

STOUGHTON PUBLIC SCHOOLS
STOUGHTON HIGH SCHOOL
School Improvement Plan
2015 - 2016 School year

School Council Members

Parent Representatives

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Mission Statement

The Stoughton High School community fosters the development of responsible citizens who value high academic expectations, diversity and excellence.

Stoughton High School, located in Stoughton, Massachusetts, has an enrollment of 1013 students in grades 9-12 serviced by 86.6 Teachers, 7 full-day Teacher Assistants, 8 partial day paraprofessionals. Stoughton High School is committed to maintaining a faculty of highly qualified teachers. On our faculty, 100% of teachers are licensed in their teaching assignment. The students are supported by 4 guidance counselors, 2 adjustment counselors, a librarian, a part-time library aide, 1 school nurse, a part-time nurse's aide, 3 secretaries, 1 school-year clerical office aide, a Peer Mediation Coordinator, a K-12 Guidance Director, a PreK-12 Special Education Director, and 1 school psychologist. The administration consists of 1 administrative principal, 2 assistant principals, a K-12 Science Technology Engineering and Mathematics Curriculum Coordinator, a K-12 Humanities Curriculum Coordinator, and 1 athletic director. Each department is led by a director; K-12 Fine Arts Director, Math/Business, Science/PE/Health, English, World Language, History. The student to teacher ratio is 11.6 to 1.

ASSESSMENT DATA

MCAS

In 2014, Stoughton High School students consistently demonstrate high achievement on the ELA, Math, and STE MCAS; outperforming the state percentage of students scoring proficient or higher in all three exams. Notably, 100% of grade 10 students passed the ELA MCAS in 2014. Stoughton High School is a Level 1 school in a Level 2 district. Though our achievement is consistently high our growth is low/flat when compared to the state. The Directors and Curriculum Coordinators will target their work for the 2015-2016 school year on strategies that will result in increased growth among our students, while maintaining high achievement.

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
GRADE 10 - ENGLISH LANGUAGE ARTS	96	90	45	41	51	48	4	8	0	3
GRADE 10 - MATHEMATICS	83	79	54	53	29	25	14	15	3	7
GRADE 10 - SCIENCE AND TECH/ENG	85	71	39	29	46	42	13	24	2	5

From 2013 to 2014 there was a decrease in the percentage of students who failed the English Language Arts (ELA) MCAS, the Math MCAS and the Science and Technology/Engineering (STE) MCAS. The percentage of students who failed the ELA MCAS was reduced from 1% to 0%, from 4% to 3% on the Math MCAS and from 3% to 2% on the STE MCAS.

PARCC

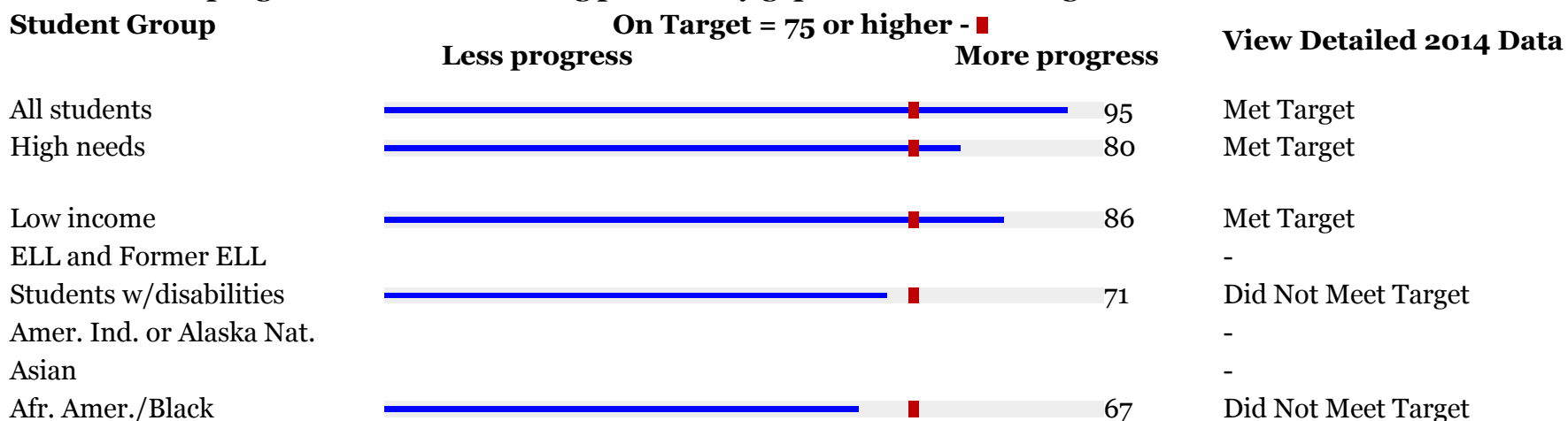
Randomly selected students participated in the PARCC Geometry and Algebra II Performance Based Component (PBA) and End-of-Year Component (EOY) in 2014. Approximately 100 students participated in each of the assessments. Predominantly sophomore students participated in the Geometry assessment and junior students in the Algebra II. At this time, no results have been made available.

Stoughton Public Schools elected to participate in both portions of the PARCC assessment for grades 9 and 11 (Grade 10 still participates in MCAS) in the 2014-2015 school year.

Accountability Data

In 2014, Stoughton High School reached Level 1 Accountability status; meaning we are meeting gap narrowing goals. Each of Stoughton High School's subgroups, with the exception of our students with disabilities and our African American/Black students, met their target. This is an improvement from 2012 when Stoughton High School's high needs, low income, and African American/Black students did not meet their target. Improving from 2013, the cumulative progress and performance index for our African American/Black students increased by 3 points.

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)



Approved SHS School Council May 27, 2015

Approved School Committee September 22, 2015

Hispanic/Latino	-
Multi-race, Non-Hisp./Lat.	-
Nat. Haw. or Pacif. Isl.	-
White	91 Met Target



Advanced Placement 2014 Exam Results

Subject	Tests Taken	% Score 1-2	% Score 3-5
All Subjects	211	36.0	64.0
English Language Arts	34	8.8	91.2
English Lang/Comp	15	0.0	100
English Lit/Comp	19	15.8	84.2
Foreign Languages	19	21.1	78.9
French Language	9	33.3	66.7
Spanish Language	10	10.0	90.0
History and Social Science	24	29.2	70.8
History: U.S.	24	29.2	70.8
Math and Computer Science	78	44.9	55.1
Calculus AB	27	77.8	22.2
Calculus BC	12	8.3	91.7
Computer Science A	17	58.8	41.2
Statistics	22	13.6	86.4
Science and Technology	56	48.2	51.8
Biology	17	29.4	70.6
Chemistry	22	45.5	54.5
Physics B	17	70.6	29.4

Academic Programming

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Graduation requirements, for the class of 2016 and beyond, are aligned to the Massachusetts Common Core and include 4 years of English, Mathematics, Physical Education, 3 years of a lab science and social science, 2 courses in the same world language, a course in information technology, a course in Fine Arts, and Financial Literacy (class of 2017 and beyond). Students earn a minimum of 115 credits in order to graduate.

Students can select from a course catalogue of over 150 courses; ranging from core courses to electives. Students have a wide variety of electives to choose from in order to round out their educational experience while at Stoughton High School. Students have both the opportunity to study their passions over several courses or briefly expose themselves to an introductory course.

Courses are offered at several levels; College, Honors, Quincy College Courses, and Advanced Placement. We currently offer Advanced Placement courses in English (Language & Composition and Literature), History (US I and US II), Mathematics (Calculus A/B, Calculus B/C, Statistics, and Computer Science), Science (Chemistry, Biology, and Physics), and World Languages (French and Spanish). We offer courses for our English Language Learners and support classes for our Special Education students. Additionally, we service Special Education students through our Therapeutic Learning Center, Emotional Support Program, and Learning Center. We also offer programming in Alternative Education.

Class Size Information

Stoughton High School has worked to maintain a class size that is conducive to and creates a positive academic environment where all students can learn. Classes range from 5 to 30 students depending on the course. Our instructional labs, which provide additional content support to students who have been identified as needing the extra assistance, are small classes that range from 5 – 10 students. Our more popular electives may reach a total of 30 students; however, we have one class at 30 this year. Our band/chorus classes exceed this number based on the nature of the course. The average class size is 17.5 students per class.

Plans of High School Graduates

Plan	% of School	% of District	% of State
4-Year Private College	32	31	29
4-Year Public College	35	34	30
2-Year Private College	1	1	1
2-Year Public College	11	11	21
Other Post-Secondary	4	4	2
Work	6	6	8

Military	6	6	2
Other	0	0	1
Unknown	6	8	6

Enrollment Profile

Enrollment by Gender (2013-2014)			
	School	District	State
Male	532	1,891	489,731
Female	481	1,767	466,113
Total	1,013	3,658	955,844
Enrollment by Race/Ethnicity (2013-2014)			
Race	% of School	% of District	% of State
African American	19.9	19.6	8.7
Asian	4.5	5.4	6.3
Hispanic	5.8	7.7	17.9
Native American	0.0	0.1	0.2
White	68.7	63.9	63.7
Native Hawaiian, Pacific Islander	0.1	0.4	0.1
Multi-Race, Non-Hispanic	0.9	3.0	3.1

Title	% of School	% of District	% of State
First Language not English	13.6	12.8	18.5
English Language Learner	2.4	4.0	8.5
Low-income	34.6	35.7	39.0
Students with Disabilities	13.2	15.5	17.1
High Needs	-	-	-

Schedule

The Stoughton High School is in its first year of a new and unique schedule. The schedule has a partial rotation hybrid between 8-period and 4-period days, over an 8-day cycle. Classes meet for approximately 42 minutes on the 8-period days and 90 minutes on the 4-period days.

Extra-Curricular Activities

Color Guard, DECA, Drama, The Knight, Math Team, Music Programs, Student Advisory Council, Tokyo Club, National Honor Society, Peer Leadership, Recycling Club, S.A.D.D., Science Fair, Science Olympiad Team, Spectrum, Yearbook, Student Council, and Peer Mediation, X-clusive Knights, Construction Challenge

Athletics

Football, Field Hockey, Cross-Country, Basketball, Ice Hockey, Wrestling, Baseball, Softball, Tennis, Golf, Track, Swimming, Soccer, Cheerleading, Lacrosse and Volleyball.

Other Indicators

	School	District	State
Attendance Rate	95.3	95.7	94.9
Average # of days absent	8.2	7.4	8.7
Retention Rate	4.9	1.8	1.6

2015-2016 ACTION PLANS

Action Plan: Diverse Learning Needs (Student Learning Goal)

2014-2015 Self-Assessment Results

Stoughton High School eliminated Pathways level classes in 2014-2015 school year in order to meet recommendations made by the DESE during a site visit. Now all students are either in Advanced Placement (AP), honors, or college level courses so that they are all participating in a college and career preparatory curriculum. Teachers participated in professional development focused on Differentiated Instruction during the 2014-2015 school year to assist them in preparing lessons capable of engaging all students at all levels within the classroom in learning. A new schedule was implemented in the 2014-2015 school year which incorporated both 42 minute and 90 minute blocks. This unique and well balanced schedule allows students to elect classes they must take for graduation and classes they want to take based on their interests. Additionally, the longer blocks of study allow for more hands-on and varying approaches to instruction. Stoughton High School piloted the mandatory extended school day (ESD) program for students in the 9th grade who were failing two (2) or more classes at each progress report and/or report card period. Students who met this criterion received additional academic assistance for one hour on Mondays – Thursdays until they had demonstrated passing grades on the next progress or report card. The data collected throughout and at the end of the pilot revealed some issues to consider moving forward. Teachers do not regularly update their gradebooks and/or have given very few graded assignments during the progress report period, which may account for the large number of students who were enrolled in the program at each progress report period. Overall, 101 grade 9 students(36%) participated throughout the school year at various times. Though final grades have not been determined yet, we estimate at this time 31 students (11%) will be retained in grade 9 at the conclusion of the school year. Of these students, more than half will have the option of attending summer school and earning promotion through their participation in that program. We set an aggressive goal in the 2014-2015 School Improvement Plan to pilot an extended school day for all grade 9 students who met the criteria in order to reduce the number of retained grade 9 students to 10 or less. The pilot was implemented but we did not meet our target.

2015-2016 SMART Goal:

By June 2016, reduce the number of retained grade 9 students to 10 or less by providing additional academic support in the extended school day program.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Evaluate the Grade 9 ESD program.	ESD Coordinator ESD Teachers SHS Faculty	ESD Coordinator	June 2015

	Time		
Implement recommendations based on ESD evaluation.	ESD Coordinator ESD Teachers SPS Budget	SHS Administration ESD Coordinator	July 2015
Organize Late Bus Dates	SHS Administration ESD Coordinator Director of Maintenance and Operations SPS Budget	SHS Administration	August 2015
Notify faculty/families/students of the policy/program.	SHS Administration ESD Coordinator One Call Now, SHS Website, Principal's Blog	SHS Administration ESD Coordinator	September 2015 Ongoing throughout school year
Staff ESD program (twice per year)	SHS Administration SPS Budget	SHS Principal Superintendent of Schools	September 2015 January 2016
Collect data on student participants	SHS Administration ESD Coordinator PowerSchool	ESD Coordinator	Ongoing throughout school year
Provide professional development opportunities in Differentiated Instruction, use of technology, and utilizing long blocks effectively.	SHS Administration Deputy Superintendent Humanities/STEM Coordinators SPS Budget Time	SHS Administration Humanities/STEM Coordinators	Ongoing throughout the school year
Utilize the Academic Support Grant 632 for additional remediation to target low achieving students in Math, English and Science	SHS Administration Academic Support Grant 632 Academic Support Grant 632 Coordinator(s) Time	Academic Support Grant 632 Coordinator(s)	October 2015 – June 2016

S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

Action Plan: Professional Development (Professional Practice Goal)

2014-2015 Self-Assessment Results

As stated previously, SHS has eliminated Pathways level classes in 2014-2015 school year, we have implemented a new schedule with 42-minute and 90-minute blocks and implemented a pilot mandatory extended school day for our grade 9 students who were failing two (2) or more classes. These changes have increased the need for the faculty to be able to implement effective differentiated instruction and assessment within the classroom. The District’s PD focus was differentiated instruction in the 2014-2015 school year. Additionally, faculty participated in professional collaboration during the school day and on early release days within and across departments. Professional development surveys of the faculty indicate faculty wish to become more proficient in differentiating both assessment and instructional techniques for students. The District has adopted School Net among other technologies and appropriate training of these technologies would provide further opportunity for faculty to differentiate their instruction and assessment. Based on 2014 MCAS achievement gap data, there is a persistent achievement gap across all three exam areas: ELA, Mathematics and Science. This achievement gap between students labeled as high needs and those labeled non-high needs ranges between 8% and 20% for students scoring proficient or higher in each exam area.

2015-2016 SMART Goal:

By June 2016, provide professional development in differentiating instruction with a focus on increasing the faculty’s capacity to integrate technology as an assessment and instructional tool for the purpose of increasing student achievement.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Utilize teacher to teacher workshops and sharing of best practices during professional collaboration periods in the following focus areas: differentiation of instructional techniques and assessments and incorporating technology	District PD schedule Humanities/STEM Coordinators	SHS Administration Humanities/STEM coordinators	Ongoing throughout FY16
Map professional development timeline with the primary logistical goal being to weave district-wide time together with building-specific professional development time. Action steps will be	District PD schedule SHS course schedule Humanities/STEM Coordinator	SHS Administration Humanities/STEM Coordinators	July 2015

aligned with the district professional development plan.			
Provide professional development through content-specific and across content teacher groups in differentiated instructional and assessment techniques and incorporating technology	SHS teachers Professional Collaboration Time Allotted PD time	SHS teachers SHS Administration Humanities/STEM coordinators	Ongoing throughout FY16
Survey teachers at each professional development session to gather formative feedback to inform possible changes to the PD plan (i.e. new topics worth exploring, content-specific teacher groupings vs. across-content teacher groupings).	Teachers SHS administration Humanities/STEM Coordinators	Teachers SHS administration Humanities/STEM Coordinators	Ongoing throughout FY16
Allot time, through department-wide professional collaboration time, for teachers to share best practices, resources, technology and how to differentiate assessments/products.	Teachers SHS administration Humanities/STEM Coordinators	SHS teachers SHS Administration Humanities/STEM Coordinators	Ongoing throughout FY16
Conduct end of the year professional development survey and feedback session with the goal of evaluating teachers' strengths and needs going forward. Use this data to formulate a PD goal/plan for FY 17.	Teachers SHS administration Humanities/STEM Coordinators	SHS teachers SHS Administration Humanities/STEM Coordinators	June 2016

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