

**MASCONOMET HIGH SCHOOL
2015 -2016 School Improvement Plan
JUNE 2015**



SCHOOL COUNCIL MEMBERSHIP

Dr. Laurie Hodgdon, Ed.D

FACULTY

Kathleen Natale
David Mitchell
Jim Donahue
Erin O'Brien

STUDENTS

Tim Ennis
Nick Pease

PARENTS

Bethany Blake
Christina Eckert
Kelly Jung
Karen Nelson

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HIGH SCHOOL MISSION AND EXPECTATIONS

LEARNING IS LIFE

The Masconomet High School community believes that learning enables us all to achieve ambitious personal goals, develop fine minds, and build strong character. Therefore, we foster the acquisition of attitudes, skills, and knowledge necessary for life-long learners to think critically and creatively in order to participate in and have an impact on our 21st century global society.

Upon graduation, students will have demonstrated that they have embraced these beliefs by meeting the following academic, social and civic criteria:

ACADEMIC EXPECTATIONS

- Students will demonstrate effective verbal, written, and digital communication skills. **A1**
- Students will demonstrate mathematical competency. **A2**
- Students will demonstrate effective problem-solving skills. **A3**
- Students will demonstrate the ability to use a variety of technological and informational resources to research, analyze, and synthesize facts, results, ideas, and concepts. **A4**

SOCIAL EXPECTATIONS

- Students will demonstrate our core ethical values of respect, responsibility, honesty and compassion in school and the community. **S1**
- Students will demonstrate responsible and ethical use of electronic media. **S2**

CIVIC EXPECTATIONS

- Students will participate in decision making and collaborative team building activities. **C1**
- Students will demonstrate and practice an understanding of the rights and responsibilities of global citizenship. **C2**
- Students will make positive contributions to the community. **C3**

Assessment: Student Performance

Goal #1: Students will meet performance benchmarks, and/or demonstrate improvement on a variety of local, state, and national assessments. Faculty/Staff will use data to monitor, plan and adjust our programs, curriculum and instruction, and assessments.

Objectives	Initiatives	Assessments
<p>All students will continue to make growth on the MCAS.</p> <p>All students (10th and 11th grades) will take the PSAT in school on the annual Wednesday in October.</p> <p>All students will be encouraged to take the SAT and/or ACT.</p> <p>Provide <i>PowerSchool</i> and <i>SIMS</i> training for all administrative assistants to ensure accurate reporting.</p> <p>Create a professional development plan to teach faculty how to use data in a systematic way</p> <p>Identify a wide variety of data that is accessible to department heads and teachers to use to inform instruction.</p>	<p>Create a shared mission and vision around assessment.</p> <p>Engage parents and students at better understanding data and its impact on teaching and learning.</p> <p>Implement the professional development plan to use data.</p> <p>Compile data that includes MCAS, PSAT, SAT, and ACT, writing samples.</p> <p>Department Heads create an aligned data and assessment plan to be used quarterly in department meetings.</p> <p>Support teachers with periodic workshops on how to use data to inform instruction.</p> <p>Make adjustments to practice based on data driven discussion and analysis.</p>	<p>By August 1, all teachers will have access to data on each student on their roster.</p> <p>By October 1, all parents and students will be informed of progress on standardized tests.</p> <p>By October 15, all 10th and 11th graders will have taken the PSAT.</p> <p>By November 1, all 10th and 11th graders will have met with their guidance counselor to look at the results of their PSATs.</p> <p>By January 4, all faculty will have used data to inform instruction and to support students with looking at data.</p> <p>By June 1, all teachers will be proficient in looking at and analyzing data.</p> <p>By the end of the 2015-16 school year, we will have developed an online reporting tool in <i>PowerSchool</i>, that is user friendly for students and parents, to understand individual progress.</p>

<p>Provide training to all department heads, on available data to use, and data analysis protocols, for departmental work including, but not limited to, the use of Edwin Analytics.</p> <p>Provide ongoing training for faculty on how to analyze all data to inform their practice.</p> <p>Look at data on a quarterly basis, in department meeting,s to improve teaching and learning.</p>		
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CURRICULUM AND INSTRUCTION

Goal # 2: Students in high school will read and write widely, think critically and strategically, and communicate effectively through a balanced approach to teaching literacy across the curriculum and aligned with the Massachusetts Curriculum Frameworks.

Objectives	Initiatives	Assessments
<p>Students will demonstrate/apply use of effective reading and writing strategies across grade level content areas.</p> <p>Students will engage in purposeful reading, writing and listening experiences in all content areas.</p> <p>Students will participate in critical and creative discussions, around shared texts, across grade level content areas.</p> <p>Students will demonstrate progress in reading and writing, in multiple genres, through a variety of assessment tools that reflect a range of instructional strategies.</p> <p>Students will demonstrate mastery of grade level benchmark writing skills.</p> <p>Students will engage in purposeful reading and writing experiences in all science content areas.</p>	<p>Focused professional development and time for curriculum alignment with the MA Frameworks.</p> <p>Review of district, school, and student data. (MCAS, AP scores, SAT's, and overall student performance)</p> <p>Analyze data baselines, and compare achievement data with student growth.</p> <p>Grade level, department, and building meetings on student progress and sharing instructional strategies.</p> <p>Structuring classroom routines & environment to maximize purposeful literacy instruction.</p> <p>Small group & individual student conferencing.</p> <p>Modeling of grade level reading and writing Expectations.</p> <p>Begin implementation of writing portfolios that include both teacher and student assessments.</p> <p>Development of common assessments in all content areas, and establish a protocol for evaluating student work collaboratively.</p>	<p>9-12 progress reports and report cards</p> <p>Common grade level writing assessments</p> <p>Special education Assessment Tools</p> <p>Data Warehouse</p> <p>PD evaluations & surveys</p> <p>Teacher observations & evaluations</p> <p>Common unit plans (curriculum mapping)</p> <p>Student feedback & periodic & informal reflections</p> <p>Student work samples</p>

<p>Students will participate in critical and technical writing assessments that promote higher level thinking in all science content areas.</p>	<p>Explicit instruction of strategies for reading/interpreting diagrams and tables, answering open response questions using evidence, drawing inferences and conclusions, and analysis and evaluation of data and conclusions.</p>	
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SCHOOL CLIMATE

Goal # 3: To assist the school staff in improving the school climate and culture of the high school through personalizing the environment for students, staff members and parents.

Objectives	Initiatives	Assessments
<p>Develop and pilot a new advisor/advisee program for all juniors, with group meetings conducted at least once per quarter.</p> <p>Develop additional strategies for student self advocacy and self reliance, through curriculum units developed for the advisor/advisee program.</p> <p>Pilot rubrics created that measure student achievement of the school-wide civic and social expectations.</p> <p>Review the Peer Leader program, by a committee of teachers and administrators, for possible expansion into the sophomore year to assist in the transition of students to the upper school.</p>	<p>Establish a school environment that provides a personalized environment for all students, staff, and parents.</p> <p>Provide a climate that fosters academic rigor, respect, pride, and school spirit.</p>	<p>Curriculum is developed in the fall of 2015 by teachers, and implemented each quarter in the 2015-16 school year, under the direction of the administration.</p> <p>An end-of-year survey of teachers and students will be conducted by guidance and administrators to determine the success of strategies and curriculum units.</p> <p>Rubrics are implemented in the 2015-16 school year for assessment purposes.</p> <p>Any proposed changes to the Peer Leader program will be recommended and approved by the principal by March 2016.</p>

PROFESSIONAL DEVELOPMENT

Goal # 4:To enhance student learning by improving the content of teacher training and the pedagogical background of the professional staff.

Objectives	Initiatives	Assessment
<p>Provide staff development activities that are directly related to school-wide and district initiatives and individual professional goals.</p>	<p>Continue to provide required training, for teachers and department heads, on the new Educator Evaluation program. And implement the program with all professional staff on cycle.</p> <p>Provide information and/or professional development for teachers, on instructional strategies that promote intellectual risk taking and involve dealing with failure.</p> <p><i>Blackboard</i> training continues for 100 faculty/administrators to create readiness for Learning Management System and going 1:1 with students.</p>	<p>Training continues to be provided to all staff in regards to DDMs and student surveys.</p> <p>Administrators research the topic and provide information on available resources and workshops to teachers throughout the school year (possible book talks, article sharing, trainings) that inform practice.</p> <p>Faculty will have master units that will “house” curriculum units in <i>Blackboard</i> for instructional and assessment purposes that support student achievement.</p>

Alignment to District Goals

1. **Student Performance – To provide programs and services, which result in improved student achievement for all students, on state and national assessments (MCAS, SAT, ACT, AP, etc.) including narrowing achievement gaps for identified student groups.**
2. **Enhancing Teaching & Learning – To continue to expand the appropriate use of innovative educational techniques and strategies in the teaching and learning environment.**
3. **Student Engagement – To increase the number of students exhibiting successful educational, social, career, civic, and health/wellness engagement behaviors.**

Goal #1: Students will meet performance benchmarks and/or demonstrate improvement on a variety of local, state, and national assessments. Faculty/Staff will use data to monitor, plan, and adjust our programs, curriculum and instruction and assessments.

Student Performance

Enhancing Teaching & Learning

Student Engagement

Goal # 2: : Students in high school will read and write widely, think critically and strategically, and communicate effectively through a balanced approach to teaching literacy across the curriculum and aligned with the Massachusetts Curriculum Frameworks.

Student Performance

Enhancing Teaching & Learning

Student Engagement

Goal # 3: To assist the school staff in improving the school climate and culture of the high school through personalizing the environment for students, staff members, and parents.

Student Performance

Enhancing Teaching & Learning

Student Engagement

Goal #4: To enhance student learning by improving the content of teacher training and the pedagogical background of the professional staff.

Student Performance

Enhancing Teaching & Learning

Student Engagement

The Masconomet Regional School District does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation, gender identity, or disability in admission to, access to, employment in, or treatment in its programs and activities.

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