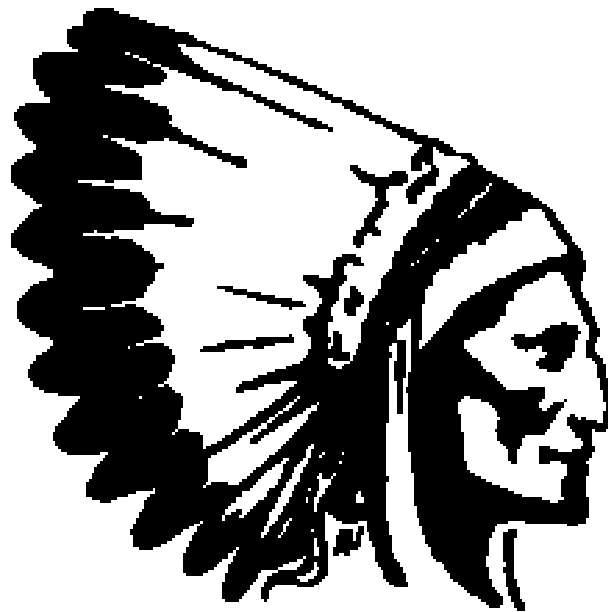


Saugus High School

“Make a Choice for Excellence”



School Improvement Plan

2009-2010

Table of Content

Saugus High School Overview Of Performance	3
School Wide Goals	7
English Department Goals	8
Areas Of Concern:	9
Fine Arts Department	10
Improvements	10
Guidance Departmental Goals	11
Mathematics	12
Areas To Improve:	14
Science	15
Areas Of Concern:	16
Social Studies	18
World Language Department	20

Saugus High School Overview of Performance

Saugus High School has been very diligent in reviewing, assessing and revising its academic standards in order to provide the best education, with very limited resources for our students. We are proud of what we have been able to accomplish and delighted with the new initiatives we have taken in order to meet our goals. We have annually made Adequate Yearly Progress as required but we have seemed to have reached plateau in some areas. Our Saugus cohort has consistently surpassed previous year's performance but with our change in demographics, we will have a difficult time in maintaining this effort without additional recourses.

Evaluating our curriculum is an ongoing process. We regularly meet as a faculty to assess the function and effectiveness of our curriculum content. We hold weekly department meetings for common planning time in which to assess our specific subject areas to determine if we are on track and delivering the very best instruction possible. We regularly assess and evaluate our curriculum and pacing guides to ensure that the rigor of instruction is up to our expectations and meets with our Mission and Expectations statement. We use the data analysis from standard testing such as MCAS, SAT and PSAT sources, along with our standardized mid-year and final exams, to determine if we have achieved our desired results

The instructional evaluation is in constant review. We are always looking for new and creative ways to deliver our curriculum. We have utilized new technology and have updated textbooks and anthologies to ensure our students have what it takes to be successful in the world today. In the summer of 2008, we purchased \$125,000 worth of new textbooks and resources. This purchase has helped us utilize the newest and best aligned resources to the Massachusetts State Standards. We have also updated our technology to incorporate more of it into our curriculum on a daily basis. We are offering workshops to teach faculty members new methods of adapting this technology into their curriculum areas.

As we analyze our curriculum and instruction, we are cognizant of the Assessment of Student Learning. We are constantly updating our school wide rubrics in order to incorporate all departments as a whole. The faculty uses data analysis of school standardized department exams to assess and evaluate the effectiveness of our curriculum and instruction. School wide, we have developed varied assessment mechanisms to assess student learning.

The Mathematics Department analyzed the MCAS results for the test that was taken by sophomores in May of 2008. The results were that 36% scored in the Advanced range, 35% scored in the Proficient range, 20% scored in the range of Needs Improvement, and 10% were in the Failing range. These results were similar to the results from the 2007 exam. Educational Proficiency Plans (EPP) were developed for students that scored in the Needs Improvement range and these plans were input into X2. For students in the Failing range Individual Student Success Plans (ISSP) were created and input into X2.

GRADE 10 - MATHEMATICS				
PERFORMANCE LEVEL	2005	2006	2007	2008
ADVANCED	44	36	43	38
PROFICIENT	27	31	27	35
NEEDS IMPROVEMENT	22	26	21	19
FAILING	7	7	9	8

MATHEMATICS	Met Target	Actual	Met Target (76.5)	Actual	Met Target	Change from 2007	Met Target	Actual	AYP 2008
Aggregate	Yes	97	Yes	87.2	Yes	2.6	Yes	74.8	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	56.3	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	97	Yes	87.9	Yes	3.5	Yes	75.9	Yes

Besides targeting individual students the department focused on the test as a whole. A packet of question in which less than 70% of the students answered correctly, was put together by the specialist and distributed to the staff. The staff studied the problems that showed student weakness and tried to find where these topics were covered in the Pacing Guides. Once the found where these topics were introduced there was extended discussion on how to better teach these topics. The major analysis concluded that it was less a matter of topic coverage and more a matter of question style. Teachers were reminded to focus on giving their classes MCAS style questions to prepare their students for MCAS success.

The English Department analyzed the MCAS results for the test that was taken by sophomores in May of 2008. The results were that 14% scored in the Advanced range, 53% scored in the Proficient range, 26% scored in the range of Needs Improvement, and 2% were in the Failing range. These results were similar to the results from the 2007 exam. Educational Proficiency Plans (EPP) were developed for students that scored in the Needs Improvement range and these

plans were input into X2. For students in the Failing range Individual Student Success Plans (ISSP) were created and input into X2.

It is the English Departments belief that with the new Anthology series purchased by the district in 2008, our scores should improve. The books we were using were out of date and not aligned with the curriculum frameworks. Along with the new materials, our analysis of the results has made us make modifications in our curriculum in order to improve our weaknesses. These corrections have focused on fiction, vocabulary and poetry. We have been analyzing our pacing guides to see the correlation between our scores and our instruction. By the end of 2009, we will have revised and updated all of our pacing and curriculum guides to help improve our scores.

GRADE 10 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2005	2006	2007	2008
ADVANCED	22	9	14	15
PROFICIENT	42	55	57	56
NEEDS IMPROVEMENT	31	33	26	26
FAILING	5	3	3	3

ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2007	Met Target	Actual	AYP 2008
Aggregate	Yes	99	Yes	89.2	Yes	0.5	Yes	74.8	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	63.8	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	Yes	89.9	Yes	1.3	Yes	75.9	Yes

The Science Department analyzed the MCAS results for the test that was taken by the freshmen in June of 2008. The results were that 14% scored in the Advanced range, 43% scored in the Proficient range, 35% scored in the range of Needs Improvement, and 8% were in the

Failing range. These results represent the total percentages for the class of 2010. Individual Student Success Plans (ISSP) were created and input into X2 for students in the Failing range.

Besides targeting individual underperforming students, the department focused on the test as a whole. A packet of question in which less than 70% of the students answered correctly, was put together by the specialist and distributed to the staff. The staff studied the problems that showed student weakness and tried to find where these topics were covered in the Pacing Guides. Once the department found where these topics were taught in the curriculum, there was extended discussion on how to better teach these topics. The major analysis concluded that students had particular difficulties with topics that are listed in the pacing guides, but may or not have in actuality been sufficiently covered. The need to better follow the existing pacing guides and more adequately present students with MCAS styled questions was acknowledged. The new textbook series from Glencoe has a test generator which is capable of formatting questions to match the MCAS style. Teachers were encouraged to utilize this technology with their classes.

Saugus High School provides many and various student support services. The school resources for learning include health and guidance staff. There is a nurse's/health office that provides a nurse not only for health services but also for intervention services. Both adjustment councilors and guidance councilors are on staff to assist with various students' needs. At risk students are identified when possible and services are provided to meet the individual needs of students. Computer technology provides all teachers with information concerning any IEPs and/or 504 plans for any of the students in their classrooms. In 2008 we purchased a new administrative computer system which enhances our home portal access between the school and the students' homes. Parents and students are able to log on to follow a student's progress at the high school. An area of guidance and health services which will be addresses with the 2009 budget is the addition of a third guidance counselor and the hiring of a second nurse to meet the needs of a our student population. The guidance position was cut in 2008 due to budget restraints.

Our greatest barrier to meeting all of our goals, objectives and needs, is financial. We need additional staff to offer more classes and to meet time on learning. Students need to have 7 full periods of instruction instead of the 5 to 6 that we offer now. Additional teachers in the areas of English, Math and Social Studies will allow us to lower class sizes in the mid 20 which is more manageable that our current mid thirties. The restoration of our third guidance counselor will benefit all students by being able to be more pro-active in providing assistance and time to students who are at risk. In addition to classroom teachers, we need to develop a program to deal with our ever growing English Language Learners population. As our demographics change, we do not have an adequate program to address our ELL students. Lastly, additional professional development would be very beneficial to all. New methodologies need to be explored to service our have to reach students as well as sparking new life into a great group of staff members. We have been lacking in all professional development activities that may help our staff see other way to deliver instruction.

School Wide Goals

2009 – 2010

1. Revise the current “Mission and Expectations for Student Learning” document
2. Develop a document that will demonstrate the effective implementation of the school’s “Mission and Expectations for Student Learning”
3. The development of a process, which will demonstrate that the pacing guides support the “Mission and Expectations for Student Learning” and the frameworks
4. Finalize the pacing guides
5. Development of a process for strong coordination of curriculum between the middle school and the high school
6. Lower class sizes in Social Studies, Math, and Wellness
7. Offer more course offerings to all students in order to meet time on learning
8. Revise graduation requirements by adding 2 years of World Language, semester of Fine Arts, a semester of Personal Finance and a semester of computers to graduate.
9. Design a schedule that will provide the faculty to be fully trained concerning X2
10. Revise the observation/evaluation process and the use of lesson plans
11. Develop and implement an effective ELL program

English Department Goals

1. MCAS emphasis in the freshman and sophomore classes

Objectives:

- a. Create lessons for course curricula that mirror MCAS techniques and expectations (ex. finding answers through process of elimination)
- b. Incorporate MCAS practice tests into lesson plans
- c. Assign MCAS related homework assignment
- d. Utilize the MCAS texts in bookroom
- e. Utilize the MCAS format in lessons, tests, and homework
- f. Continue analysis of MCAS test results

2. Standardized Pacing Guide usage throughout the department

Objectives:

- a. Use this format for the 2008-2009 school year as or in addition to the plan book.
- b. Continue to develop standardized Pacing Guides for the individual Curriculum Guides already developed and for all additional curriculum guides developed for new novels.

3. Curriculum Guide updates

Objectives:

- a. Add to the existing Curriculum Guides any new materials or ideas as the guides are used
- b. Create curriculum guides for any other texts in use or new titles added to the curriculum at all grade levels

4. Update of required novels and plays per grade level

Objectives:

- a. Review titles as they are currently assigned for possible changes of grade level usage
- b. Devise a list of possible new titles to add to each grade level (pending funding)
- c. Increase the supply of existing novels according to need

5. Ongoing review of current standardized exams

Objectives:

- a. Evaluate essay question format in relation to MCAS and SAT
- b. Include multiple choice questions that mirror MCAS and SAT
- c. Continue to review and update midyear and final exams for MCAS compatibility and standardization between the same classes

6. Incorporation of the new anthologies into the grade 9 and 10 curricula.

Objectives:

- a. Utilize the MCAS aligned anthologies in all grade 9 and 10 classes.
- b. Receive further instruction in usage from Prentice Hall
- c. Become familiar with and utilize the ancillary materials provided by Prentice Hall

7. Proficiency with X2

Objectives:

- a. Continue to familiarize ourselves with the program
- b. Attend any provided training sessions as needed and/or seek individual instruction as offered by the administration

8. SHS Resume

Objectives:

- a. Senior teachers will advise students about writing their resumes for college or work applications and provide resume models. The students are responsible for supplying their guidance counselors with their resumes.

9. Summer Reading List

Objectives:

- a. Review current list for updating and appropriateness for the summer of 2009.

Areas of Concern:

1. Focus on improving MCAS scores.
2. Continue to create and update Pacing Guides.
3. Utilize common planning time to standardize use of curriculum materials and practices to meet the framework standards.
4. Coordinate curriculum between the middle school and the high school.

FINE ARTS DEPARTMENT

Goals

1. Link BMS/SHS curriculum in Art, Band, Chorus, and Drama

Course of action;

- a. define difficulty level objectives at each level with band and chorus musical literature.
- b. schedule curriculum review during professional development time with BMS and SHS Fine Arts Faculty.
- c. schedule and perform continuum/vertical concerts in 2009
- d. review all BMS performance material at SHS level.
- e. schedule/coordinate a vertical “concept” art project/exhibit in 2009.

8th Grade Fine Arts Student Retention

Course of action;

- a. invite 8th grade band and chorus students to participate in SHS combined concert events. IE Danvers Football Game Nov. 8th (All Band Day)
- b. include 8th grade students in SHS Art Club
- c. link SHS/BMS Parents for Band organizations with informational seminars. Increase parental information dissemination.
- d. schedule vertical/continuum concerts and art fairs.
- e. actively recruit 8th grade fine arts students by discipline.

Create and implement (new) Fine Arts electives

Course of action;

- f. research subject areas including; theatre technology, music theory, and music history/appreciation.
- g. research student enrollment projections, scheduling availability, and overall school/fine arts needs.

Improvements

- a. integrate technology into art (music theory) curriculum.
- b. increase enrollment in district and all state ensembles.
- c. replace marching band percussion.
- d. purchase (portable) classroom music stands for chorus.
- e. create a picture inventory of Fine Arts equipment.
- f. implement technology based art history into curriculum.
- g. up-grade student manuals for new video production technology.

Guidance Departmental Goals

1. The counselors will take a proactive role in student scheduling.
 - a. Develop a timetable which will provide the counselors a role in the scheduling process from the beginning to completion in conjunction with the administration and curriculum specialists.
 - b. Assess and redefine the counselors' role if needed.
2. Reduce the counselors work load to a smaller counselor to student ratio per NEASC guidelines..
 - a. Work with the district to add at least one counselor to the high school guidance department.
 - b. It is required by NEASC guidelines that we meet the 300-1 or less ratio in order to maintain accreditation.
3. The counselors will hold an informative "Guidance Breakfast" during the school day as needed.
 - a. Develop a calendar and implement the "Guidance Breakfast" program.
 - b. Assess and improve as the program continues.
4. The counselors will meet with each of the classes during the Mentor Periods in a small group setting.
 - a. Develop a schedule.
 - b. Analyze the process and improve.
5. The counselors will strive to enhance the department's public relations.
 - a. Develop a monthly calendar.

Mathematics

Main goals of the Mathematics Department are a continuation of the goals from last year, which were either not started or completed. Many of these goals are also school-wide goals and they include the following departmental goals. Within all goals in will be important to have the outcomes documented and the changes noted.

1. To keep the Course Documents of the Math Department current and aligned with the Curriculum Frameworks.

- **Objective:** To update Pacing Guides as needed due to curriculum changes or timeline changes that require altering these documents. They should also be updated to reflect item analysis from the MCAS testing.
- **Objective:** To review Common Mid-Year and Final Examinations to make certain that they reflect the curriculum and to correct any questions that were found to be invalid.
- **Objective:** To retain both hard and electronic copies of all course documents and have these stored on file and in a MathShared folder on the server. Teachers should be able to access these documents and update them as needed.
- **Objective:** To develop a single course document that combines the curriculum and pacing guides. This is already done for AP classes as required by the AP Audit.
- **Objective:** To make certain that all syllabi for common courses are the same for all teachers; including course outline, grading policy, and general style.

2. To use technology to enhance the educational process both as an instructional tool and a communications method.

- **Objective:** To have the staff comfortable with X2 and able to do all required functions.
- **Objective:** To have all staff members regularly monitor both their school email and school voicemail to allow a communication between themselves and the administration and parents.
- **Objective:** To finally establish a departmental calculator use policy that will be implemented from grades six to twelve.
- **Objective:** To have the faculty monitor the MathShared folder for updates, course documents and workshop opportunities.
- **Objective:** To have the staff that has new textbooks take advantage of the current technology regarding textbooks on-line, worksheet and test banks, and test generators.

3. To develop a textbook and resources inventory and set to a needs list for future educational and instructional purchases.

- **Objective:** To have all textbooks, CDs, and resource materials must be inventory and their storage status must be known.
- **Objective:** To have all teachers catalog their materials.
- **Objective:** To preview new materials for courses that need to be updated or new course that are to be developed.
- **Objective:** To develop a prior list for the purchase of new materials and textbooks. This list should include pricing, where purchased, and order of need.

4. To apply strategies for success on the MCAS and SAT exams.

- **Objective:** To continue to align the curriculum to the Massachusetts State Frameworks. This will help prepare all students for both the MCAS and SAT tests.
- **Objective:** To develop and implement ISSPs for students that fail to pass the MCAS test and EPPs for students that score between 220-238 in the needs improvement range.
- **Objective:** To give MCAS and SAT style questions as part of the standard questions given in each classroom throughout the school year.
- **Objective:** To discuss successful strategies will be shared during departmental common planning time.

5. To develop a coordination of curriculum between the High School and Middle School.

- **Objective:** To align the curriculums from Middle School to High School. This makes certain that the department is vertically aligned through the Middle School to High School transition.
- **Objective:** To have staff meetings with both groups of teacher so that teaching practices and curriculum can be discussed. It is important to establish a relationship between Middle School and High School faculty so that common practices and philosophies can be exchanged.
- **Objective:** To establish a common grading policy and calculator use policy throughout the department 6-12.
- **Objective:** To have both schools have course documents that are similar in style and function.

Areas to improve:

1. *Update all curriculum documents*
2. *Catalog all software and calculators*
3. *Develop list for textbook and other purchases*
4. *Continue to work on standardized exams*
5. *Use of technology in the classroom*
6. *Work with MCAS/SAT style questions on a weekly basis*
7. *Continued assessment of pacing guides and timing of lessons*

Science

1. To keep the Course Documents of the Science Department current and aligned with the Curriculum Frameworks.

This goal will be achieved by following the objectives listed below:

- Currently each class has a Curriculum Guide, Pacing Guide, and Syllabus. Several courses are in the process of having their Pacing Guides updated due to either curriculum changes or timeline changes that need to be altered in order for these documents to be accurate.
- Common Mid-Year and Final Examinations are reviewed on an annually basis and with be changed as needed to meet the course coverage of materials and concepts.
- Both hard and electronic copies will be updated and stored to be used as reference materials.
- The Science Shared folder will contain the updated course documents upon their completion.

2. To use technology to enhance the educational process both as an instructional tool and a communications method.

This goal will be achieved by following the objectives listed below:

- Teachers will use and take advantage of the current technology; X2 software, email, voicemail, power point, CD ROMs, and textbooks on-line.
- The shared folder for the Science Department will be used to store and disseminate information relevant to departmental needs. All course documents will be kept both electronically and on paper.

3. To develop a textbook and resources inventory and set to a needs list for future educational and instructional purchases.

This goal will be achieved by following the objectives listed below:

- All textbooks must be inventoried and their storage status must be known.
- All teacher resources should be cataloged and distributed as needed.
- New materials should be previewed as needed.
- An equipment/ materials list will be developed based on set priorities.
- Funding for equipment/materials will be explored.

4. To apply strategies for success on the MCAS exam.

This goal will be achieved by following the objectives listed below:

- The department will continue to align curriculum to the Massachusetts State Frameworks. This will help prepare all students for the MCAS test.

- ISSPs will be developed and implemented for students that need some form of MCAS remediation, based on past testing.
- MCAS style questions will be part of the standard questions given in each classroom throughout the school year.
- Successful strategies will be shared during departmental common planning time.

5. To develop a coordination of curriculum between the High School and Middle School.

This goal will be achieved by following the objectives listed below:

- Align the curriculums from Middle School to High School.
- Have staff meetings with both groups of teacher so that teaching practices and curriculum can be discussed.
- At the Middle School update the course documents to model those of the high school
- Design a tool used to gather feedback from students and parents regarding the progress of the curriculum coordination.

6. To encourage professional development in content areas.

This goal will be achieved by following the objectives listed below:

- The Saugus Public Schools are continuing founding members of the North Shore Science Partnership (NSSP) and have approximately \$196,000 for professional science staff development. Teachers will be encouraged to take advantage of course offerings.
- Pursue the school system's approval of North Shore Science Partnership (NSSP) courses.
- Pursue the DESE's certification of the NSSP's Masters of Education in Middle School Science as an approved teacher training program.

Areas of concern:

1. The supply inventory/cleanout of obsolete, broken or unknown/unused equipment continues
2. Develop a coordinated curriculum between the middle school and the high school
3. Design a tool used to gather feedback from students and parents regarding the progress of the curriculum coordination.
4. Develop strategies (in class, or other remediation procedures) for improving student success on the MCAS science (Biology) exam
5. Continue to update and refine curriculum guides, pacing guides and syllabi for all science department offerings in light of the Massachusetts curriculum frameworks.
6. The science staff will be encouraged to expand their expertise and the walls of their classrooms by attending conference and taking students on field trips. The Saugus Public Schools are continuing members of the North Shore Science Partnership (NSSP) and

have approximately \$196,000 for professional science staff development. Teachers will be encouraged to take advantage of course offerings.

7. Continue to use mid-year, MCAS and final exams to identify areas where curriculum development and instruction are on or off target.
8. Common planning time will be used to exchange ideas and teaching strategies.
9. Students will be encouraged to utilize technology through the use of on-line lab activities and research projects.
10. Teachers will use and take advantage of the current technology; X2 software, email, voicemail, power point, CD ROMs, and textbooks on-line.
11. The shared folder for the Science Department will be updated and used to store and disseminate information relevant to departmental needs. All course documents will be kept both electronically and on paper.

Social Studies

1. Create a portfolio of student writings that will model all levels of acceptable writing achievement in preparation for Social Studies MCAS testing.

- Looked at exemplars from old World History/US History SS MCAS tests to determine writing skills assessed from 4-0
- Discussed with students re: writing for Social Studies content
- Practiced Open Response Questions on formal/informal assessments and Standardized Exams used with Mid Year and Final Exams.

Area of Concern: MCAS test for US History is in Tryout Stage and Test/Item Analysis for spring 2008, at this date, is not available. Writing considerations have not been published since 1997.

2. Develop a study skills program to be implemented for Social Studies MCAS testing.

- Will look at information developed by another member of SS Department.
- Decide as a department 1) what students should know, 2) what students should be able to do, 3) what are the skills students should develop in order to be successful test takers.
- Review research/books etc that detail successful test taking practices.
- Develop and implement a program for study skills success.

Area of Concern: No progress to date on this initiative, but department feels this is a “doable” goal. Would like to use an early release or professional development date to begin this work.

3. Utilize technology.

- Trained in X2.
- Limited utilization of PowerPoint, SmartBoard, and other “cutting edge” technology to enrich classroom presentations.

Area of Concern: Teachers are at “different places” in learning technology. SS Department is in need of funds to purchase resources for technology utilization—hardware/software, etc. followed by training.

4. Share lesson plans and/or teaching methods that would allow for students to achieve at a variety of levels using methods and examples of instruction designated “across the curriculum”.

- Used common planning time and interdisciplinary meetings to share successful teaching practices.
- Connected English Language Arts Composition, Standards 19 and 24: Writing and Research into SS curriculum and pacing guides.
- Coordinated a few lesson plans between Middle and High School—“mock elections”, Model U.N., literature connections, teaching tolerance

Area of concern: Time needed with SS staff, grades 6-12, to talk about what is “going on”—positives and negatives, what the staff sees as lessons they would like to share with social studies members, and lessons they could incorporate from other departments.

5. Continue with a review and revision of Social Studies syllabi, pacing guides, and curriculum for coordination between Middle School and High School.

- High school curriculum, pacing guides and syllabi have been written and implemented since 2006.
- Review and/or revisions should begin within the next year to align with new Frameworks.
- Middle school curriculum, pacing guides and syllabi are in writing stage.

Area of concern: Although Frameworks (2003) should be revised every 5 years, DOE has not indicated that a change is forthcoming. Pacing guides at the Middle School should be completed and implemented this year.

6. Design a schedule that allows for nonthreatening peer observations and peer coaching.

- Teachers have designated prep periods when they would be willing to cover SS staff wishing to peer observe or coach.

Area of concern: To date no staff member has taken advantage of this offer.

7. Keep a current textbook inventory and develop a plan for updating textbooks and supplies.

- Updated inventory for 2008-2009 is on file.
- Purchased American Vision for use in US I, II
- Purchased America: A Narrative History for use in AP US
- Purchased Street Law for use in Contemporary Law

Area of concern: No purchases were made this year; waiting for changes in Frameworks. If changes do not take place, purchases for US I, II PreCollege and/or US I, II Honors should take place 2009-2010.

World Language Department

1. Create packets that condense information that repeats at the end of a book, or the beginning of a book in the next sequence.

-This will allow students to complete one textbook level each year.

2. Make a list of topics noting the specific material (grammar, vocabulary, and culture) that will be covered in each level.

-This will allow teachers maximum flexibility in teaching, while covering all the same topics and ensuring that students have all learned the same exact material.

3. Create a teacher resource closet.

-This would be located in the former “office”.

-Put all additional shared materials (DVD’s, CD’s, chapter worksheets, exams, etc...) in one location that members of the department may sign out and utilize as additional resources

4. Create a language/media lab in the empty room upstairs.

-Acquisition of a projector and/or smart board, as well as some computers and a CD player would be necessary.

-Possibly allow language teachers to run this lab as a duty on a rotating basis.

-This would be beneficial to students as it would be a place where they could come to practice their language skills using the necessary technology, as well as make up missed assignments during school hours.