

FREETOWN-LAKEVILLE REGIONAL SCHOOL DISTRICT



SCHOOL IMPROVEMENT PLAN
2018 - 2019

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District Goal #1

We will foster a culture of professional responsibility, collaborative decision making, and shared practice where all members are collectively committed to our shared vision of continuous improvement.

ARHS SMART GOAL #1

By June of 2019, each subject will continue to employ School-Wide Rubrics aligned with ARHS’s Learning Expectations. Data regarding student individual progress toward attainment of these Learning Expectations will be collected, analyzed, and conveyed to our community.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/ MEASURES OF PROGRESS	RESOURCES	COSTS
<p>Recommendations from the 2010 NEAS&C report, and subsequent 2012, 2013, and 2014 follow-up reports, as well as a “5 Year Progress Report,” specified a revision to ARHS Learning Expectations, development of School-Wide rubrics, and establishment of progress sharing with the community.</p> <p>A Core Values & Beliefs Committee was formed and, in 2016, oversaw the adoption of updated Learning Expectations and accompanying ARHS School-Wide Rubrics.</p> <p>SIP goal 1, 2016-2017 supported the remaining recommendation to employ the ARHS’s Rubrics</p>	<p>Assess school community/stakeholders’ core values related to learning via survey/discussion/ meetings/polls (2013)</p> <p>Establish a Core Values and Beliefs Committee to evaluate/collect survey data and to assess and propose revisions (2013, on-going)</p> <p>Design rubrics and proposed tracking system for ARHS (2014-2016)</p> <p>Seek approval from stakeholders (April 2016)</p> <p>Assign/select a Learning Expectation and accompanying School-Wide Rubric per Department for implementation (August 2016)</p> <p>Present baseline use expectation to instructional staff (Sept. 2016)</p> <p>Share newly adopted Learning Expectations and School-Wide Rubrics with school community via pamphlet and PlusPortal (Sept. 2016)</p>	<p>Oct. 2013 Established Core Values & Beliefs Committee</p> <p>Oct. 2013 Response to Special Progress report to NEAS&C/Data collection</p> <p>Dec. 2013 Completion of Surveys</p> <p>May 2015 Accepted Revised Core Values & Beliefs</p> <p>April 2016 Accepted Learning Expectations and School-Wide Rubrics</p> <p>Sept. - June 2017 Core Values & Beliefs Committee will meet once a cycle (1 of 6 days)</p> <p>Jan. 2017 & June 2017 Collection of individual student data</p> <p>March 2017 Progress monitor report composition for SC</p>	<p>NEAS&C Report 2010</p> <p>NEAS&C Report 2012</p> <p>NEAS&C Special Report 2013</p> <p>NEAS&C Special Report 2014</p> <p>NEAS&C Report 2015</p> <p>Exemplars from accredited schools</p> <p>Core Values & Beliefs Committee Members</p>	<p>NEAS&C Membership Fee (3555.00)</p> <p>Showcase Event Fees (approx. 250.00 per attendee, anticipate 3)</p> <p>ARHS portion of PlusPortal/ Rediker/Site</p>

<p>and to collect, analyze, and report the data.</p> <p>SIP goal 1, 2017-2018 continues to support the remaining recommendation to employ the ARHS's Rubrics and to collect, analyze, and report the data.</p> <p>SIP goal 1, 2018-2019 continues to support the remaining recommendation to employ the ARHS's Rubrics and to collect, analyze, and report the data.</p> <p>NEAS&C 2020 - Standard 1.2 The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.</p>	<p>Align Report Card Comments with rubrics for use during Qrt. 2 and Qrt 4. to convey individual student progress (Dec. 2016)</p> <p>Devise a plan to share students' progress (grouped by grade level, expectations and subject) with school community (Jan. 2017 - June 2017)</p> <p>Include individual student ratings on Qrt. 2 and Qrt 4. Report Cards (Jan. 2017, June 2017)</p> <p>Aggregate and analyze data by grade and subject (July-Aug. 2017)</p> <p>Share results of data analysis with instructional staff and school community (Sept.- Oct. 2017)</p> <p>Train/calibrate instructional staff in employment of rubrics (Oct. 2016 - Jan. 2017)</p> <p>Realign Report Card Comments with rubrics for use during Qrt. 2 and Qrt 4. to convey individual student progress (Nov. 2017)</p> <p>Review and upgrade plan to share students' progress with school community (Jan.- June 2018)</p>	<p>June 2017 Progress monitor report composition for SC</p> <p>July 2017 Synthesize individual data to represent grade and subject level data</p> <p>Sept. 2017 Share results of data with instructional staff and school community</p> <p>Oct. - Dec. 2017 - Analyze 16-17 data with CV&B, share analysis with staff, devise an action plan/re-calibrate to use of rubric</p> <p>Jan. & June 2018 - Second round of data collection</p> <p>March 2018 Progress monitor report composition for SC</p> <p>June 2018 Progress monitor report composition for SC</p> <p>July 2018 Aggregate and analyze data by grade and subject</p> <p>Sept. 2018 Share results of data analysis with instructional staff and school community</p>	<p>School Council Members</p> <p>FLRSD Database Manager</p> <p>Curriculum Leaders</p> <p>Showcase School Events</p> <p>Common Planning Time (CPT)</p> <p>PlusPortal/Rediker/ARHS Site</p>	
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	<p>Include individual student ratings on Qrt. 2 and Qrt 4. Report Cards (Jan. 2018, June 2018)</p> <p>Aggregate and analyze data by grade and subject (July-Aug. 2018)</p> <p>Share results of data analysis with instructional staff and school community (Sept. 2018)</p> <p>Include individual student ratings on Qrt. 2 and Qrt 4. Report Cards (Jan. 2019, June 2019)</p> <p>Aggregate and analyze data by grade and subject (July-Aug. 2019)</p> <p>Share results of data analysis with instructional staff and school community (Sept. 2019)</p>	<p>Jan. & June 2019 - Second round of data collection</p> <p>March 2019 Progress monitor report composition for SC</p> <p>June 2019 Progress monitor report composition for SC</p> <p>July 2019 Aggregate and analyze data by grade and subject</p> <p>Sept. 2019 Share results of data analysis with instructional staff and school community</p>		
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District Goal #2

Based on the use of multiple data sources which assess student learning, we will provide challenging, research-based instruction and curriculum that meets the needs of all our students as they prepare for the 21st Century.

ARHS SMART GOAL #2

In alignment with the current NEAS&C self-study, baseline data from multiple sources will be used to quantify and qualify ARHS's teachers and counselors implementation of active learning strategies that promote problem-solving and higher order thinking skills.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS
<p>In anticipation of the 2018-2021 NEAS&C self-study, ARHS must assess its current state on the following NEAS&C proposed standards:</p> <p>2.3 Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.</p> <p>2.4 Instructional practices are designed to meet the learning needs of each student.</p> <p>2.5 Students are active learners who have opportunities to lead their own learning.</p> <p>2.6 Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.</p> <p>Data collected during the 17-18 school year revealed 61.5% of observations noted "active learning strategies that promote</p>	<p>Select target area for instructional SIP Goal with Curriculum Leaders (Aug. 2017)</p> <p>Create common definition of "active learning strategies that promote problem-solving and higher order thinking skills" with Curriculum Leaders (Sept. - Oct. 2017)</p> <p>Create tip sheet/suggestions for "active learning strategies that promote problem-solving and higher order thinking skills" with Curriculum Leaders (Oct. 2017)</p> <p>Introduce and review common definition and tip sheet of "active learning strategies that promote problem-solving and higher order thinking skills" with Instructional Staff (Oct. - Nov. 2017)</p>	<p>Weekly/Monthly observations conducted by Administration</p> <p>Weekly/Monthly feedback to teachers, via Observation Evidence Collection Tools in TeachPoint, regarding learning objectives</p> <p>Monthly meeting of Admin./ Primary observers to analyze data</p> <p>Monthly reporting of data to CLs and instructional staff</p> <p>March 2019 Progress monitor report composition for SC</p> <p>June 2019 Progress monitor report composition for SC</p>	<p>NEAS&C Standards 2020</p> <p>SIP Goal Evidence SY 17-18</p> <p>Curriculum Leaders</p> <p>Common Definition</p> <p>Tip sheet</p> <p>TeachPoint</p> <p>GoogleSlides</p> <p>CPT</p>	<p>Annual ARHS portion of TeachPoint Renewal</p> <p>Cost of subs for release time and for coverage during educator attendance at PD</p>

<p>problem-solving and higher order thinking skills."</p>	<p>Incorporate elements from the “Educator Effectiveness Guidebook for Inclusive Practice” provided by the DESE</p> <p>Document evidence of “active learning strategies that promote problem-solving and higher order thinking skills” during observations conducted by Administration</p> <p>Provide feedback to teachers, via observation forms in TeachPoint and in post conferences, regarding “active learning strategies that promote problem-solving and higher order thinking skills”</p> <p>Meet with Admin./Primary observers to analyze data</p> <p>Report data to CLs and instructional staff (Sep.-Oct. 2018)</p> <p>Re-share common definition of “active learning strategies that promote problem-solving and higher order thinking skills” with Curriculum Leaders (Oct. 2018)</p>		<p>NEAS&C Survey</p> <p>Walk-through Tracking Sheet</p>	
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	<p>Reshare tip sheet/suggestions for “active learning strategies that promote problem-solving and higher order thinking skills” with Curriculum Leaders (Oct. 2018)</p> <p>Incorporate “active learning strategies that promote problem-solving and higher order thinking skills” into PD (Sep. - June 2019)</p> <p>Document evidence of “active learning strategies that promote problem-solving and higher order thinking skills” during observations conducted by Administration (Oct. - June 2019)</p> <p>Provide feedback to teachers, via observation forms in TeachPoint and in post conferences, regarding “active learning strategies that promote problem-solving and higher order thinking skills” (Oct. - June 2019)</p> <p>Meet with Admin./Primary observers to analyze data (June 2019)</p> <p>Report data to CLs and instructional staff (Sep. 2019)</p>			
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District Goal #3

All students will meet or exceed district developed learning outcomes which will build a deep conceptual understanding across the curriculum.

ARHS SMART GOAL #3

By June of 2019, ARHS will continue to maintain 98% or better, 86% or better, and 90% or better of all students scoring in either Meeting or Exceeding on ELA, Math, and Biology MCAS exams, respectively.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/ MEASURES OF PROGRESS	RESOURCES	COSTS
<p>A review of the past four years of MCAS data reveals that ARHS has made adequate progress. ARHS strives to have all students (100%) meet Proficiency in all three subject areas.</p> <p>ELA MCAS (% proficient/adv.) 2018 - 98% 2017 - 98% 2016 - 97% 2015 - 99% 2014 - 96% 2013 - 95%</p> <p>Math MCAS (% proficient/adv.) 2018 - 86% 2017 - 92% 2016 - 88% 2015 - 90% 2014 - 85% 2013 - 88%</p> <p>Bio MCAS (% proficient/adv.) 2018 - 90% 2017 - 85% 2016 - 83% 2015 - 81% 2014 - 79% 2013 - 70%</p>	<p><i>General Instructional Support:</i></p> <p>Incorporate elements from the “Equitable Access to Excellent Educators” and the “Educator Effectiveness Guidebook for Inclusive Practice” provided by the DESE</p> <p>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</p> <p>Provide additional CPT for co-teachers in ELA, Math, and Biology to target instruction for Special Education students</p> <p>Increase interdisciplinary presentation(s) regarding MCAS and testing afforded by staff/CLs</p> <p>Support/provide engagement in professional development opportunities regarding “inclusive instruction” in all environments</p>	<p>Weekly CPT reports, projections, and data analysis of quarterly performance in the three subject areas</p> <p>Weekly MCAS tutoring attendance and reports of progress</p> <p>Quarterly notes, plans, and reflections from CPT between co-teachers</p> <p>Quarterly student grade level meetings</p> <p>Quarterly examination and analysis of student grades in Math, Science, and ELA</p> <p>On-going Departmental analysis of common assessment data</p> <p>On-going resource provision to parent/guardians via the site, OneCalls, and meetings</p>	<p>ARHS Leadership Team, Special Education Dir. & Coordinator, & Dir. of C&A</p> <p>Curriculum Leaders</p> <p>ARHS Content Specific Educators</p> <p>Weekly CPT & Additional CPT for co-teachers</p> <p>MCAS Data/Edwin Analytics</p> <p>Tutors</p> <p>Rediker/Admin Plus</p> <p>MCAS exemplars</p>	<p>Daily sub rate @ 5 per round for quarterly additional CPT</p> <p>Hourly tutoring rate per subject once a week</p> <p>Cost of subs for release time for attendance at PD</p> <p>ARHS portion of FLRSD supported Keys to</p>

	<p>Support/provide engagement in professional development opportunities that promote increased inter-disciplinary environments</p> <p>Support/provide professional development opportunities regarding literacy across the content areas</p> <p>Engage in vertical curriculum articulation meetings in all subject areas</p> <p>Analyze and share MCAS data/findings with all instructional staff</p> <p>Promote use of exemplars and sample MCAS exam questions, formats, and tasks in instruction across all disciplines</p> <p><i>Students & Families:</i></p> <p>Align Ac. Lab. to subject area classes, when possible, to increase student access to content area teachers</p> <p>Provide after school MCAS tutoring delivered by content certified teachers in Science, Math, and ELA for all students</p> <p>Identify potential beneficiaries of MCAS tutoring based on previous data and encourage weekly attendance</p>	<p>March 2019 Progress monitor report composition for SC</p> <p>June 2019 Progress monitor report composition for SC</p>	<p>District Data Coordinator</p> <p>Keys to Literacy PD & teacher selected individual PD</p> <p>Google Suite</p> <p>OneCall</p> <p>ARHS Site</p>	<p>Literacy and individual teacher PD</p> <p>Breakfast and snack for 190-200 students for 7 mornings (2.80 per student)</p>
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	<p>Contact students and families of students identified as potential beneficiaries of MCAS tutoring</p> <p>Provide peer tutoring within the school day and embed MCAS tutoring into peer tutoring activities</p> <p>Create a parent/guardian resource segment on the school site</p> <p>Host a parent/guardian meeting regarding MCAS/tips/resources</p> <p>Communicate to parents/guardians pre-MCAS regarding testing information and resource availability</p> <p>Create and share a “tips” video for use at student grade-level meetings</p> <p>Facilitate grade-level class meetings in advance of MCAS exams</p> <p>Provide breakfast before exams</p> <p>Provide snacks during exams</p> <p>Provision of DESE grade level expectations information</p>			
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	<p><i>ELA:</i></p> <p>Assign certified Special Education teachers to all supported ELA classes</p> <p>Engage in data analysis of previous year scores with both Subject area and Special Education staff</p> <p>Use CPT time to adjust/plan instruction based on data analysis of previous year scores</p> <p>Create and share a “tips” video/presentation for use in ELA classes</p> <p>Incorporate use (2nd year) of new grade 10 texts</p> <p>Run trial of electronic testing</p> <p><i>Math:</i></p> <p>Assign certified Special Education teachers to all supported Math classes</p> <p>Engage in data analysis of previous year scores with both Subject area and Special Education staff</p> <p>Use CPT time to adjust/plan instruction based on data analysis of previous scores</p> <p>Increase use of daily activities associated with both curriculum and test prep (i.e. tickets to leave)</p>			
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	<p>Addition and continuance of Math support period for students identified in grades 9 and 10</p> <p>Update Math portfolio used in PLP Math instruction and for students seeking to meet CD via this route</p> <p>Create and share a “tips” video/presentation for use in math classes</p> <p>Incorporate use (1st) of updated Algebra I text</p> <p>Disseminate and use approved math accommodation/reference sheet</p> <p>Practice use of Math accommodation/reference sheet for Special Education students</p> <p>Run trial of electronic testing</p> <p><i>Science:</i></p> <p>Continue secondary staff on FLRSD Science planning committee</p> <p>Review and submit for approval a science accommodation/reference sheet for Special Education students</p> <p>Practice use of science accommodation/reference sheet for Special Education students</p>			
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	<p>Engage in data analysis of previous year scores with both Subject area and Special Education staff</p> <p>Use CPT time to adjust instruction based on data analysis of previous year scores</p> <p>Create and share a “tips” video/presentation for use in science classes</p>			
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