

FREETOWN-LAKEVILLE REGIONAL SCHOOL DISTRICT



SCHOOL IMPROVEMENT PLAN
2019 - 2020

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District Goal #1

Provide high-quality, relevant and rigorous programs to meet the academic, social and emotional needs of all students.

ARHS SMART GOAL #1

During the 2019-2020 school year, ARHS will increase active and hands-on learning opportunities that require higher order thinking by adding three additional activities/lessons to be incorporated by all teachers of those courses in each subject area.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/ MEASURES OF PROGRESS	RESOURCES	COSTS
<p>An NEAS&C identified Priority Area for School Growth is to work with all constituencies to increase additional active learning and hands-on learning opportunities within existing courses and to develop and adopt new courses that afford active learning and hands-on learning opportunities. This goal aligns with Standard 2 - Student Learning. This goal is intended to address the needs of all students with an emphasis on those who best learn, and/or demonstrate learning, through kinesthetic engagement. Such needs are in alignment with</p>	<ol style="list-style-type: none"> 1. Review recommendation from NEAS&C self-study 2. Meet with CLs to review the common definition of active and hands-on learning, as well as establish goal 3. Gather recommendations from the School Council and share them with CLs 4. Collaborate within Depts. to <ul style="list-style-type: none"> • ensure that activities/lessons are active and hands on and require higher order thinking • discuss potential course proposal 5. Create three new/updated lesson plans that include active and hands-on learning opportunities that require higher order thinking within each Dept. 6. Establish timeline and means to assess lessons as executed 	<ol style="list-style-type: none"> 1. Completed Aug. 2019 2. Completed Aug. 2019 3. Completed Sept./Oct. 2019 4. Completed Sept. 2019 5. Complete and execute by May 2020 (with the goal of completing one new lesson each Quarter) 6. Complete Aug. 2020 	<ol style="list-style-type: none"> 1. NEAS&C Self-Study 2019 2. Common definition of active and hands-on learning 3. SC meeting time 4. Curriculum and standards 5. Department time 6. Aug. CL meeting 	<ol style="list-style-type: none"> 1. N/A 2. N/A 3. N/A 4. N/A 5. N/A 6. N/A

Standards 2.3, 2.4, 2.5, and 2.6 of the self-study. This Priority Area is also in alignment with the FLRSD's newly proposed strategic plan which identifies "Student Learning/Supports" as one of its top three priorities.				
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District Goal #2

Provide high-quality, relevant and rigorous programs to meet the academic, social and emotional needs of all students.

ARHS SMART GOAL #2

During the 2019-2020 school year, ARHS will develop at least one new course proposal, focused on active and hands-on learning opportunities, per Department with the intent of adopting one of these courses per Department (6 total) by 2023.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS
<p>An NEAS&C identified Priority Area for School Growth is to work with all constituencies to increase additional active learning and hands-on learning opportunities within existing courses and to develop and adopt new courses that afford active learning and hands-on learning opportunities. This goal aligns with Standard 2 - Student Learning. This goal is intended to address the needs of all students with an emphasis on those who best learn, and/or demonstrate learning, through kinesthetic engagement. Such needs are in alignment with Standards 2.3, 2.4, 2.5, and 2.6 of the self-study. This Priority Area is also in alignment with the FLRSD's newly proposed strategic plan which identifies "Student Learning/Supports" as one of its top three priorities.</p>	<ol style="list-style-type: none"> 1. Review recommendation from NEAS&C self-study 2. Meet with CLs to review the common definition of active and hands-on learning, as well as establish goal 3. Collaborate in Depts. to conduct needs assessments related to potential new courses 4. Gather recommendations from the School Council and share them with CLs 5. Complete course proposals in each Dept. for review 6. Review proposals (CLs) before submission to Admin. to ensure proposed courses focus on active and hands-on learning 7. Submit new course proposal sheets to Admin. 	<ol style="list-style-type: none"> 1. Completed Aug. 2019 2. Completed Aug. 2019 3. Completed by Oct. 2019 4. Completed by Oct. 2019 5. Complete by Nov. 2019 6. Complete by Dec. 2019 7. Complete by Jan. 2020 8. Complete by April 2020 9. Complete by May 2020 	<ol style="list-style-type: none"> 1. NEAS&C Self-Study 2019 2. Common definition of active and hands-on learning 3. CPT 4. SC Meeting 5. CPT 6. CL period 7. CL period 8. CL meeting times 9. CL meeting time 	<ol style="list-style-type: none"> 1. N/A 2. N/A 3. Potential staffing impacts 4. N/A 5. Supplies and resources for new courses 6. N/A 7. N/A 8. N/A 9. N/A

	8. Review of proposed new course by Admin, CLs, and Guid. Dept. Head 9. Establish a timeline for incorporation of new courses into Program of Studies			
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District Goal #3

Create an inclusive and safe learning environment for all students.

ARHS SMART GOAL #3

During the 2019-2020 school year, ARHS will explore and implement strategies and programming for students who do not have IEPs or 504 plans but who struggle academically.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/ MEASURES OF PROGRESS	RESOURCES	COSTS
The third Priority Area for the NEAS&C School Growth Plan is to work with all constituencies to explore and implement strategies and programming for students who do not have IEPs or 504 plans but who struggle academically. This goal aligns with Standard 2 - Student Learning, Standard 3 - Professional Practice, and Standard 4 - Learning Support. This goal is intended to	<ol style="list-style-type: none"> 1. Review recommendation from NEAS&C self-study 2. Meet with CLs to establish goal 3. Review District Accommodation Plan (DCAP) at District and School Level 4. Meet with stakeholders to identify trends in learning in each grade 5. Gather recommendations from the School Council and share them with stakeholders 6. Maintain T&T program and increase use in place of Ac. Lab 7. Establish organization area in T&T lab for all students 	<ol style="list-style-type: none"> 1. Completed Aug. 2019 2. Completed Aug. 2019 3. Fall 2019 4. Meeting CPT/Staff Fall Meeting CPT/Staff Spring 5. Completed October 2019 6. SY 2019-2020 7. Completed Sept. 2019 (monitor needed) 8. Completed by Dec. 2019 9. SY 2019-2020 in T&T 10. June 2020 11. Completed Aug./Sept. 2019 12. Completed Aug./Sept. 2019 	<ol style="list-style-type: none"> 1. NEAS&C Self-Study 2019 2. Common definition of active and hands-on learning 3. FLRSD DCAP 4. CPT/Staff Meeting Time 5. SC Meeting 6. T&T Monitor 7. Supplies for "organization station" 	<ol style="list-style-type: none"> 1. N/A 2. N/A 3. N/A 4. N/A 5. N/A 6. Staff person 7. Money for general supplies (\$200.00) 8. N/A 9. N/A 10. N/A

<p>address the needs of at risk students and/or students who do not have IEPs or 504 plans but who struggle academically. Such needs are in alignment with Standards 2.4, 3.5, and 4.1 of the self-study. This Priority Area is also in alignment with the FLRSD's newly proposed strategic plan which identifies "Student Learning/Supports" as one of its top three priorities.</p>	<p>8. Contact/visit other schools to assess their strategies for students who struggle academically 9. Continue peer tutoring program 10. Develop a means of heightened communication regarding struggling students before those students enter ARHS 11. Redesign and implement new Student Support Team (SST) protocols 12. Redesign and implement new Building Based Support Team (BBST) protocols 13. Seek PD on Response to Intervention (RTI) so teachers can learn Tier 1 strategies to help struggling students 14. Offer CPT PD events facilitated by the building-based Admin. with a focus on social-emotional learning/teaching all students 15. Incorporate, model, and share strategies at faculty meetings</p>	<p>13. Research possible RTI PD by Feb. 2020 14. Monthly 2019-2020 15. Monthly 2019-2020</p>	<p>8. SCC Prin. Group & Guid. Group 9. T&T Monitor, NHS Volunteers, NHS Advisor 10. 6-12 Guid. Dept. Head 11. Admin., Guidance, Adjustment, Nurse, SRO 12. Admin., Guidance, Adjustment, Nurse, SRO, and Sped Admin. 4-12 13. PD opportunities 14. Admin., CPT 15. Admin., CLs, Teachers</p>	<p>11. N/A 12. N/A 13. \$200.00 per workshop 14. N/A 15. N/A</p>
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District Goal #4

Provide high-quality, relevant and rigorous programs to meet the academic, social and emotional needs of all students.

ARHS SMART GOAL #4

By June of 2020, ARHS will continue to maintain 76% or better and 75% or better of all students scoring in either Meeting or Exceeding on ELA and Math MCAS exams, respectively. By June of 2019, ARHS will continue to maintain 88% or better of all students scoring in either Meeting or Exceeding on Biology MCAS exams, respectively.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/ MEASURES OF PROGRESS	RESOURCES	COSTS
<p>A review of the past seven years of MCAS data reveals that ARHS has made acceptable progress. ARHS strives to have all students (100%) attain “Meeting/Proficiency” in all three subject areas.</p> <p>ELA MCAS (% meeting/exceeding.) 2019 - 76%</p> <p>ELA MCAS (% proficient/adv.) 2018 - 98%</p> <p>2017 - 98%</p> <p>2016 - 97%</p> <p>2015 - 99%</p> <p>2014 - 96%</p>	<p><i>General Instructional Support:</i></p> <ol style="list-style-type: none"> 1. Incorporate elements from the “Equitable Access to Excellent Educators” and the “Educator Effectiveness Guidebook for Inclusive Practice” provided by the DESE 2. Include Special Education staff in Subject Area CPT for data analysis, assessment and adjustment of instructional approaches, curriculum writing, and discussion and planning around student needs 3. Provide additional CPT for co-teachers in ELA, Math, and Biology to target instruction for Special Education students 	<ol style="list-style-type: none"> 1. Weekly CPT reports, projections, and data analysis of quarterly performance in the three subject areas 2. Weekly MCAS tutoring attendance and reports of progress 3. Quarterly notes, plans, and reflections from CPT between co-teachers 4. Quarterly student grade level meetings 5. Quarterly examination and analysis of student grades in Math, Science, and ELA 	<ol style="list-style-type: none"> 1. ARHS Leadership Team, Special Education Dir. & Coordinator, & Dir. of C&A 2. Curriculum Leaders 3. ARHS Content Specific Educators 4. Weekly CPT & Additional CPT for co-teachers 5. MCAS Data/Edwin Analytics 	<ol style="list-style-type: none"> 1. Daily sub rate @ 5 per round for quarterly additional CPT 2. Hourly tutoring rate per subject once a week 3. Cost of subs for release time for attendance at PD

<p>2013 - 95%</p> <p>Math MCAS (% meeting/exceeding.) 2019 - 75%</p> <p>Math MCAS (% proficient/adv.) 2018 - 86% 2017 - 92% 2016 - 88% 2015 - 90% 2014 - 85% 2013 - 88%</p> <p>Bio MCAS (% proficient/adv.) 2019 - 88% 2018- 90% 2017 - 85% 2016 - 83% 2015 - 81% 2014 - 79% 2013 - 70%</p>	<p>4. Increase interdisciplinary presentation(s) regarding MCAS and testing afforded by staff/CLs</p> <p>5. Support/provide engagement in professional development opportunities regarding “inclusive instruction” in all environments</p> <p>6. Support/provide engagement in professional development opportunities that promote increased inter-disciplinary environments</p> <p>7. Support/provide professional development opportunities regarding literacy across the content areas</p> <p>8. Engage in vertical curriculum articulation meetings in all subject areas</p> <p>9. Analyze and share MCAS data/findings with all instructional staff</p> <p>10. Promote use of exemplars and sample MCAS exam questions, formats, and tasks in instruction across all disciplines</p> <p>11. Increase use of computer-based testing (CBT) in all 3 MCAS areas to prepare students for high-stakes tests given in this format</p>	<p>6. On-going Departmental analysis of common assessment data</p> <p>7. On-going resource provision to parent/guardians via the site, OneCalls, and meetings</p> <p>8. March 2020 Progress monitor report composition for SC</p> <p>9. June 2020 Progress monitor report composition for SC</p> <p>10. CBT for Classroom Use PD</p> <p>11. CBT MCAS Proctor training</p>	<p>6. Tutors</p> <p>7. Rediker/Admin Plus</p> <p>8. MCAS exemplars</p> <p>9. District Data Coordinator</p> <p>10. Keys to Literacy PD & teacher selected individual PD</p> <p>11. Google Suite</p> <p>12. OneCall</p> <p>13. ARHS Site</p> <p>14. ChromeBooks</p> <p>15. CPT/PD time</p> <p>16. Nearpod</p> <p>17. Edulastic</p>	<p>4. ARHS portion of FLRSD supported individual and group teacher PD</p> <p>5. Breakfast and snack for 190-200 students for 7 mornings (2.80 per student)</p> <p>6. 2-3 additional Chromebook carts to support instruction and testing (\$24,000.00)</p>
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	<p><i>Students & Families:</i></p> <ol style="list-style-type: none"> 1. Align Ac. Lab. to subject area classes, when possible, to increase student access to content area teachers 2. Provide after school MCAS tutoring delivered by content certified teachers in Science, Math, and ELA for all students 3. Identify potential beneficiaries of MCAS tutoring based on previous data and encourage weekly attendance 4. Contact students and families of students identified as potential beneficiaries of MCAS tutoring 5. Provide peer tutoring within the school day and embed MCAS tutoring into peer tutoring activities 6. Create a parent/guardian resource segment on the school site 7. Host a parent/guardian meeting regarding MCAS/tips/resources 8. Communicate to parents/guardians pre-MCAS regarding testing information and resource availability 			
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	<p>9. Create and share a “tips” video for use at student grade-level meetings</p> <p>10. Facilitate grade-level class meetings in advance of MCAS exams</p> <p>11. Provide breakfast before exams</p> <p>12. Provide snacks during exams</p> <p>13. Provide DESE grade level expectations information</p> <p><i>ELA:</i></p> <p>1. Assign certified Special Education teachers to all supported ELA classes</p> <p>2. Engage in data analysis of previous year scores with both Subject area and Special Education staff</p> <p>3. Use CPT time to adjust/plan instruction based on data analysis of previous year scores</p> <p>4. Create and share a “tips” video/presentation for use in ELA classes</p> <p>5. Incorporate use (3rd year) of new grade 10 texts with differentiated and scoffleded resources</p>			
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	<p><i>Math:</i></p> <ol style="list-style-type: none"> 1. Assign certified Special Education teachers to all supported Math classes 2. Engage in data analysis of previous year scores with both Subject area and Special Education staff 3. Use CPT time to adjust/plan instruction based on data analysis of previous scores 4. Increase use of daily activities associated with both curriculum and test prep (i.e. tickets to leave) 5. Update Math portfolio used in PLP Math instruction and for students seeking to meet CD via this route 6. Create and share a “tips” video/presentation for use in math classes 7. Incorporate updated Algebra I texts 8. Disseminate and use approved math accommodation/reference sheet 9. Practice use of Math accommodation/reference sheet for Special Education students 			
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	<p><i>Science:</i></p> <ol style="list-style-type: none"> 1. Continue secondary staff on FLRSD Science planning committee 2. Review and submit for approval a science accommodation/reference sheet for Special Education students 3. Practice use of science accommodation/reference sheet for Special Education students 4. Engage in data analysis of previous year scores with both Subject area and Special Education staff 5. Use CPT time to adjust instruction based on data analysis of previous year scores 6. Create and share a “tips” video/presentation for use in science classes 			
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