

**School Improvement Plan
Douglas High School
2017-2018**



“Decisions are made in the best interest of our students.”

**TBD, Principal
Desi Vega, Assistant Principal
Kevin Maines, Superintendent**

Douglas High School
School Council

Staff Representatives:

Mr. Desi Vega, Mr. Kevin Maines, Mrs. Jill Carpenter

Parent/Community Representatives:

Monica Maslen, Matthew Nichols

Student Representatives:

Aurore Ndayishimiye, Nicole Thackaberry, Erin Correia

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



SCHOOL IMPROVEMENT PLAN

Douglas High School Improvement Plan will serve as the evaluation tool for the 2017-18 school year.

<u>Specific/Strategic</u>	<u>M</u> easurable	<u>A</u> ction-oriented	<u>R</u> igorous, <u>R</u> ealistic & <u>R</u> esults-Focused	<u>T</u> imed and <u>T</u> racked	Describe Possible Evidence
<i>Student Learning Goal</i>					
<i>By June, 2018, at least 25% of the students not yet scoring Proficient, will score Proficient</i>	<i>as measured by a Proficiency score (75% or higher) on MCAS and/or end of year benchmark assessments in Math, ELA, and Science</i>	<i>by implementing an intervention program for at-risk students to identify and track at-risk student performance on various assessments</i>	<i>in order to reach Proficiency</i>	<i>from September 2017 until June 2018</i>	<i>Evidenced by data, generated by formal assessments as well as departmental review of student performance on formative and summative assessments throughout the school year</i>

Alignment with DESE Model Rubric for School-Level Administrators

Standard I: Instructional Leadership

-Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.

-Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

- Indicator I-C. Assessment: Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

Standard IV: Professional Culture

-Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

Key Actions:

- Formulate an assessment schedule prior to the start of the school year, being given and scored at regular intervals (including the beginning, middle, and end-of-year benchmarks, MCAS STE, as well as other subject-area specific assessments).
- Utilize current beginning-of-year benchmark scores and MCAS scores from the previous year, once they are available, to identify the group of at-risk students in each grade that need targeted academic support in the areas of Math, ELA, and Science.
- Provide targeted, small group instruction on a quarterly basis.
- Do ongoing progress monitoring on these at-risk students through administering and scoring short, formative and targeted summative assessments at regular intervals.
- Closely monitor student progress, analyzing assessment results and adjusting instruction accordingly, with teachers and student support staff, meeting during Department Meeting Times for this purpose.

- Utilize assessment results to make decisions at the end of each quarter about the need for further instruction and/or intervention the following quarter.
- Document progress of at-risk students through the creation and completion of a monthly assessment template.

<u>Specific/Strategic</u>	<u>Measurable</u>	<u>Action-oriented</u>	<u>Rigorous, Realistic & Results-Focused</u>	<u>Timed and Tracked</u>	Describe Possible Evidence
<i>Professional Practice Goal</i>					
<i>Working collaboratively with faculty and staff, the building administrators will continue to lead the implementation of a structured departmental intervention approach</i>	<i>as measured by staff and faculty implementing an intervention program for at-risk students</i>	<i>by staff tracking student progress by recording assessment results on a District-wide template</i>	<i>in order to adjust curriculum, instruction, and assessment to meet students' needs</i>	<i>from September 2017 to June 2018</i>	<i>Data which substantiates evidence of student growth</i>

Alignment with DESE Model Rubric for School-Level Administrators



Standard I: Instructional Leadership

-Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.

-Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

- Indicator I-C. Assessment: Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

 **Standard IV: Professional Culture**

-Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

Key Actions:

- Formulate an assessment schedule prior to the start of the school year.
- Implement a consistent Department Meeting time for each academic department to review assessment data, track student progress, plan necessary adjustments to curriculum and instruction, and provide support as needed.
- Utilize the RTI Action Network website as a resource: <http://www.rtinetwork.org/learn/behavior-supports>.
- Create and share a monthly intervention template for teachers to use in documenting the progress of at-risk students.
- Review the quarterly intervention templates submitted by teachers at the end of each quarter, and meet with teachers as needed to provide feedback and support.

<u>Specific/Strategic</u>	<u>Measurable</u>	<u>Action-oriented</u>	<u>Rigorous, Realistic & Results-Focused</u>	<u>Timed and Tracked</u>	Describe Possible Evidence
<i>School Improvement Goal #1 NEASC</i>					
<i>To voluntarily engage in the peer review process of the school's purpose, performance, and the human and financial resources to support the school as reflected in the seven standards for accreditation by NEASC</i>	<i>as measured by the findings of the seven self-study groups</i>	<i>through their collection and analysis of evidence</i>	<i>in order to determine to what degree Douglas High School is meeting NEASC's seven standards for accreditation</i>	<i>from August, 2017 to June, 2018</i>	<i>as evidenced by : -evidence collection and data -student work samples -surveys -final standard committee's executive summary -rubrics - conclusion report from each standard committee -completion of a statement of critical strengths and needs for each standard as determined by by each committee</i>

Alignment with DESE Model Rubric for School-Level Administrators

Standard I: Instructional Leadership

-Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.

- Indicator I-C. Assessment: Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

-Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

-Standard II: Management and Operations

-Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.

-Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.

-Indicator II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.

-Standard III: Family and Community Engagement

-Indicator III-B. Sharing Responsibility: Continuously collaborates with families to support student learning and development at home and at school.

-Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

-Indicator III-D. Family Concerns: Addresses family concerns in an equitable, effective, and efficient manner.

-Standard IV: Professional Culture

-Indicator IV-B Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

-Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.

-Indicator IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

Key Actions:

- Completely engage in all aspects of the NEASC self-study from the planning stage to a formal review, to the collection of evidence and data, to drawing conclusions and the issuing all executive summaries and completed report from each committee by the Steering Committee to the visiting team

<u>Specific/Strategic</u>	<u>Measurable</u>	<u>Action-oriented</u>	<u>Rigorous, Realistic & Results-Focused</u>	<u>Timed and Tracked</u>	Describe Possible Evidence
<i>School Improvement Goal #2 Transition to a new Principal</i>					
<i>The expectation for the new Principal at Douglas High School is that they will create and support positive and productive relationships while promoting the learning and growth of all students while ensuring that they are aligned with the school's vision and established norms and with the expectations of the school community</i>	<i>as measured by the continued order and structure of the school day and the overall quality of the school experience for all stakeholders</i>	<i>through effective and purposeful communication and as a result of their commitment to student growth and support for an inclusive school environment</i>	<i>in order to maintain a positive school community focused on student learning and growth</i>	<i>from July 2017 to June 2018</i>	<i>as evidenced by: -visible interaction of the principal with all stakeholder groups -visible commitment to all aspects of the school experience -various elements of direct communication -faculty and staff survey outcomes</i>

Alignment with DESE Model Rubric for School-Level Administrators

--Standard I: Instructional Leadership

-Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.

-Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

-Indicator I-C. Assessment: Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

-Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions.

-Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

-Standard II: Management and Operations

-Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.

-Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.

-Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of time for teaching, learning, and collaboration.

-Indicator II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

-Standard III: Family and Community Engagement

-Indicator III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community's effectiveness.

-Indicator III-B. Sharing Responsibility: Continuously collaborates with families to support student learning and development at home and at school.

-Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with

families about student learning and performance.

-Indicator III-D. Family Concerns: Addresses family concerns in an equitable, effective, and efficient manner.

 **-Standard IV: Professional Culture**

-Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

-Indicator IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

-Indicator IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.

-Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.

-Indicator IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

-Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.

Key Actions:

- Establish expectations for well- structured lessons with measurable outcomes
- Ensure that instructional practices demonstrate high expectations while also engaging all students and meeting the needs of all student learning styles
- A high focus on ensuring a safe and supportive learning environment that meets the needs of all student learners
- Is knowledgeable of; and ensures compliance with all educational mandates, district policies, and all elements of the Douglas collective bargaining agreements

- Consistently provides two way communication with all stakeholders that is focused on student learning and performance
- Promotes a commitment to a positive school culture of reflective practice, with high expectations for staff and students

<u>Specific/Strategic</u>	<u>Measurable</u>	<u>Action-oriented</u>	<u>Rigorous, Realistic & Results-Focused</u>	<u>Timed and Tracked</u>	Describe Possible Evidence
<i>School Improvement Goal #3 Social /Emotional</i>					
<i>To continue the implementation of the school response initiative focused on the social and emotional wellness of the whole student</i>	<i>based on patterns, trends, and known needs of students using data collections from multiple sources</i>	<i>in order to increase collective awareness of the need for effective response to student needs</i>	<i>and provide students and families with the appropriate resources to support the student</i>	<i>in the immediacy and in an ongoing manner throughout completed the school year 2017-2018.</i>	<i>The process will be evidenced by data collected by SIT, Family Continuity, the School psychologist, the school nurse, and local counseling agencies reflecting purposeful student interventions and the need for continued services.</i>

Alignment with DESE Model Rubric for School-Level Administrators

 **Standard I: Instructional Leadership**

-Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

 **Standard II: Management and Operations**

-Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.

 **Standard III: Family and Community Engagement**

-Indicator III-D. Family Concerns: Addresses family concerns in an equitable, effective, and efficient manner.

 **-Standard IV: Professional Culture**

-Indicator IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

-Indicator IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

-Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.

Key Actions:

- Provides varied services in response to social/emotional needs of students
- Closely monitor at-risk students through periodic check-ins
- Ensure effectiveness of the students services which are available at DHS and through local agencies of support
- Maintain existing relationships with Family Continuity and local counseling agencies
- Continue the work of the Student Intervention Teams while also assessing their effectiveness in identifying students in need

<u>Specific/Strategic</u>	<u>Measurable</u>	<u>Action-oriented</u>	<u>Rigorous, Realistic & Results-Focused</u>	<u>Timed and Tracked</u>	Describe Possible Evidence
<i>School Improvement Goal #4 Communication</i>					
<i>To continue to foster strong communication, both internally and with the wider school community</i>	<i>establishing a multi-faceted plan to enhance school/home/community engagement at all grade levels</i>	<i>to include a Principal's weekly blog, monthly newsletter posted on the school website, flyers, Admin Twitter account, and mailings when necessary and appropriate</i>	<i>as well as a monthly newsletter via email, Monday Memos for staff, informational flyers, parent information nights ,and Back to School/Open House</i>	<i>from September 2017 to June 2018.</i>	<i>Evidenced by; -Monday Memos to faculty -record of active participation regarding Newsletters -Attendance at school information nights and Back to School/ Open House. -log of views of school blog and Admin Twitter account</i>

Alignment with DESE Model Rubric for School-Level Administrators

 **-Standard III: Family and Community Engagement**

-Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

-Indicator III-D. Family Concerns: Addresses family concerns in an equitable, effective, and efficient manner.

 **-Standard IV: Professional Culture**

-Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.

Key Actions:

- Continue to write and share the Principal's weekly blog, monthly Parent E-mail Updates, as well as Monday Memos to the faculty and staff, Admin Twitter account, as a means to strengthen communication and share news of school curriculum initiatives and events.
- Continue to work with faculty in maximizing parent communication through a variety of venues.
- Encourage faculty to share with parents grading rubrics for projects and assignments in order to clearly indicate what constitutes excellent work.
- Share course syllabi with parents by providing copies at Back to School/Open House and by posting them on the website.
- Provide suggestions for parents regarding how to best prepare students for high-stakes testing at Back to School/Open House and with information in the course syllabi.
- Continue to encourage all faculty and staff to promptly respond to communications from parents.
- Share the DHS Core Values and 21st Century Learning Expectations with parents.

Standards and Indicators of Effective Administrative Leadership Practice

Use of the School-Level Administrator Rubric

This rubric describes administrative leadership practice at the school level. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of principals by the superintendent (or the superintendent's designee). The rubric can also be used in the evaluation of other school based leaders (such as assistant principals, department heads, deans, etc.) by the principal or other district administrator.

Standard I: Instructional Leadership. The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.

I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

I-C. Assessment: Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

I-D. Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions.

I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

Standard II: Management and Operations. Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling

II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.

II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.

II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of time for teaching, learning, and collaboration.

II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee

policies, collective bargaining agreements, and ethical guidelines.

II-E. Fiscal Systems: Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.

Standard III: Family and Community Engagement. Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community’s effectiveness.

III-B. Sharing Responsibility: Continuously collaborates with families to support student learning and development at home and at school.

III-C. Communication: Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

III-D. Family Concerns: Addresses family concerns in an equitable, effective, and efficient manner.

Standard IV: Professional Culture. Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected.

IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.

IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.

IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in

which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.