



Oliver Ames High School

2017-2018 School Improvement Plan

Presented and Submitted by OAHS Principal Wesley H. Paul



This plan is being submitted to the Easton School Committee in compliance with the requirements of Chapter 71: Section 59C of the Massachusetts Education Reform Act of 1993.



OAHS * 100 Lothrop Street * North Easton * Massachusetts 02356

Oliver Ames High School School Council Members 2016-2017

- **Special thanks to the members of the Oliver Ames High School Council for their sacrifice of time and expertise in advising and assessing the principal in the development of and execution of the School Improvement Plan Goals.**
- **Students**
 - Chris Meissner, Senior Class President
 - Matthew Campbell, Junior Class President
 - Drew Cheng, Sophomore Class President
 - Harrison Webster, Freshman Class President
- **Parents**
 - Lynn Loewald
 - Lisa Zimmerman
 - Kathy Evans
- **Community Representatives**
 - Brian Murphy
 - Mary O'Brien
- **School Professional Staff**
 - Wes Paul (Co-Chair)
 - Catherine Queally (Co-Chair)
 - Elizabeth Starr

OAHS Mission and Expectations for Student Learning

Mission Statement

The Oliver Ames High School community of faculty, staff, students, parents, and residents believe that in order to fulfill its mission of excellence and equity in education, we must embody the ideals of a comprehensive high school. We will work together to create a safe, nurturing, and stimulating learning environment. Students will become critical thinkers, problem solvers and independent thinkers who contribute in many ways to our ever changing world. We recognize the need for a variety of learning experiences that extend beyond the classroom and promote intellectual curiosity, individual responsibility and respectful interaction. By achieving goals and overcoming adversity, students will be encouraged to reach their potential and be prepared to assume meaningful roles in society.

OAHS Mission and Expectations for Student Learning continued

21st Century Academic Expectations for Student Learning

Academic Expectation for Student Learning

OA students will ACCESS information in a variety of ways, including

- A1. Actively and critically reading, listening and observing
- A2. Initiating appropriate questions
- A3. Conducting independent and collaborative research
- A4. Using appropriate technologies and networks to locate and retrieve information
- A5. Demonstrating initiative while seeking information

OA students will PROCESS information in a variety of ways, including

- P1. Assimilating and organizing information
- P2. Recognizing patterns, evaluating trends, and making comparisons
- P3. Drawing inferences and making conclusions
- P4. Responding and adapting quickly to unexpected challenges
- P5. Creating and designing solutions to problems and challenges
- P6. Applying appropriate form and technique to performance tasks

OAHS Mission and Expectations for Student Learning continued

OA students will COMMUNICATE information in a variety of ways, including

- C1. Writing and speaking clearly and purposefully for a variety of audiences
- C2. Presenting creative products in a variety of formats
- C3. Using technology to present information
- C4. Demonstrating leadership while promoting individual and collaborative activities

OA students will DEVELOP themselves in a variety of ways, including

- D1. Demonstrating a sense of curiosity by considering alternative perspectives
- D2. Gaining a better understanding of their learning process through consistent self – reflection

OAHS Mission and Expectations for Student Learning continued

Social/Civic Expectation for Student Learning

OA students will act responsibly for themselves and others in a variety of ways, including

- SC1. Working cooperatively and collaboratively
- SC2. Respecting and understanding cultural differences
- SC3. Participating with a local/global perspective

OA students will act respectfully to themselves and others in a variety of ways, including

- SC4. Interacting appropriately with all members of the community
- SC5. Honoring school policies and procedures
- SC6. Understanding and demonstrating academic integrity

Easton Public School Vision and Strategic Plan

Our Vision:

The Easton Public School system educates children to become motivated, lifelong learners who, as confident and creative individuals, function to their full potential, understand and value individual differences, and are contributing members of their community, able to meet the challenges of a global society.

Our Philosophy of Education:

Recognizing that each child is unique, the Easton Public Schools strives: to provide a coordinated and integrated instructional program; to nurture intellectual and academic capabilities; to promote physical development; to stimulate creativity and aesthetic awareness; to encourage participatory learning; to foster an understanding that learning is a lifelong process; and to develop positive attitudes which can lead to being a responsible member of a global society. Utilizing a variety of instructional approaches, each individual is encouraged to maximize his or her potential and thus develop a positive sense of his or her own self worth.

Recognizing the changing structure of family and society, the Easton Public Schools accepts its responsibility to create a safe and nurturing educational environment. The school system views community support and involvement as an integral component of the educational process.

Easton Public School Vision and Strategic Objectives

Easton Public Schools Strategic Objectives 2015-2019

- **Goal 1:** Family and Community Engagement
- **Goal 2:** Ensuring the Social and Emotional Well-being of All Easton Students
- **Goal 3:** Resource Efficiency and Attainment
- **Goal 4:** Advancing Student Achievement

2016-2017 Goal Assessment

- The next slides are reviews of the OAHS SIP Goals for the 2016-2017 school year that were directly tied to the EPS Strategic Plan.

**EASTON PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN 2016-2017**

SCHOOL: Oliver Ames High School

DISTRICT GOAL: (Strategic Objective #2) – Ensuring the Social and Emotional Well being of All Easton Students Grades pre-K to12.

DATA SOURCE/CURRENT REALITY: At the four year point of running our Student Advisory Program the faculty discussed the strengths and weaknesses of our Advisory Program at a spring faculty meeting, and we agreed that the program is beneficial to our students. It was also decided that a committee should be formed to outline best practices, timelines for suggested activities, and possible program adjustments including monthly club/activity meeting time and the use of Seniors as Mentors to Freshmen Advisory Classes.

School Goal #1: Produce a guiding document for best practices of our Student Advisory Period that includes themes categorized by grade level.

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
<ol style="list-style-type: none"> 1. Form Committee 2. Gather Best Practices and Research 3. Produce a Guide Book 4. Present to Faculty for approval (Spring of 2017) 	Principal, Advisory Committee	Fall-Winter Design Spring Presentation to Faculty	Best Practice booklet and new Advisory Practices

Goal Assessment

- The Committee crafted a guiding philosophy statement, “Each student should know and be known by a small community that fosters their individual growth.”
- A survey was conducted and disseminated to the faculty where students highlighted their impressions of existing practices and provided opportunity for input regarding ideas for improvement.
- Teachers provided their best advisory practices, and the collection was compiled on Google docs by category.
- A guidebook was provided electronically in June of 2017 with a hard copy to follow in September of 2017.

EASTON PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN 2016-2017

SCHOOL: Oliver Ames High School

DISTRICT GOAL: (Aligned Strategic Objective 4 – Advancing Student Achievement

DATA SOURCE/CURRENT REALITY: Oliver Ames High School is a level 2 rated school based on the school’s 2015 Massachusetts Accountability Report. The high need student population (ELL and Special Education) earned a cumulative PPI (Progress and Performance Index) of 56% which was 19 percentage points below the State’s on target threshold of 75%. The PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over multiple years into a single number. For a group to be considered to be making progress toward proficiency gaps, its cumulative PPI must be 75 or higher.

School Goal #2: During the 2016-2017 school year, we will work with these high need students to increase their performance on MCAS and improve the cumulative PPI of this subgroup by at least 4 points or a 20% improvement to narrow the proficiency gap of these students.

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
<p>We will continue to offer MCAS Math and MCAS English courses for students in grade 10 who performed at the Warning or Needs Improvement level on their grade 8 MCAS. Pre-tests and post-tests will be developed to measure growth during these semester programs. Increase Common Planning time for grade 10 Math Teachers by scheduling preparation periods to coincide. This common planning time will be used to collaborate work on planning and delivery of content and assessments. We will continue to offer the MCAS Academy which is an after-school program which is offered to students who either failed or received low needs improvement on the grade 8 ELA, Math, or Science MCAS exams.</p>	<p>Principal, Assistant Principals, Guidance, Study Skills/ESL Teacher, Special Education Teachers, Math, English, Science Department Heads and Teachers.</p>	<p>January and June assessment of pre and post test data and then comparison of growth in At Risk Students in MCAS performance.</p>	<p>MCAS scores and growth on narrowing the achievement gaps. Evidence through Master Schedule Development of Common Planning Time for Math Teachers (Year One)</p>

Goal Assessment

- On the 2015 ELA MCAS exam, 8 high needs students scored either NI or Failing.
- On the 2016 ELA MCAS exam, 6 high needs students scored either NI or Failing which decreased the gap by 25%.
- On the 2015 Math MCAS exam, 26 high needs students scored either NI or Failing.
- On the 2016 Math MCAS exam, 19 high needs students scored either NI or Failing which decreased the gap by 27%.

**EASTON PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN 2016-2017**

SCHOOL: Oliver Ames High School

DISTRICT GOAL: (Aligned Strategic Goal 1) –Community Engagement

DATA SOURCE/CURRENT REALITY: The NEAS&C Accreditation Report recommends increasing communication opportunities between the school and parents (specifically parents of our high needs students (Special Education))

School Goal #3: During the 2016-2017 school year, we will increase communication opportunities between the OA community and our Special Education Parents. Our goal is to achieve 85% response rate of Special Education Parents to our two special informative seasonal events.

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
We will conduct planned parent information presentation programs covering provided services, helpful suggestions for school success, and course of study pathways for parents of students with learning disabilities.	Principal, Assistant Principals, Guidance, Study Skills and Special Education Teachers	September, December, Bridge to Success presentations	Survey of program effectiveness and records of parent attendance at sessions.

Goal Assessment

- We held two Bridge To Success parent information nights. We had 90% of our Freshmen parents of Special Education Students at our September 14th meeting and a strong showing at the March 16th Transition Fair showcasing supported learning opportunities for post secondary Special Education Students: Mix of grades at this event.

**EASTON PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN 2016-2017**

SCHOOL: Oliver Ames High School

DISTRICT GOAL: (Aligned Strategic Goal 1) –Community Engagement, Social Emotional Well-being of Students, and Advancing Student Achievement

DATA SOURCE/CURRENT REALITY: There is currently no internship program at our school to provide students an opportunity to access resources within our community to explore careers of interest.

School Goal #4: During the 2016-2017 school year, we will explore and research a structure for an internship program for students in grades 11 and 12 for the 2017-2018 School Year. Career exploration will be the focus.

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
<ol style="list-style-type: none"> 1. Form Committee 2. Draft Structure 3. Make connections for internships 4. Seek funding for a coordinator 5. Produce booklet with internship offerings and application instructions. 	Principal, Assistant Principals, Guidance, Business/Technology Department	Fall Research Winter Draft of Program Winter and Spring – Solicit interested partners	Students placed in internships in the fall of 2017.

Goal Assessment

- Researched other high school Internship classes during the Fall of 2016.
- Met with Guidance to determine class structure and internship component.
- Created course description for Program of Studies and offered course to students for school year 2017-2018.
- 12 students presently registered.
- Met with students enrolled to assess initial career interests.
- Working during summer 2017 to solicit internship partners for 2018 Spring Semester.

2017-2018 School Improvement Plan

- The next 5 slides detail the school improvement plan goals for the 2017-2018 school year at Oliver Ames High School. These goals are new this year and are based upon the priorities of EPS Strategic Plan.

**EASTON PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN 2017-2018**

SCHOOL: Oliver Ames High School

DISTRICT GOAL: (Aligned Strategic Goal) –Ensuring the Social, Emotional and well-being of all Easton Students

DATA SOURCE/CURRENT REALITY: Active workplaces and healthy employees lead to increased productivity and innovation. This in turn leads to healthier individuals who are absent fewer days leading to more direct instruction with the primary teacher. A better understanding of the increased levels of stress and inactivity and how this may affect one’s productivity and well-being is a focus point during the next school year.

School Goal #1: Establish a Faculty School Wellness Committee to explore avenues, promote programs and provide education to assist our employees in maintaining or regaining healthy lifestyles.

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Seek volunteers to serve on a Wellness Committee for our school and include weekly health and wellness tips in the News and Views, monthly goals for fitness and nutrition, and look at using some PD time to instruct and inform our community of faculty and staff about routines and activities that can make a difference in our well-being.	Principal and Wellness Committee	September form Committee October – June monthly meetings and deliver of service information or activities	Pre and Post Surveys on Health and Wellness knowledge

**EASTON PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN 2017-2018**

SCHOOL: Oliver Ames High School

DISTRICT GOAL: (Aligned Strategic Goal) –Advancing Student Achievement – Provide an unyielding commitment to meeting the unique needs of all students through the strengthening and expansion of programs and offerings that will prepare all of our young people for life in the 21st century.

DATA SOURCE/CURRENT REALITY: Administration and Department Heads read and processed Carol Dweck’s book *Mindset* in the 2016-2017 School Year. Having learned that great teachers believe in the growth of the intellect and talent, and they are fascinated with the process of learning, it is time for us to look at the best practices in all disciplines and begin presenting to faculty for adoption.

School Goal #2: Develop a formal process working with department heads to identify and communicate to all faculty best practices(both from research and highly successful schools at the state and national level) in instruction/assessment and fostering social/emotional strength.

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Meet with Department Heads and establish criteria and categories for best practices in Pedagogy and Assessment.	Principal and department heads along with Assistant Superintendent	September- Plan October-November – Research December-June – faculty Presentations at faculty meetings.	Survey of faculty at end of year.

**EASTON PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN 2017-2018**

SCHOOL: Oliver Ames High School

DISTRICT GOAL: (Aligned Strategic Goal) –Ensuring the Social, Emotional, and Physical Well-being of All Easton Students Grades Pre-K to 12

DATA SOURCE/CURRENT REALITY: Mindfulness is a useful tool for counteracting rising levels of anxiety and depression among children; accelerating cognition and increasing creativity.

School Goal #3: Research options for Mindfulness Exercises during Advisory for last 3 min. and seek out volunteer advisory teachers to try out some techniques.

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Research schools who have adopted Mindfulness Exercises and dig into research on effectiveness. Develop a plan for implementation and present to faculty and if approved by faculty, present to School Committee for approval for the 2018-2019 School Year	Principal, Psychologists, Adjustment Counselors, Guidance Counselors	Research September- November – Decide on Plan of action for OA in December- Present to Faculty in January and if approved present to SC in February.	Survey Students – pre and post in the first year of mindfulness exercises.

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DISTRICT GOAL: (Aligned Strategic Goal) –Ensuring the Social, Emotional, and Physical Well-being of All Easton Students Grades Pre-K to 12

DATA SOURCE/CURRENT REALITY: The growing number of students in need of extended hospitalizations for anxiety and depression has created a situation where the student’s transition back to full time academic schedule has been difficult. Thanks to the funding support in the 2018 EPS Budget, OAHS will begin the 2018 school year with a new therapeutic program we hope to call The Bridge Program. Its purpose is to support the emotional needs of our students who are returning to school after extended absences. Research on successful programs has been done this year and has led us to develop a model to pilot this year.

School Goal #4: Successfully support and refine procedures for The Bridge Program and assess effectiveness.

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Complete the hiring of personnel by July of 2017 and train personnel over the summer. Develop program policies, criteria for entry and exit and curriculum for instruction in emotion regulation skills (to be completed by the time the program opens in Fall of 2017). Study backgrounds of all potential candidates.	Principal, Psychologists, Adjustment Counselors, Guidance Counselors	June –August Complete Action Steps September-June Meetings every two weeks with Principal and Program Staff , Monthly Progress Notes January Mid-Year Assessment Survey June End of Year Assessment Survey	Healthier returns and transitions for students out for extended periods of time, fewer re- hospitalizations after attempting to re-enter school, fewer days absent due to mental health reasons, decrease in need for tutoring services to support students to make academic progress following long absences.

EASTON PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN 2017-2018

SCHOOL: Oliver Ames High School

DISTRICT GOAL: (Aligned Strategic Objective 4 – Advancing Student Achievement

DATA SOURCE/CURRENT REALITY: Data Source/Current Reality: Oliver Ames High School is a level 2 rated school based on the School's 2016 MA Accountability Report. Looking at the trends of the percentage of high needs students earning advanced/proficient on the Grade 8 ELA and Math MCAS and comparing those same students on how they performed on the Grade 10 ELA and Math MCAS.

School Goal #5: During the 2017-2018 school year, we will work with these high need students to increase the number of students achieving advanced/proficient by 25% for the ELA Grade 10 MCAS exam and 30% for the Math Grade 10 MCAS exam using the Grade 8 MCAS exam as a benchmark.

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
We will continue to offer MCAS Math and MCAS English courses for students in grade 10 who performed at the Warning or Needs Improvement level on their grade 8 MCAS. Pre-tests and post tests will be developed to measure growth during these semester programs. Increase Common Planning time for grade 10 Math Teachers by scheduling preparation periods to coincide. This common planning time will be used to collaborate work on planning and delivery of content and assessments. We will continue to offer the MCAS Academy which is an after-school program which is offered to students who either failed or received low needs improvement on the grade 8 ELA, Math, or Science MCAS exams.	Principal, Assistant Principals, Guidance, Study Skills/ESL Teacher, Special Education Teachers, Math, English, Science Department Heads and Teachers.	January and June assessment of pre and post test data and then comparison of growth in At Risk Students in MCAS performance.	MCAS scores and growth on increasing our high needs students' achievement in advanced and proficient ratings.