

# ***ABINGTON HIGH SCHOOL***



## ***IMPROVEMENT PLAN 2007-2008***

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## **ABINGTON HIGH SCHOOL**

### **SCHOOL COUNCIL**

Teresa Sullivan	Principal/Co-Chairperson	
Ann Pearsons	Teacher	Term ends June, 2008
Susan Crowley	Teacher	Term ends June, 2007
Debbie Anderson	Parent	Term ends September, 2007
James Coughlin	Parent	Term ends September, 2007
Carla Manning	Parent	Term ends September, 2008
Ellen Harris	Community Representative	Term ends June, 2008
Michelle Eckland	Student	Term ends June, 2007
Rebecca D'Attilio	Student	Term ends June, 2008

# Abington High School



## Mission Statement

OUR MISSION IS TO PROVIDE A LEARNING ENVIRONMENT THAT PROMOTES THE INTELLECTUAL, ARTISTIC, PHYSICAL, CULTURAL AND EMOTIONAL DEVELOPMENT OF OUR STUDENTS. WE SEEK TO CREATE AN EDUCATIONAL EXPERIENCE BASED UPON A CURRICULUM REFLECTING THE STANDARDS SET FORTH IN THE MASSACHUSETTS CURRICULUM FRAMEWORKS. RECOGNIZING AND SERVING INDIVIDUAL DIFFERENCES, INTERESTS AND ABILITIES, OUR EDUCATIONAL COMMUNITY AIMS TO PREPARE STUDENTS TO BECOME INFORMED, SKILLED AND RESPONSIBLE CITIZENS.

### ABINGTON HIGH SCHOOL STUDENTS WILL:

**COMMUNICATE** effectively through speaking, writing, the arts and technology.

**DEMONSTRATE** high level thinking skills to reason and problem solve.

**WORK** toward mastery of course specific content.

**PARTICIPATE** productively in their own educational progress.

**ACT** with respect toward the people, property and safety of our school community.

**EXHIBIT** appropriate social behavior that reflects kindness and tolerance.

## STUDENT ACHIEVEMENTS

1. Every member of each graduating class who has been enrolled in Abington High School since grade nine has passed MCAS since the graduation requirement was instituted by the Massachusetts Department of Education;
2. Eighty percent (80%) of the class of 2008 scored in either the Advanced or Proficient categories of the ELA MCAS compared to sixty nine percent (69%) of the state;
3. Seventy-six percent (76%) of the class of 2008 scored in either the Advanced or Proficient categories of the Math MCAS compared to sixty seven percent (67%) of the state;
4. Seven students from the class of 2006 earned the designation of AP Scholar by the College Board in recognition of their exceptional achievement on the college-level Advanced Placement exams. Those students received grades of 3 or higher on three or more AP exams;
5. The National Honor Society inducted twenty three new members in recognition of their outstanding qualities of scholarship, leadership, service and character;
6. A senior student was awarded the President's Volunteer Service Award in recognition of her significant amount of community service;
7. One student was chosen to participate in the Breadloaf Young Writers' Conference at Middlebury College;
8. Our local science fair competition resulted in five students going on to the regional Bridgewater State College competition and one student taking first place at regionals qualifying for states.
9. Ten Boston Globe Scholastic Art Awards were awarded to seven Abington High School students;
10. One Music student was selected by audition to represent Abington High School in the Southeast District and Southeastern Massachusetts Bandmasters Association Festivals;
11. Two Music students performed at the United Federation of Musicians Scholarship Concert in January;
12. Sixty five students in the Music program were selected to perform at Epcot's World Stage and in the Parade of National at Disney World;
13. Several students presented programs for International Week speaking to their peers and elementary students about their native cultures;
14. An emphasis by English teachers on publishing continues to increase the number of students submitting their work and becoming published in local (Student Arts Magazine and Greenwave Gazette) and national venues;
15. Several students participated in school-wide recitation contests (Open Mic Poetry Night and Poetry Out Loud);
16. Four students won national recognition for their performance in the National WordMasters Challenge prose and poetry competition;
17. Several students initiated a SADD club and facilitated several student programs aimed at substance use education;
18. Several students meet monthly with faculty and the assistant principal to discuss and reflect on important global issues in the Civic Forum; and
19. Students continue to support a smoke-free environment.

## SCHOOL RESTRUCTURING/REFORM INITIATIVES

A number of initiatives are in place at the high school, which include:

1. The administration and faculty will continue to analyze the data used to identify the “struggling” students. Department heads and directors, administrators and school groups will use the data analysis to make policy, program and instructional recommendations that will
  - support the struggling students
  - reflect the mission and expectations
  - reflect high standards for all students
2. The faculty and administration will review current research and make recommendations intended to strengthen the advisory program in order to promote student personalization and provide opportunities for students to learn and demonstrate their understanding of school policies and the mission and expectations.
3. Academic literacy has been identified as a district-wide initiative. Administrators and faculty will analyze student data and research effective strategies in order to improve reading comprehension.
4. Faculty will continue to be trained in English Language Learner (ELL) instructional strategies through professional development opportunities provided by the district. All teachers of ELL students must complete ten hours of training.
5. The faculty and administration will formally begin the New England Association of Schools and Colleges self-study.

## **SCHOOL IMPROVEMENT PLAN**

### **GOALS**

1. Use the mission statement and academic expectations for student learning to guide curriculum development, instruction and assessment.
2. Implement instructional strategies to improve reading comprehension and student achievement within all subject areas.
3. Support programs and policies that maintain an environment that is safe, drug-free, tolerant, respectful, and conducive to education.
4. Review the Special Education service delivery model.
5. Use technology to enhance communication and instruction.

Goal #1	Use the mission statement and academic expectations for student learning to guide curriculum development, instruction and assessment.
Needs Assessment	The NEASC accreditation process requires that Abington High School continuously review and articulate our fundamental values and beliefs about student learning and use that mission to drive all facets of our program.
Specific Objectives	To provide students with opportunities to achieve the expectations stated in the mission and to support instructional practice and programs that reflect our mission.

Activity and/or Professional Development	Person(s) Responsible	Resource(s) and/or Funding	Timeline	Evaluation
1. Identify and imbed practices in instruction and assessment that will support student achievement of academic expectations.	Faculty Study Groups Administrators	Faculty and Local Budget	Ongoing	Observation
2. Identify methods to collect data in order to assess student progress in achieving the academic, social, and civic expectations.	Administration Faculty	Local Budget	September, 2007 – June, 2008	Methods proposed
3. Identify academic expectations in course descriptions in the <u>Program of Studies</u> .	Administrators Directors/ Department Heads	Local Budget	September, 2007 – March, 2008	<u>Program of Studies</u> includes academic expectations
4. Ensure sufficient course selections are tied to the Massachusetts Curriculum Frameworks.	Superintendent School Committee Principal	Local Budget	Ongoing	Courses offered Needed staff hired
5. Identify students who are struggling to make progress and provide programs and resources that will assist them to succeed.	Administrators Faculty	Faculty Report Cards Progress Reports Local Budget	Ongoing	Programs offered Resources made available

Goal #2	Implement instructional strategies to improve reading comprehension and student achievement within all subject areas.
Needs Assessment	MCAS results indicate weaknesses in multiple choice questions which require inferential reading and/or not answering the whole question; Reflected in “No Child Left Behind” Performance Goals and Vision 2008 Strategic Action Plan.
Specific Objectives	To increase reading proficiency in the area of comprehension and word meaning as measured by various assessments.

Activity and/or Professional Development	Person(s) Responsible	Resource(s) and/or Funding	Timeline	Evaluation
1. MCAS results will be evaluated and instructional strategies will be implemented as appropriate.	Department Heads/ Directors Faculty	MCAS reports Local Budget	Ongoing	Department/Faculty discussion Strategies implemented
2. Continue to review research to identify teaching strategies and assessments that would improve reading comprehension.	Administration Faculty	Professional Journals Local Budget	Ongoing	Instructional Strategies/ Assessments modified as appropriate
3. Provide students with opportunities to develop more supportive detail in long composition and open response questions.	Administration Faculty	Local Budget	Ongoing	Observation Discussion
4. Provide professional development opportunities for reading comprehension strategies.	School Committee Administration	Faculty Meetings Professional Development Inservice Programs Local Budget	September, 2007 – June, 2008	Professional Development provided
5. Implement success plans for all students who scored Needs Improvement or Failing in MCAS.	Department Heads/Directors	Local Budget	Ongoing	Success Plans written and implemented

Goal #3	Support programs and policies that maintain an environment that is safe, drug-free, tolerant, respectful, and conducive to education.
Needs Assessment	Department of Education (DOE) report, Code of Conduct violations
Specific Objectives	To ensure the school climate reflects respect for self and others and supports the Abington High School Mission and Expectations

Activity and/or Professional Development	Person(s) Responsible	Resource(s) and/or Funding	Timeline	Evaluation
1. Continue to provide opportunities for students to work with younger students and senior citizens.	Faculty	Faculty Local Budget	September, 2007 – June, 2008	Opportunities provided
2. Provide students opportunities to participate in programs that celebrate and promote an awareness of diversity.	Faculty	Local Budget Faculty	Ongoing	Programs offered
3. Recognize student achievements in all subjects, programs and activities through ceremonies.	Administration	Local Budget	Annually	Recognition Ceremonies
4. Support a community service class.	Administration	Local Budget	September, 2007 – June, 2008	Class offered
5. Continue to offer programs that reflect current student social concerns such as Covenant Players (sexual harassment), Improbable Players (drugs/alcohol), America's Legislators in the Classroom.	Assistant Principal	Local Budget Local Grants	September, 2007 – June, 2008	Programs offered
6. Continue to review annually the <u>Student Handbook</u> following district, state and national guidelines.	School Council	Local Budget	Spring 2008	Final Document
7. Promote student civic participation in local decision-making bodies and advisory boards such as the School Council, School Climate Focus Group, Student Council and School Committee.	Assistant Principal	Local Budget	Ongoing	Students participate

8. Support student participation in contests/essays/programs such as Philosophy Slam, Poetry Out Loud, WordMasters Challenge, Open Mic Nights, Voice of Democracy, Daughters of the American Revolution, Job Shadowing, Student Government Day, MASStar, Student Advisory Council for Department of Education.	Assistant Principal Faculty	Local Budget	Ongoing	Observation
9. Develop and support clubs, programs and athletics.	Administration Athletic Director Faculty	Local Budget	Ongoing	Staffing/Funding of requests
10. Promote anti-bullying strategies through peer education.	Faculty Student Groups	Grants Local Budget	September, 2007 – June, 2008	Student participation Reduction in bullying incidents
11. Design and display banners in support of a positive climate.	Administration	Local Budget	Summer 2007	Banners displayed

Goal #4	Review the Special Education service delivery model.
Needs Assessment	Faculty survey; Administrative observation
Specific Objectives	To provide an appropriate, effective program

Activity and/or Professional Development	Person(s) Responsible	Resource(s) and/or Funding	Timeline	Evaluation
1. Research current and best practice in Special Education service delivery.	Administration Faculty	Local Budget Professional Development	September, 2007 – June, 2008	Data Collected Professional Development Provided
2. Support faculty communication needs.	Administration	Local Budget Master Schedule	September, 2007 – June, 2008	Master Schedule
3. Provide Professional Development to regular education staff and special education staff to support practice (co-teaching, RTI, instructional accommodations).	Administration	Local Budget Grants	September, 2007 – June, 2008	Professional Development Provided

Goal #5	Use technology to enhance communication and instruction.
Needs Assessment	Parent feedback indicates interest in remaining partners with faculty to improve student performance. Vision 2008 Strategic Action Plan
Specific Objectives	To use technology more effectively in order to provide important information and feedback.

Activity and/or Professional Development	Person(s) Responsible	Resource(s) and/or Funding	Timeline	Evaluation
1. Continue to communicate to parents about academic, cocurricular and athletic programs.	Principal Faculty	Local Budget	September – June, 2008	Website E-mail Specific Mailings Newsletter School Calendar Telephone Message System
2. Support the implementation and training of a new student information management program.	School Committee Administration	Local Budget Professional Development	September, 2007 – June, 2008	Program Implemented Training Provided

## **APPENDIX A**

### **BY-LAWS**

#### **Article I**

The purpose of the Abington High School Council is to provide students with the opportunities to attain their highest level of achievement.

#### **Article II**

The make-up of the Council shall consist of the principal, three (3) parents of students attending the school, two (2) teachers, one (1) community representative at large and two (2) students. Regardless of the size of the Council, the number of parent representatives should be equal to the number of teachers who serve on the Council plus the principal. The number of community representative(s) at large cannot exceed fifty (50) percent of total membership of the Council.

#### **Article III**

The officers of the Council shall consist of two (2) co-chairpersons, the principal and one other member of the Council and a secretary. One co-chairperson and a secretary will be elected by the Council

#### **Article IV**

Parent representatives to the Council will be elected by the parents of students attending Abington High School. The election will be held by the Abington High School Parent-Teacher Organization. Teacher representatives to the Council will be elected by the teachers at Abington High School. Student representatives to the Council will be elected by the Abington High School student body. The community representative to the Council will be appointed by the principal.

#### **Article V**

Parents, teachers and students will be elected to two-year terms. If for any reason a member of the Council cannot complete his or her term, an election will be held to replace that member until the original term expires. The community representative at large will be appointed by the principal to a two-year term.

## **APPENDIX B**

### **GROUND RULES**

- To schedule meetings a semester in advance.
- To post agenda for meetings in advance.
- To establish definitive meeting times.
- To establish an attendance policy (members are asked to contact one of the co-chairpersons if unable to attend a meeting.)
- To commit to focus on topic.
- To participate in active listening.
- To listen respectfully (members welcome public input when relevant to the topic under discussion.)
- To adhere to consensus decision making.

## COMMON RUBRIC

### Students will communicate effectively in writing

	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Introduction</b>	Your introduction shows an understanding of the prompt and previews the structure of the essay	Your introduction shows some understanding of the prompt and previews some of the structure of the essay.	Your introduction does not show an understanding of the prompt nor does it preview the structure of the essay.
<b>Thesis</b>	Your thesis is clear.	Your thesis is somewhat clear, but needs more focus.	Your thesis is not clear.
<b>Supporting Detail</b>	You have provided relevant and accurate supporting detail developing your topic while advancing your thesis.	You have provided some relevant and accurate supporting detail and somewhat developed your topic.	You have not provided relevant and/or accurate supporting detail and did not develop your topic.
<b>Conventions (grammar, usage or spelling)</b>	You have made few, if any, errors, making it easy for the reader to follow the ideas in your essay.	You have made several errors that distract the reader from the ideas in your essay.	You have made so many errors that it is difficult for the reader to follow the ideas in your essay.
<b>Word Choice</b>	You have rich and effective word choices.	You have some variety in word choices.	You have used few credible sources and do not cite them correctly.
<b>Sources</b>	You have used credible sources and have cited them correctly.	You have used some credible sources and have cited some of them correctly.	You have used few credible sources and do not cite them correctly.
<b>Conclusion</b>	Your conclusion follows logically from the thesis and wraps up your idea.	Your conclusion follows somewhat logically from the thesis and supporting detail in your essay and somewhat wraps up your idea.	Your conclusion does not follow logically from the thesis and supporting detail in your essay and fails to wrap up your idea.
<b>Organization</b>	Your paper is carefully and subtly organized.	Your paper is somewhat organized.	Your paper lacks organization.

## COMMON RUBRIC

**Students will communicate effectively via the spoken word.**

	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Speaking</b>	You usually speak clearly, distinctly and at an even pace throughout your performance.	You sometimes speak clearly, distinctly and at an even pace during your performance.	You rarely speak clearly, distinctly or at an even pace for the audience to understand your performance.
<b>Attitude</b>	You usually maintain eye contact and project enthusiasm during your performance.	You sometimes maintain eye contact and/or project enthusiasm during your performance.	You rarely maintain eye contact or project enthusiasm during your performance.
<b>Content</b>	You present content that satisfies the requirements of the assignment.	You present content that meets some of the requirements of the assignment.	You rarely present content that meets the requirements of the assignment.
<b>Focus</b>	You stay focused during your performance and have a clear introduction and conclusion.	You stay focused during some of your performance and have a somewhat clear introduction and conclusion.	You are distracted during your performance and do not have a clear introduction or conclusion.
<b>Supporting Materials (optional: may include script, handouts, posters, props or technology)</b>	You usually use the required supporting materials with ease.	You sometimes use the required supporting materials with ease.	You rarely use the required supporting materials with ease or you do not use them at all.
<b>Clarifies</b>	You usually answer the clarifying questions of your audience.	You sometimes answer the clarifying questions of your audience.	You rarely answer the clarifying questions of your audience.

## COMMON RUBRIC

**Students will be able to communicate effectively by using technology.**

	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Does not meet Expectations</b>
<b>Use of Equipment/Applications</b>	You are capable of using the appropriate equipment/applications for the task independently.	You are somewhat capable of using the appropriate equipment/applications for the task, but seek tech support.	You are not capable of using the appropriate equipment and/or applications for the task and do not seek tech support.
<b>Compliance with AHS Technology Policies</b>	You comply with AHS technology policies.	You sometimes comply with AHS technology policies.	You do not comply with AHS technology policies.
<b>Trouble Shooting</b>	You can troubleshoot when you run into a technological difficulty.	You can sometimes troubleshoot when you run into a technical difficulty, but seek tech support.	You are unable to troubleshoot when you run into a technical difficulty and do not seek tech support.
<b>Content</b>	You include the content that the assignment requires.	You include some of the content required by the assignment.	You do not include the content the assignment requires.
<b>Organization</b>	You use most of the features of the program to organize information efficiently.	You can use some of the features of the program to organize information.	You cannot use the features of the program to organize information.
<b>Attractiveness</b>	Your use of font, color, graphics and effects enhances your presentation of information.	Your use of font, color, graphics and effects somewhat enhances your presentation of information.	Your use of font, color, graphics and effects does not enhance your presentation of information.
<b>Sources</b>	You document source information for all graphics, quotes and facts in the correct format.	You sometimes document source information for graphics, quotes and facts in the correct format.	You do not document source information for all graphics, quotes and facts in the correct form.
<b>Conventions (grammar, usage, spelling)</b>	You make few errors, and as a result, your ideas and information are easy to understand.	You make some errors that distract from your ideas/information.	You make so many errors that it is difficult to understand your ideas/information.
<b>Supporting Materials</b>	You provide appropriate supporting materials for your audience.	You provide some kind of supporting materials for your audience, but the materials are confusing, incomplete, or inappropriate.	You do not provide supporting materials for your audience.

## COMMON RUBRIC

**Students will use high level thinking skills to reason and problem solve.**

	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Does not meet Expectations</b>
<b>Comprehends</b>	You understand the assignment or problem, can recall pertinent information and express it in your own words.	You somewhat understand the assignment or problem and can recall some information with clarification and assistance.	You do not understand the assignment or problem, cannot recall information nor state it in your own words.
<b>Applies</b>	You apply appropriate knowledge and experience to the assignment.	You apply some appropriate knowledge and/or experience to the assignment.	You do not apply enough information or experience to the assignment.
<b>Analyzes</b>	You break down an assignment to identify steps or parts.	You break down some of the assignment but need to identify more steps or parts.	You do not break down the assignment to identify steps or parts.
<b>Synthesizes Information or Ideas</b>	You combine information for the purposes of solving a problem or supporting a thesis.	You combine some information or ideas but need to acquire more information or include more ideas or combine it differently to solve the problem or support your thesis.	You present but do not combine information or ideas on the subject of the problem or to support your thesis.
<b>Evaluates</b>	You compare and contrast ideas and information to select the best solution to the problem or the best evidence to support your thesis.	You compare and contrast ideas and information but do not select the best solution or the best evidence.	You do not compare and contrast ideas and information and/or do not select a solution or identify the best evidence.
<b>Concludes</b>	You complete the necessary steps to solve the problem correctly or present a thesis and supporting evidence to reach a valid conclusion.	You complete some of the necessary steps to solve the problem correctly or you present a thesis and supporting evidence that is close to a valid conclusion.	You do not complete the necessary steps to arrive at a correct answer to the problem or do not present a thesis or supporting evidence that reaches a valid conclusion.

## COMMON RUBRIC

**Students will participate productively in their own educational progress.**

<b>Students</b>	<b>Meet Expectations</b>	<b>Approach Expectations</b>	<b>Do Not Meet Expectations</b>
<b>Monitor Their Own Learning Process</b>	Usually keep track of progress in each class.	Keep track of progress in some classes or some of the time.	Do not keep track of progress in classes.
<b>Contribute Positively</b>	Usually attend and/or participate in class, school and community.	Sometimes attend and/or participate in class, school or community.	Rarely attend and/or participate in class, school or community.
<b>Prepare For Class</b>	Usually do homework and study for quizzes and tests thoughtfully and completely.	Sometimes do homework and/or study for quizzes and tests.	Rarely do homework or study for quizzes and tests.
<b>Seek Help</b>	Usually seek help when needed.	Sometimes seek help when needed.	Rarely seek help when needed.
<b>Listen Attentively</b>	Usually listen.	Sometimes listen.	Rarely listen.
<b>Manage Time</b>	Usually manage time productively.	Sometimes manage time productively.	Rarely manages time productively.

## COMMON RUBRIC

### Students will communicate effectively through the arts.\*

	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Does not meet Expectations</b>
Art making and performance	You create successful works or performances in one or more in the arts.	You sometimes create works or performances in one or more in the arts.	You rarely create works or performances in one or more in the arts.
Arts history	Your work is informed by the history of the arts.	Your work is sometimes informed by the history of the arts.	Your work is rarely informed by the history of the arts.
Arts criticism	You effectively analyze, evaluate and judge your work and the works of others.	You attempt to analyze, evaluate and judge your work and the works of others.	You do not analyze, evaluate and judge your work and the works of others.
Aesthetics and the arts	Your work is informed by knowledge of style and aesthetic awareness.	Your work is somewhat informed by knowledge of style and aesthetic awareness.	Your work is not informed by knowledge of style and aesthetic awareness.
Creativity	Your work explores the creative process to a high degree and you strive to be original.	Your work explores the creative process to a moderate degree.	Your work does not explore the creative process.
Methods, materials, tools and techniques	You select methods, materials, tools and techniques to effectively communicate your art.	You sometimes select methods, materials, tools and techniques to communicate your art.	You do not select methods, materials, tools and techniques to communicate your art.
The distinctive language of art, music, theater or dance	You understand and effectively use the language of one or more of the arts.	You somewhat understand and use the language of one or more of the arts.	You do not understand and use the language of one or more of the arts.
The role of the artist and arts institutions	You understand the importance of people in arts professions and the value of arts institutions to culture and society.	You somewhat understand the importance of people in arts professions and the value of arts institutions to culture and society.	You do not understand the importance of people in arts professions and the value of arts institutions to culture and society.

\*Arts refers to the Visual Arts, Music, Theater or Dance