



Oliver Ames High School 2018-2019 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 2017-2018

- **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**
 - Matthew Campbell, Senior Class President
 - Drew Cheng, Junior Class President
 - Jessica Roa, Sophomore Class President
 - Matthew Nikiciuk, Freshmen Class President
- **Parents**
 - Kathy Evans
 - Barbara Fox-Buccigross
 - Melissa Kagan
- **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

2017-2018 Goal Assessment

- The next slides are reviews of the OAHS SIP Goals for the 2017-2018 school year that were directly tied to the 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

Goal 1 Review

- Thank you Wellness Committee: Elizabeth Starr, Lynne LeBlanc, Joanne Coffman, Nancy McNally and Victoria Hunt, Betti Almeida, and Wes Paul
- Successful progress
 - Weekly Health and Wellness Tips in newsletter
 - Mindfulness Presentations at Faculty Meeting – Personal and for Classes
 - “Biggest Loser” Contest
 - Holiday Food Tips and Options at Celebrations
 - Preparation and sharing of healthy foods for staff

**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. They realized that great teachers believe in the growth of the intellect and talent, and 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.

Progress on Goal 2

- Monthly presentations following the District's Train the Trainer Model by faculty at both Common Planning meetings at a department level and to entire faculty at Faculty Meetings.
- The criteria for presentations established are: Approval of PD Conference, Submitted outline of Presentation. Best practice sharing encouraged as well.

**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 to incorporate 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.

Goal 3 Progress

- **Committee on Mindfulness – Elizabeth Starr, Pam Healy, Kristin Marani, Wes Paul and Shannon Cooper**
- Advisory Participants – 16 Faculty members volunteered to be trained and agreed to try Mindfulness Practices during advisory.
- Students have reported to advisory teachers that the experience has been rewarding and helpful in settling nerves, and students have learned to use several techniques when needed.
- The presentations at Faculty Meetings in April have increased teachers' interest with more committing to participate next year.
- Each year the hope is to increase the number of advisories who will participate in mindfulness practices.

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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: 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.

Goal 4 Progress

PROGRAM STAFF

- Clinical Coordinator: Lisa St. Mary, LICSW School Adjustment Counselor
- Academic Coordinator: Nancy McNally, M.Ed. Special Education Teacher
- Classroom Aide: Ryan Ring Paraprofessional

PROGRAM OBJECTIVE

- The Bridge Program at Oliver Ames High School is designed to provide customized, short-term, clinical and academic supports to enable high-need students to successfully re-enter school after a significant absence. This program is modeled after the Bridge For Youth in Transition (BRYT) program at Brookline High School, which was created by the Brookline Center for Community Mental Health in 2004. The BRYT model is now used in over 50 schools in Massachusetts.

PROGRAM SERVICES

- Clinical support for students and their families
- Academic assistance and tutoring in a supportive, in-school environment
- Collaboration with teachers to ensure that the student maintains coursework to the extent possible
- Facilitating communication between the student and teachers, other school personnel, therapists, and other service providers outside of school
- Regular communication between program staff and families
- Assistance in locating resources within the school and in the greater community

Goal 4 Progress Cont.

- Successfully created and implemented Bridge Program staffed by SAC/LICSW, Special Education teacher, and paraprofessional
- Developed program description including criteria for entry and exit, classroom expectations and procedures, phases of re-entry, policies and opportunities for regular communication with school team and families, teacher handbook, parent info packet
- Ongoing development of weekly group curriculum for teaching emotion regulation skills, with specific space and procedures for practicing them in the classroom
- Created academic resource centers and organization tools in classroom
- Use of data tools and rating scales for tracking students' emotional state
- Completed mid-year program self-assessment with consultant from BRYT (program model) in December
- Scheduled to complete end of the year program self-assessment and reflection with consultant from BRYT in June

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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
<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 increasing our high needs students' achievement in advanced and proficient ratings.</p>

Goal 5 Progress

- In our high needs subgroup we had 21 students score Advanced and 30 students score proficient in Math. We increased the number of students in Advanced and Proficient by 59% compared to our goal of 30% based on the results of Grade 8 performance.

Goal 5 Progress Cont.

- In our high needs subgroup we had 16 students score Advanced and 56 students score Proficient in ELA. We increased the number of students in Advanced and Proficient by 11% compared to our goal of 25% based on the results of Grade 8 performance.

2018-2019 School Improvement Plan

- The next slides detail the school improvement plan goals for the 2018-2019 school year at Oliver Ames High School. These goals are new this year and are based upon the priorities of EPS Strategic Plan.

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SCHOOL IMPROVEMENT PLAN 2018-2019**

SCHOOL: Oliver Ames High School

DISTRICT GOAL: (Aligned Strategic Goal) –Advancing Student Achievement

DATA SOURCE/CURRENT REALITY: Visioning Process for EPS Leadership Team has led to an extension of visioning for Oliver Ames High School with Principal and Department Heads and Faculty. Part of this visioning has led to the realization by faculty and the principal that our student expectations for learning need to be analyzed (Last Revision 6 years ago) revised and/or reorganized.

School Goal #1 Examine the current use of all OAHS Expectations for Student Learning with a goal of consolidating and/or collapsing expectations so that teacher’s use of expectations when writing curriculum, designing lessons, teaching, and creating rubrics will be more efficient. An additional goal for this work is to develop a more succinct way to report to parents their child’s progress toward mastery of expectations.

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Expectations Revision Committee will begin in September and analyze each expectation in the categories of Accessing, Processing, and Communicating Information.	Committee of 7 and Principal	September-May	Revised Expectations

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DISTRICT GOAL: (Aligned Strategic Goal) –Advancing Student Achievement

DATA SOURCE/CURRENT REALITY: Need to better understand the use of instructional technology available to us. Technology and digital learning expand access to high quality, job embedded opportunities for professional learning for teachers, administrators, and other educational professionals based on the unique context of their learning needs

School Goal #2 Build on the repertoire of our professional community using new technologies to support and enhance continued personalized professional learning.

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Newsletters, badges/on you own time PD, TAG online collaborative group, use of faculty meetings (chunks of time for Director of Instructional Technology and various teachers who are working on utilizing digital learning experience) Use of Department Head Meetings, Use of Common Planning Time with Departments, invitations to work with teams to teachers who all teach a certain course	Director of Instructional Technology, Principal, TAG Members at OAHS, Department Heads, Teachers	2018-2019	Increase authentic digital learning integration into UbD units by 25% by EOY 2019

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SCHOOL: Oliver Ames High School

DISTRICT GOAL: (Aligned Strategic Goal) –Resource Efficiency and Attainment

DATA SOURCE/CURRENT REALITY: With new apartment complexes in Easton there is a lack of understanding by new families with school age children about the strengths of Oliver Ames High School

School Goal #3: Promote Oliver Ames High School’s Academic and Cocurricular Excellence to families and students new to Easton and thereby retain students who could be searching for a school that has the strengths we have.

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Work with Steve Souza and Jason Daniels at Easton Cable Access Television to develop a TV quality video highlighting our academic success, course offerings, vast array of cocurricular clubs and activities, drama program, music programs, athletic programs, and school traditions. Teachers, Advisors, Alumni, Coaches, Students and parents will be interviewed.	Wes Paul, Steve Souza	2018-2019	Finished Video posted on Website and promoted by ECAT

**EASTON PUBLIC SCHOOLS
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SCHOOL: Oliver Ames High School

DISTRICT GOAL: (Aligned Strategic Goal) –Social Emotional Well Being

DATA SOURCE/CURRENT REALITY: Increase in vaping throughout society has led to an increase in vaping in high school aged students. There is growing evidence that health concerns associated with vaping are increasing at an alarming rate while perception amongst adolescents is that vaping is not as bad as smoking cigarettes.

School Goal #4: Increase awareness of the dangers associated with vaping and reduce incidents of vaping at school and in the lives of our students.

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
<p>New Health Curriculum – Unit for grades 9 and 10 students Stress when appropriate in other courses like biology, psychology, writing seminar assignment, Guest Speaker for Student Activity Period Poster Campaign by SADD (Student Against Destructive Decisions)</p>	<p>Principal, Health Teacher, SADD Club,</p>	<p>2018-2019</p>	<p>Decrease in referrals for vaping and decrease in use reported in Youth Health Survey in 2019</p>

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SCHOOL: Oliver Ames High School

DISTRICT GOAL: (Aligned Strategic Goal) –Social Emotional Well Being

DATA SOURCE/CURRENT REALITY – Given the increasing number of our students suffering with anxiety, depression, and misinformation about dangers of marijuana and vaping it is imperative that we offer a wide collection of mental and physical health providers to empower of students with knowledge about their physical and mental health well being.

School Goal #5: Research and Develop/Implement a Health Fair for Students

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
School Nurse and Principal will meet with local agencies and health service providers for interest in participating in a health fair on topics covering Stress Reduction, Mindfulness, Yoga, Fitness, and including agencies like Easton Wings of Hope, American Lung Association, Dermatologist, Dentist, Optometrist, PTs, Hugs, Board of Health and Children’s Advocacy Center.	Wes Paul, Lynne Leblanc, and New Health Teacher.	September-May 2019 School Year and beyond	Successful Running of First Health Fair