

Attleboro High School



School Improvement Plan 2015-2016



Instructional Leadership Team Members for 2014-2015

- Melissa Blais, Mathematics Department
- Lori Carless, Math Department
- Larry Carpenter, ELL Department
- Coralyn Grueb, Music Department
- Brian Hodges, History Department
- Keri McInnis, CTE Department
- Colleen Nestlen, History Department
- Christine Ravesi-Weinstein, Science Department
Coordinator
- Kelly Reed, English Department
- Bill Reilly, Science Department
- Brian Thomsen, Special Education Department Team Chair
- Joseph Connor, Assistant Principal
- Bill Runey, Principal

School Council Members for 2014-2015

- Samantha Baudreau, Parent
- Ann Montagano, Dean of Students
- Kimberly Runey, Student
- Patrick Lam, Student
- Susan Edmonds, Career and Technical Education
- Libby Murphy-Zielinski, Parent
- Karen Spina, Special Education Department
- Erin Croteau, Community Member
- Brett Lancaster, Parent
- Matt Bosh, Dean of Students
- Lucie Xavier Andrade, Parent
- Sharon Silva, Science Department
- Bill Runey, Principal

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PREVIOUS GOALS

CURRICULUM, PLANNING, AND ASSESSMENT

AHS will successfully administer the state required District Determined Measures for student growth, and collect data to begin informing teachers' Student Impact Rating by June, 2015.

TEACHING ALL STUDENTS

A greater percentage of student-centered practices will be observed during ILT Learning Walks as measured by baseline data collection in Spring/Fall 2014 to Winter/Spring 2015.

FAMILY AND COMMUNITY ENGAGEMENT

The AHS administration will broaden family and community engagement by establishing the Blue Pride Ambassadors Club by January of 2015.

PROFESSIONAL CULTURE

AHS teachers will gather initial DDM results, reflect on their validity with their colleagues, and make necessary adjustments to ensure DDMs become an effective means improving instruction by June 2016.

KEY FINDINGS

- AHS is making progress in meeting its goal for Curriculum, Planning, and Assessment by administering at least two DDMs for each teacher this year. The baseline data collected by June 2015 will begin to inform both Student Impact Ratings when issued as well as areas in which improvement is needed to administer meaningful Student Impact Ratings, putting us on track for achieving our Professional Culture goal.
- After serious deliberation, the AHS Instructional Leadership Team (ILT) has amended the goal for Teaching All Students. The ILT felt that in order to effectively implement student-centered practices, professional development on relevant learning and strategies for student engagement should be offered first. AHS also met its goals for Family and Community Engagement, launching the Blue Pride Ambassadors Club and broadening the school's reach with parents and the community.

STUDENT ACHIEVEMENT

- Attleboro High School remained a Level 2 school for the 14-15 school year based on our results from the multiple measures used by the DESE Accountability System. All ELA proficiency gap-narrowing targets, based on CPI, were met or exceeded. Math CPI scores were improved for five student subgroups, and unchanged for one subgroup, but below the state targets. Science CPI scores declined slightly or were unchanged for five subgroups, and improved for one subgroup, but below state targets in all. Seven of the twelve student subgroup growth targets were met or exceeded in ELA and Math, falling below the growth targets for five of our high needs subgroups. Our four-year cohort graduation rate met its goal in the aggregate, yet remained unchanged or declined slightly for our high needs subgroups. Our drop-out rate was on target.

OTHER CONSIDERATIONS

- We were unable to measure our 2013 Professional Culture goal due to the state's decision to forego the TELLs survey in the spring of 2013. The TELLs survey was conducted in the Spring of 2014, and we were pleased to meet our goal from the 2012-2013 school year, with improved survey results from the 2012 to the 2014 administration in the categories of School Leadership, Teacher Leadership, Professional Development, and Overall.

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2015-2016 GOAL SUMMARY

CURRICULUM, PLANNING, AND ASSESSMENT

AHS will successfully use the new IMS features in Aspen to develop complete curriculum maps for core courses by June, 2016.

TEACHING ALL STUDENTS

AHS will create and implement model lessons to align with department-created statements of purpose in order to increase student engagement by June, 2016.

FAMILY AND COMMUNITY ENGAGEMENT

The AHS administration will work to foster the Mission of Blue Pride Ambassadors Club which is to enhance the educational experience for students and staff.

PROFESSIONAL CULTURE

AHS will continue to collect DDM results, reflect on their validity, make necessary changes, and track results in 2015-2016 in order to appropriately inform Student Impact Ratings when issued. To further increase the impact on student learning, staff will engage in PBIS training that includes data analysis of factors affecting student behavior.

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CURRICULUM, PLANNING, AND ASSESSMENT	
AHS will successfully use the new IMS features in Aspen to develop complete curriculum maps for core courses by June, 2016.	
ACTION STEPS	BENCHMARKS
<ul style="list-style-type: none"> ▪ Finalize templates in Aspen IMS by June, 2015 ▪ Train Coordinators on expectations and norms for maps ▪ Identify and prioritize courses to focus on for 2015-2016 ▪ Create and train course specific curriculum teams to begin uploading existing documents ▪ Create new curriculum documents where needed 	<ul style="list-style-type: none"> ▪ Monthly check-ins with Coordinators to monitor progress ▪ PD training provided in Fall and Winter ▪ January status meeting with Leadership Team ▪ Faculty meeting rollout of finished maps in June
EVIDENCE	
Curriculum maps uploaded and accessible to educators by June, 2016.	

TEACHING ALL STUDENTS

AHS teachers will create and implement model lessons to align with department-created statements of purpose in order to increase student engagement by June, 2016.

ACTION STEPS

- Define model lessons
- Provide PD on how to enter lessons into IMS
- Monitor creation or revision of model lessons to align with statements of purpose
- Request that lessons be implemented
- Develop observation rubric
- Schedule observations of model lessons (shared responsibility)
- Develop student survey collaboratively
- Survey students and share results
- Encourage teachers to share and reflect on model lessons

BENCHMARKS

- ILT-led faculty meeting to discuss statements of purpose in the early fall
- ILT-led workshops held for lesson construction using lesson plan template/protocol – fall, winter
- Department agendas cite lesson planning – winter spring
- Model lessons observed
- Documents entered in Aspen IMS or shared in departments

EVIDENCE

Increase in student engagement will be quantified in student survey. Observations of lessons confirm engagement with additional data on relevance

FAMILY AND COMMUNITY ENGAGEMENT

The AHS administration will work to foster the Mission of Blue Pride Ambassadors Club which is to enhance the educational experience for students and staff at AHS by providing support, coordinating volunteerism, supporting fundraising efforts, encouraging involvement through BPAC-sponsored events and becoming an ambassador of the school to the greater Attleboro community.

ACTION STEPS

- Attend all regular BPAC board meetings and general membership meetings.
- Reach out via relevant communications platforms to increase BPAC membership in order to harness the positive energy of parents, guardians, staff, alumni, and community members.
 - Encourage the BPAC to build a database of parent/guardian and BPAC member emails.
 - Support the BPAC initiative to measure change in community involvement at key events (Staff Appreciation Week Brunch, etc.) and to recommend improvements.
 - Assist the BPAC in adding new volunteer opportunities such as Facilities Beautification.
 - Collaborate with BPAC in scheduling, building use needs and technology assists if needed.
 - Encourage and support BPAC partnerships with existing organizations, including but not limited to Alumni Association and Attleboro Varsity Booster Club in an effort to support their endeavors.

BENCHMARKS

- By September 15, Principal’s written update on BPAC progress.
- Minutes and agenda of regular meetings of BPAC
- Records of attendance at key events
- Increase in currency and number of email addresses in BPAC database
- Results of BPAC metrics on change in participation after each key event shared
- School Activities Calendar recording a BPAC school-wide event to build a sense of community and an awareness of the organization by January, 2016.
- Evaluation of what worked and what needs to be modified.

EVIDENCE

The Blue Pride Ambassadors Club will host a successful school-wide event by January, 2016. They will quantify indicators of change through their data gathering.

PROFESSIONAL CULTURE

AHS will continue to collect DDM results, reflect on their validity, make necessary changes, and track results in 2015-2016 in order to appropriately inform Student Impact Ratings when issued. To further increase the impact on student learning, staff will engage in PBIS training that includes data analysis of factors affecting student behavior.

ACTION STEPS

- Professional Development day in August will focused on DDM data and reflection
- Department Meeting agendas will be focused on DDM results and meaning
- New and revised assessments will be created for use as DDMs
- Begin year one of implementation of PBIS in concert with the Building Implementation Team.

BENCHMARKS

- Educators implement year two of DDMs using those DDMs considered meaningful and revised DDMs where necessary
- Spreadsheets created to track multi-year student performances
- Professional Development on statistical analysis provided in Department Meetings
- September to June, professional Development during the year will include training by the Building Implementation Team on PBIS.

EVIDENCE

Student Impact Ratings issued in accordance with DESE timelines.