at the school	<ol style="list-style-type: none"> 1. Offer several workshops on the district website, iParent, Google Classroom, and Schoology for EL parents (RSVP goes home with hard copy progress report during Q1) 2. Utilize iRemind or a one-way communication app that translates to the appropriate language <ol style="list-style-type: none"> a. Information should include report card publishing, MCAS testing, 	2019-2021	<ul style="list-style-type: none"> - Administration -EL Educator(s) -IT Support -Faculty Member(s) 	<ol style="list-style-type: none"> 1. Workshops are offered on 1-2 learning management system(s) 2. One-way communication app with multilingual capabilities is incorporated into parent communication

	parent blog publishing, bi-weekly advisory subjects, and upcoming sport/extra-curricular opportunities			
4.3 The school will continue to work to improve the overall communication and engagement of the parents of at-risk students.	<ol style="list-style-type: none"> 1. Offer multiple “open houses” throughout the year for direct teacher-parent communication 2. Teacher-parent school groups focused on giving back to the community through service learning: charity work, environmental programs, or helping those deemed “at-risk” 3. Enhance the school’s role as a community center: increase the level of programs outside of school hours devoted to childhood development, parental support, and community education classes 	2019-2021	<ul style="list-style-type: none"> - Administration -Faculty Member(s) -Guidance Department -Building Resource Officer 	<ol style="list-style-type: none"> 1. Several events that provide face-to-face interaction with parents & educators are offered (2019-2020) 2. School-wide Community reinvestment day(s) is organized 3. A proposal(s) is developed to create new and/or improved programs that utilize after school hours for community engagement
4.4 The school will continue to build formal and informal relationships with community leaders and organizations.	<ol style="list-style-type: none"> 1. Work alongside organizations such as the Boys and Girls Clubs of America to target “at-risk” students 2. Reach members of the town through various community leaders including local churches, businesses, medical offices, and social/fraternal organizations 	2019-2021	<ul style="list-style-type: none"> - Administration -Faculty Member(s) -Building Resource Officer -Adjustment Counselor -Guidance Department 	<ol style="list-style-type: none"> 1. A proposal(s) is developed alongside a community organization that creates after-school opportunities for “at-risk” students

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