School Improvement Plan

Douglas High School

2018-2019

"Decisions are made in the best interest of our students."

Joshua Romano, Principal

Desi Vega, Assistant Principal

Douglas High School

School Council

Staff Representatives: Mrs. Jill Carpenter, Mr. Joshua Romano, Mr. Desi Vega

Parent/Community Representatives: Mr. Keith Bloniasz, Ms. Lynn Walker

Student Representative: Sam Bloniasz

Douglas Public Schools Mission Statement

The Douglas Public Schools offer diverse learning experiences that meet the academic, social, physical, and emotional needs of all students. We provide a safe, supportive, and challenging learning environment in which students may achieve academic success and personal growth. Decisions are made in the best interest of our students.

-Approved by District-Wide Faculty and School Committee Vote – Sept. 2006

Statement of Beliefs about Student Learning

The Douglas High School community believes in a learning environment that is safe, supportive, and intellectually challenging. We maintain high expectations for all students and emphasize the skills necessary to be college and career ready. We encourage students to be informed citizens and lifelong learners.

The Douglas High School community believes:

- that all students have the ability to learn

- in providing a comprehensive, challenging, and engaging curriculum

- learning is most effective when meaningful connections are made

- students learn best when they are encouraged to think, work, and communicate effectively

- in exposing students to intellectual and cultural experiences

- in respect for diverse cultural and individual differences

- in equal opportunity to succeed academically and develop socially

Core Values

Respect

Integrity~Excellence

Perseverance~Achievement~Responsibility

21st Century Learning Expectations:

The DHS student will:

1. read critically and write effectively

2. speak confidently and convincingly

3. listen for understanding

4. demonstrate critical thinking; gather and analyze information to solve problems

5. develop skills necessary to lead a healthy and balanced physical and emotional life

6. engage in creative, expressive, and innovative learning through art, music, drama, and/or technology

7. demonstrate personal, social, and civic responsibility

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Student Learning Goal 1: Student Achievement- 25% of students not yet scoring Proficient will score Proficient on MCAS or end of year benchmark assessments.

Objective	Action Steps	Strategies/Resources	Timeline

Use placement tests, benchmark scores, and MCAS scores from the previous year to identify at-risk students in each grade that need targeted academic support in the areas of Math, ELA, and Science.
 	
Performance Targets: (These are 2017-18 targets)
• ELA: 1 fewer NI/F score (no more than 3)
• Math: 6 fewer NI/F scores (no more than 16)
• Biology: 8 fewer NI/F scores (no more than 21)
• Sci/Tech: 5 fewer NI/F scores (no more than 13)
	• Implement placement tests for incoming students. Use data for intervention decisions and honors placement.
	
	• Create and Distribute data dashboards to staff in order to identify students that may require additional monitoring.
	  o MCAS Data
	  o EWIS Data
	
	• Review MCAS data with Math, ELA, Science Departments. MCAS analysis/remediation plan developed/implemented
	  o Develop plans to improve individual student performance and adjust curriculum to address areas of weakness.
		• Vertical meetings with grade 8
		
		• Principal's Recon
		
		• Edwin Analytics.
		• PD on Data Analysis
		
		• ½ day sub coverage for data analysis.
		• Common Planning Time.
			• Implement by Sep 2018
			
			• EWIS: Sep 2018. MCAS Sep-Oct 2018
			
			• Review done by Oct 15.
			• Plans developed by Nov 1

Conduct ongoing progress monitoring on at-risk students through formative and summative assessments at regular intervals	• Implementation of a schedule of common, benchmark assessments and the collection of student performance data. • Conduct PD on formative assessment strategies.	• An assessment of key fundamental skills done by mid-October to identify students in need of assistance. • Staff meeting time.	• Sep 2018 • Sep 2018
Lesson Plans designed with student-centered goals described to students.	• PD on writing student-centered goals. • Walk-through targeting lesson goals.	• Staff Meeting time • Observations of lessons, Teachpoint	• Oct 2018 • Ongoing
Develop academic interventions for at-risk students	• Establish math and writing Tier II and III interventions • Establish Guided Study Hall for non-Sp Ed Students • Study Skills classes and/or interventions • Expand Peer Tutoring • Revise process for Principal's Watch List for regular check-ins.	• PD on tier II interventions? • Paraprofessional needed. Classroom space • Research on intervention strategies • Space and schedule for tutoring. Training for peer tutors	• Sep 2018 • Sep 2018 • October 2018

Implement new strategies with special education students to improve scores.
 	
Targets:
	• PD for all staff on Sp Ed Modifications
	
	• Reorganize assignment of paraprofessionals.
	   o Assigned by grade (9-10 and 11-12), ASC, and FLEX.
	   o One para assigned to ASC; trained in study skill interventions.
	
	• Conduct para training
		• Nealy and/or Laura as trainers
		
		• Training in study skills interventions
		
		• trainers
			• Prior to school year
			
			• Prior to school year
			
			• Aug 28

Professional Practice Goal- Complete the revision of Program of Studies and writing of all core course curriculum aligned with Massachusetts State Frameworks.

Objective	Action Steps	Strategies/Resources	Timeline
Curriculum for all core courses written and posted in ATLAS.	• Develop a schedule for departments to write and revise curriculum. • Curriculum aligned vertically with Douglas Middle School • Use analysis of performance data (MCAS, AP, SAT): ○ Identify power standards in each subject ○ Revise curriculum to fill gaps or areas of low performance. • Revise Social Studies Pathway to align with 2018 Framework Revision	• PD Calendar. Subs for curriculum days • Vertical meetings. • Data.	Complete by June 2019
Revise Senior Project	• Implement recommendations of the review committee. • Community connections for more meaningful projects.	• School Council can assist with this.	• Sep 2018
Revise Graduation Requirements to meet MASSCORE requirements by class of 2023	• Class of 2022: Add 2 year foreign language requirement ○ Develop alternatives for students with language disabilities. • Class of 2023: Add 1 year arts requirement. ○ Revise introductory level art courses to meet general need.	• Additional foreign language staffing. • Additional Health/PE Teacher	

	• Revise community service guidelines		
Create Engineering Pathway	• Develop curriculum for Engineering Pathway to begin in 2019-2020	• Materials for curriculum	• Written by March 2019 • Course launch in 2019-2020
Revise Business Pathway	• Integrate new Business Teacher • Bring back or create new courses to supplement current offerings: o Accounting, Marketing • Reduce number of Office Applications sections as course is transitioned to MS	• Materials for curriculum	• Sep 2018

Computer Science Pathway	• Launch Robotics Program
	• Develop new courses and curriculum:
	   o Intro to computing?
	   o AP Computer Science for 2019-2020?
	• Hire new teacher
		• Materials for curriculum	• Fall 2018
			• March 2019
			
			• April 2019

Biotech Pathway	• Revive Biotech Course • Promote course for students interested in medical fields	• Partnership with XXX	• Sep 2018

School Improvement Goal 1: Revise use of time and space to enhance student learning and professional collaboration.

Objective	Action Steps	Strategies/Resources	Timeline
Develop a Common Planning Time schedule for all Departments, and establish accepted use of this time for collaborative practices.	- Create Common Planning Time in Master Schedule. - Adjust Bell Schedule for Common Planning Time - Provide Professional Development on collaborative practices such as: - Tuning Protocols - Looking At Student Work Protocols - Implement Cross-curricular collaborative units.	- iPass - Staff meeting/PD time	- Prior to school year - Prior to school year - By Jan 2018 - Fall 2018
Implement co-teaching with special education teachers	- Identify key sections for co-teaching. - Conduct co-teaching training	- Master Schedule - Josh: Co-teaching models - Nealy/Laura:	

School Improvement Goal 2: Enhance social and emotional wellness

Objective	Action Steps	Strategies/Resources	Timeline

Provide varied services in response to social/emotional needs of students	• Integrate second School Adjustment Counselor; establish behavioral interventions (ie. social groups).
	
	• Implement new Tier 2/3 behavioral Interventions.
	
	• Establish Peer Mentor Program for incoming students identified as at-risk
	   o Monthly check-ins on mentor pairs.
	
	• Closely monitor at-risk students through periodic check-ins.
	   o Incorporate General Education staff on the Student Assessment Team.
	
	• Revise Advisory Program
		• Pyramid of Social/Emotional and behavioral interventions
		• RtI tool.
		
		• Data from Middle School on at-risk students
		• Training for mentors
		
		• Regular SST Meetings with action plans developed for students in need.
		• Data on success of students identified as at-risk
			• Fall 2018
			
			• Fall 2018
			
			• Fall 2018
			
			• On-going. bi-weekly SST meetings

Continue to incorporate STARS/STRIPES students into school culture	• Expand Best Buddies events • Establish BAD Crew accounts		

School Improvement Goal 3: Enhance school/home/community engagement

Objective	Action Steps	Strategies/Resources	Timeline
Increase parent participation in school events.	• Explore Alternative approaches to Back to School Night and Parent Conferences. o Time schedules, formats • Provide suggestions for parents on preparing for high-stakes testing at Back to School Night and in syllabi		

Continue to work with faculty in maximizing parent communication through a variety of venues	• Expand school website
	    o Share syllabi at Back to School Night, on websites.
	    o Regular blog, newsletters, twitter updates
	    o Share DHS Core Values, 21 CLEs with parents
	
	• Expanded use of Google Suite
	    o Share grading rubrics with parents to indicate what constitutes excellent work.
		• PD on Google Suite.	• October 2018

Develop relationships with local businesses	• Arrange meetings with local businesses for: o Work Studies, senior projects, community service opportunities	School Council will assist	