



# **Attleboro High School**

## **School Improvement Plan 2018-2020**



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<b>Instructional Leadership Team 2017-2018</b>	<b>School Council Members 2017-2018</b>	<b>Instructional Leadership Team 2018-2019</b>	<b>School Council Members 2018-2019</b>
Lisa Crisafulli, Teacher	Erin Croteau, Parent		
Sarah Faulkner, Teacher	Bob Gay, Community Member		
Stephanie Forte, Teacher	Krista Greening, Student		
Harley Holmes, Teacher	Eileen Homen, Teacher		
Allen Makepeace, Teacher	Brett Lancaster, Parent		
Weston Pondolfino, Teacher	Libby Murphy-Zielinski, Community Member		
Tobey Reed, Teacher	Laura Niedbala, Teacher		
Katie Rego, Teacher	Bill Runey, Principal		
Bill Runey, Principal	William Runey, Student		
Rachel Skerker, Teacher	Karen Spina, Teacher		
Kristen Thomsen, Teacher	Jennifer Thibodeau, Teacher		
Glenn Weidner, Teacher			

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**KEY FINDINGS 2017 - 2018**

**CURRICULUM PLANNING AND ASSESSMENT**

**AHS will use professional development to develop authentic assessments within the departmental curriculum.**

- Authentic assessments created at focused choice PD and department meetings
- Targeted PD developed meaningful department specific and interdisciplinary performance
- Each of the four targeted PD sessions has a unique focus designed to fully develop an authentic assessment by year's end: ideation, creation, feedback, and reflection

**TEACHING ALL STUDENTS**

**AHS will design learning experiences and assessments around our shared theory of learning and departmental statements of purpose.**

- AHS' "Learning that Sticks" professional development empowered teachers to design high powered learning experiences and assessments
- AHS teachers rallied behind the school's mission to "engage, challenge, and inspire" students through creating student-centered and student-relevant learning experiences
- Learning experiences and assessments were on display in student showcases, such as Blue Pride Night and Blue STEAM Ahead

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### PARENT AND FAMILY ENGAGEMENT

**AHS administration and faculty will collaborate to create and present opportunities for the greater Attleboro community to witness student work and learning outcomes.**

- Student showcase initiatives designed to improve community involvement
- Blue Pride Night, previously an evening that highlighted athletic and extracurricular opportunities at AHS, had a new focus: academics, which by numerous indicators was a smashing success
- Blue Pride Night attendees were impressed by all the impressive accomplishments of AHS students
- Various media outlets including the Sun Chronicle and local cable channels are being used to share the remarkable work of its students

### PROFESSIONAL CULTURE

**The PBILT group will continue to work on the PBIS implementation and start encouraging peer to peer observations and discussion about lessons utilizing some specific techniques.**

- The PBILT encouraged peer to peer observations throughout the year and began this process in February
- The PBILT and AHS Leadership Team arranged and commenced its first ever #observeme week designed to encourage collegial observations that were positive and not evaluative in nature
- #observeme week featured an open sign-up spreadsheet and encouraged all to participate throughout the remainder of the year

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**2018-2020 GOAL SUMMARY**

**STUDENT GROWTH AND OUTCOMES**

As a logical progression to last year's work, AHS will evaluate how we assess our assessments and develop grading practices that align with the values of the Attleboro Public Schools.

**SCHOOL ENVIRONMENT**

AHS will identify and implement best practices for the creation of Professional Learning Communities that will address the needs of the student body and faculty.

**FAMILY AND COMMUNITY ENGAGEMENT: OUTREACH AND CONNECTIONS**

The at-large AHS community (administrators, teachers, support staff, students, families, community partners, et al) will work together to offer experiential learning opportunities and authentic audiences for students.

## Attleboro High School School Improvement Plan 2018-2020

### Attleboro Action Plan for Strategic Objective One

STUDENT GROWTH AND OUTCOMES	
As a logical progression to last year's work, AHS will evaluate how we assess our assessments and develop grading practices that align with the values of the Attleboro Public Schools.	
Strategic Initiatives	Process Benchmarks
<ul style="list-style-type: none"> <li>• Inventory current grading practices at AHS</li> <li>• Evaluate current grading practices</li> <li>• Research best practices for grading</li> <li>• Offer PD for a vast array of grading issues, from rubrics to giving zeroes</li> <li>• Provide PD related to grading practices</li> <li>• Adjust practices based on PD</li> <li>• Reflect and revise as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meetings with ILT to discuss grading</li> <li>• Regular meetings with the Leadership team to discuss grading</li> <li>• Offer PD starting in January 2019 regarding grading practices</li> <li>• Collect feedback from all stakeholders regarding grading (students, families, teachers, support staff)</li> </ul>

Evidence/Outcome Year One:
<ul style="list-style-type: none"> <li>• Form an Ad Hoc Grading Practices Committee</li> <li>• Offer Professional Development regarding grading</li> <li>• Form list of best practices for grading that aligns with values of APS</li> </ul>

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Evidence/Outcome Year Two:

Attleboro Action Plan for Strategic Objective Two

SCHOOL ENVIRONMENT	
AHS will identify and implement best practices for the creation of Professional Learning Communities (PLCs) that will address the needs of the student body and faculty.	
Strategic Initiatives	Process Benchmarks
<ul style="list-style-type: none"> <li>• Discuss norms and expectations of PLCs (first done by AHS Leadership Team)</li> <li>• Invite teachers to share their PLC experiences</li> <li>• Ask all stakeholders about areas at AHS that need improvement; special consideration will be given to social emotional needs</li> <li>• Form PLCs around these areas</li> <li>• Continue PBIS Tier 2 implementation</li> <li>• Require all to be a part of a self-selected PLC</li> </ul>	<ul style="list-style-type: none"> <li>• Regular PLC development check-in by Leadership and PBILT</li> <li>• Create and offer PD about PLCs</li> <li>• Collect feedback from all school community stakeholders</li> <li>• Create consistent opportunities for PLCs to meet</li> <li>• PLC groups formed that focus on social emotional needs of students</li> <li>• Implement and use PRIDE Block for PLCs to meet</li> </ul>

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Evidence/Outcome Year One:

- Form an Ad Hoc PLC planning committee
- Put all structures in place to allow for successful PLC implementation
- Give teachers a wide array of options for their PLC choice
- Define how PLC success will be measured

Evidence/Outcome Year Two:



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### Attleboro Action Plan for Strategic Objective Three

FAMILY AND COMMUNITY ENGAGEMENT	
<p>The at-large AHS community (administrators, teachers, support staff, students, families, community partners, et al) will work together to offer experiential learning opportunities and authentic audiences for students.</p>	
Strategic Initiatives	Process Benchmarks
<ul style="list-style-type: none"> <li>• Schedule at least two showcases per year</li> <li>• Invite the public to attend showcases across multiple modes of communication</li> <li>• Work with teachers who have experience in providing students with experiential learning opportunities; work with teachers to invite authentic audiences for their students</li> <li>• Work with the community to form more school-community partnerships</li> <li>• Investigate feasibility of conducting a student showcase off-campus</li> <li>• Enlist families to help with promotion and attendance of showcase events</li> <li>• Invite all community partners to attend showcases</li> <li>• Provide teachers and students with necessary supports for student showcases</li> </ul>	<ul style="list-style-type: none"> <li>• Place all student showcases on the school calendar</li> <li>• Tally number of attendees at each showcase (students, teachers, families, community members)</li> <li>• Collect feedback from all stakeholders after each showcase</li> <li>• Solicit insights from School Leadership Team and School Council</li> <li>• Regularly update School Council on progress of student showcases</li> </ul>

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Evidence/Outcome Year One:

- Three public showcases in 2018-2019
- Some student work reveals incorporation of community partners and/or families

Evidence/Outcome Year Two: