

# DIGHTON-REHOBOTH REGIONAL HIGH SCHOOL



# School Improvement Plan 2017-2018

## Core Values and Beliefs:

**RESPECT:** The school community supports high academic, personal, and professional standards for all its members, including staff, students, and the community at large through understanding and acceptance

**RESPONSIBILITY:** The school community promotes and encourages positive behavior, continuous academic growth, and effective communication in all its members.

**INTEGRITY:** The school community fosters a learning environment in which all individuals demonstrate acceptance, honesty, courtesy, and mutual appreciation in both the academic and social contexts of the school.

**EXCELLENCE:** The school community creates rigorous, relevant opportunities for all its members to achieve high standards of performance through the mastery of communication, goal-setting and critical-thinking skills.

**INDEPENDENCE:** The school community embraces each person's individuality and prepares its members for real-world challenges by encouraging and instilling creativity, prioritization, and organization.

## 2017-2018 SIP Progress on Statement

Over the past three years, data has been collected from observations, assessment data, MCAS scores, AP data and teacher feedback. Based on this data, a revised school improvement plan was created. The School Council will review the revised plan at our first school council meeting in September. This plan aligns with the NEASC work that was completed during the self-study.

## 2017-2018 School Demographic Snapshots

As of October 1, 2016 Dighton-Rehoboth Regional High School served approximately 928 students from grades 9-12. There are about 84.5 teachers with 100% licensed in their teaching assignment. DRRHS offers 7 Career Pathways in our Career and Technical Education program that is open to all students enrolled in our comprehensive high school. The high school houses a pre-school of approximately 70 students.

## Assessment/Accountability

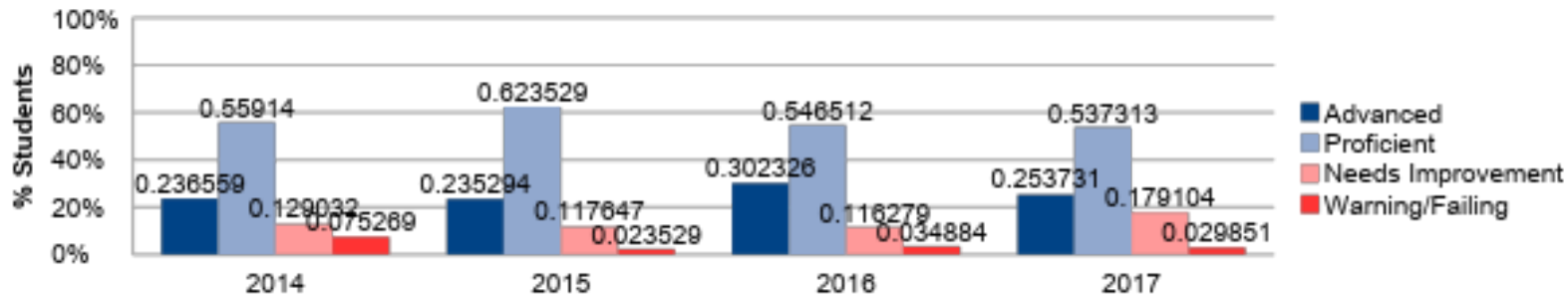


For the 2016-2017 school year DESE has determined DRRHS to be a Level 2 School for not meeting gap narrowing goal. The 2017-2018 accountability School Level determination has not been released by the Massachusetts Department of Elementary and Secondary Education at this date.

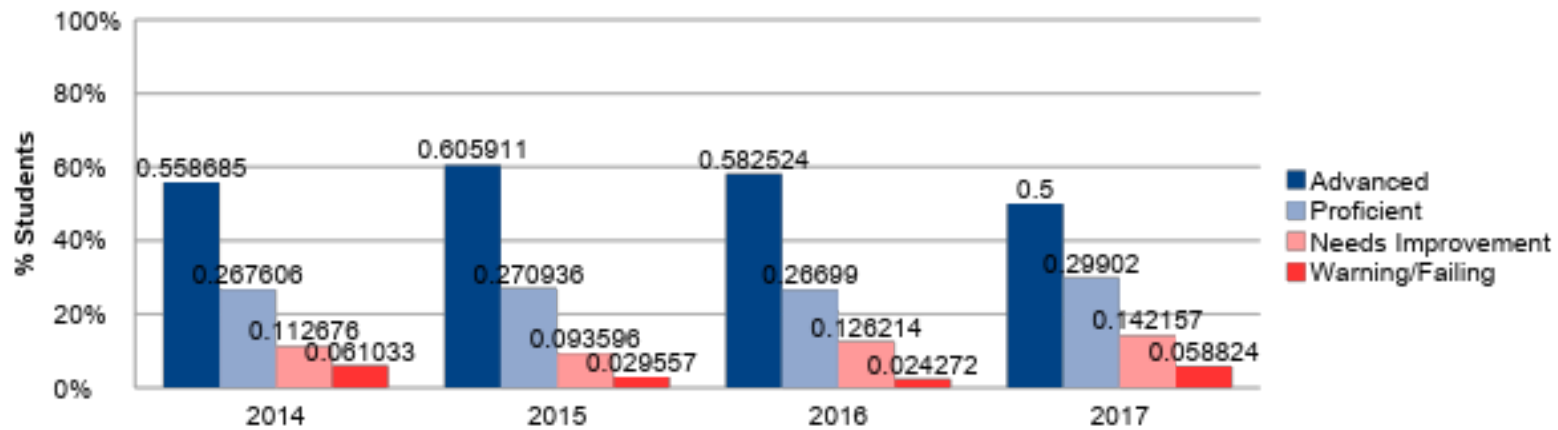
**MCAS Tests of Spring 2017- Percent of Students at Each Achievement Level for Dighton-Rehoboth Regional High School**

| Grade and Subject                | Proficient or Higher |       | Advanced |       | Proficient |       | Needs Improvement |       | Warning/ Failing |       | Include d | CP I | SG P | State SGP |
|----------------------------------|----------------------|-------|----------|-------|------------|-------|-------------------|-------|------------------|-------|-----------|------|------|-----------|
|                                  | SCHOOL               | STATE | SCHOOL   | STATE | SCHOOL     | STATE | SCHOOL            | STATE | SCHOOL           | STATE |           |      |      |           |
| GRADE 10 - ENGLISH LANGUAGE ARTS | 93                   | 91    | 54       | 47    | 39         | 44    | 5                 | 6     | 2                | 3     | 205       | 97.8 | 62   | 50        |
| GRADE 10 - MATHEMATICS           | 80                   | 79    | 58       | 53    | 30         | 26    | 14                | 14    | 6                | 8     | 204       | 91   | 54   | 50        |
| GRADE 10 - SCIENCE AND TECH/ENG  | 81                   | 74    | 40       | 32    | 41         | 43    | 15                | 21    | 3                | 5     | 191       | 92   | N/A  | N/A       |

**School Achievement Distribution by Year for English Language Arts 2014 -2017**

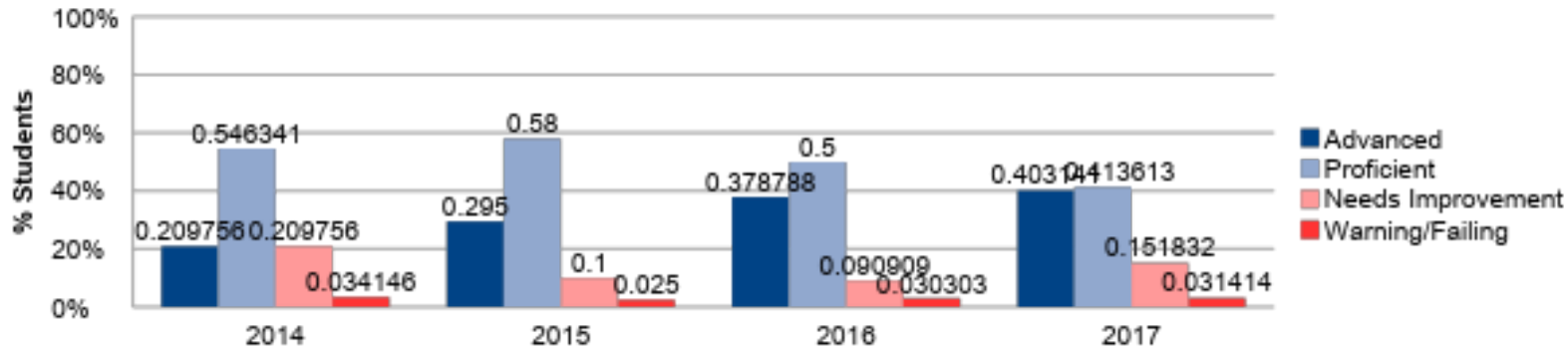


School Achievement Distribution by Year for Math 2014 -2017



School Achievement Distribution by Year for Science and Technology/Engineering 2014 -2017





**AP Five Year School Score Summary 2017**

|  | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--|------|------|------|------|------|------|
| Total AP Students                                      | 76   | 158  | 130  | 171  | 177  | 202  |
| Number of Exams  | 129  | 321  | 261  | 384  | 430  | 397  |
| % of Total AP Students with Scores 3+                  | 81.4 | 70.4 | 78.9 | 71.9 | 73   | N/A  |
| % of Total AP Students with Scores 3+ in Massachusetts | 73.9 | 72.6 | 72.2 | 70.9 | 70.5 | N/A  |
| % of Total AP Students with Scores 3+ Globally         | 61.5 | 60.9 | 61.3 | 60.7 | 60.2 | N/A  |

**School Goal #1-Student Achievement**

DRRHS school community will create and adjust rigorous standards based unit designs that align with the school’s 21st century learning expectations, ensure consistent opportunities for higher order thinking skills, and adhere to curriculum maps.

- DRHSD students will increase academic performance and demonstrate growth throughout the year, meeting targets and benchmarks in response to continuing to improve and embed formal Response to Intervention (RTI) at each grade level.



- By June 30, 2018, the high school administrative team will form a committee to determine the progress of advisories at Dighton-Rehoboth Regional High School and make a presentation that demonstrates the progress and value to student learning to date.
- Form data-teams base on core subjects (Mathematics, English, and Science) coupled with Special Education to identify learning gaps and recommend remedies.

### **School Goal #2-** Using Data and Technology (Technology)

DRRHS school community will assess student learning with a school-wide protocol for looking at student work, the increased incorporation of a variety of assessments, and collaboratively defining high expectations for student performance. DRRHS school community creates opportunities for students to have a deeper understanding of the curriculum through data analysis and fostering a community of professional collaboration.

- Form data-teams base on core subjects (Mathematics, English, and Science) coupled with Special Education to identify learning gaps and recommend remedies.

### **School Goal #3-** Strengthening Teaching and Learning (Professional Development)

DRRHS school community supports high academic, personal, and professional standards for all its members, including staff, students, and the community at large through understanding and acceptance. By creating and adjusting rigorous standards based unit designs, incorporating a variety of assessments, and using data to improve instruction and learning, professional development time will be used to strengthen teaching and learning.

- By June 30, 2018, the high school administrative team will report out on how teaching and learning has been strengthened through professional development.
- Form data-teams base on core subjects (Mathematics, English, and Science) coupled with Special Education to identify learning gaps and recommend remedies.

### **School Goal #4-** Creating Safe Schools/Culture and Climate (Facilities)

DRRHS school community fosters a learning environment in which all individuals demonstrate acceptance, honesty, courtesy, and mutual appreciation in both the academic and social contexts of the school.

- By June 30, 2018, the high school administrative team will report out on how on the safety of our school's culture has been increased.



- By June 30, 2018, the high school administrative team will form a committee to determine the progress of advisories at Dighton-Rehoboth Regional High School and make a presentation that demonstrates the progress and value to student learning to date.

### **School Goal #5-Infrastructure**

DRRHS school community provides the tools, infrastructure and systems to support district initiatives and learning environments.

- By June 30, 2018 the administrative team will introduce at least four collaborative measures between the Career and Technical Education component, the Comprehensive School component, and the Pre-School Component of Dighton-Rehoboth Regional High School which will demonstrate movement towards a single community.
- By June 30, 2018, the high school administrative team will form a committee to determine the progress of advisories at Dighton-Rehoboth Regional High School and make a presentation that demonstrates the progress and value to student learning to date.
- The District has separated the Culinary Arts department from the school cafeteria by means of a partition. The current shop space/ physical plant is utilized in the most efficient manner and services the current student population appropriately. Based upon recent indications of the popularity of the Culinary Arts program, the District will explore expansion of the physical plant in order to accommodate a growing population as well as a possible restaurant/ café addition to the program.
- The Culinary Arts is currently developing a "grab and go" menu, which is an abbreviated selection of items available for employees of the District to purchase, in order for students to conceptualize the experiences and complexities of the food service industry.
- As DESE has denied Chapter 74 Certification for Criminal Justice and Environmental Technology and Sustainability, there are no plans to move forward on these programs. However, as there is considerable interest in these programs, the District is currently developing college and career tracks for these two areas in order to ensure students receive state of the art instruction and exposure to the college and career opportunities as well as developing a well-rounded student.
- The school is currently seeing the installation of a "Biomass" Boiler Plan as alternative energy.
- The School is about to have Solar Panels installed on campus as alternative energy.



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| <p><b>School Goal #1-</b> Student Achievement<br/>                 DRRHS school community will create and adjust rigorous standards based unit designs that align with the school’s 21<sup>st</sup> century learning expectations, ensure consistent opportunities for higher order thinking skills, and adhere to curriculum maps.</p> <ul style="list-style-type: none"> <li>• By June 30, 2018, the high school administrative team will form a committee to determine the progress of advisories at Dighton-Rehoboth Regional High School and make a presentation that demonstrates the progress and value to student learning to date.</li> <li>• DRHSD will form a committee on how to build on the past efforts of Response to Intervention (RTI). This committee will also recommend how to promote Positive Behavior and Interventions (PBIS) within DRRHS.</li> <li>• Form data-teams based on core subjects (Mathematics, English, and Science) coupled with Special Education to identify learning gaps and recommend remedies and intervention for students.</li> <li>• Continue to establish a common framework of instruction through UDL.</li> </ul> | <p><b><u>Person(s) Responsible:</u></b></p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Students</li> <li>• Administration</li> <li>• Support Staff</li> </ul> | <p><b><u>Assessment/ Measurement of Attainment:</u></b></p> <ul style="list-style-type: none"> <li>• Advisory Committee will offer recommendations on how DRRHS can move forward on student-advisories within the master schedule.</li> <li>• RTI/PBIS Committee will recommend how Response to Intervention and Positive Behavior Intervention Supports can implemented at DRRHS.</li> <li>• Data teams, based on Special Education and the core subjects, will demonstrate how student growth will benefit as a result of applied remedies and interventions.</li> <li>• Establish a common instructional philosophy between the educators at DRRHS.</li> </ul> |
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| <p><b><u>Action Plan</u></b></p> <ul style="list-style-type: none"><li>● Form a committee charged with auditing the progress of advisories and articulate a recommend how to proceed.</li><li>● Form a committee to determine how to build on established RTI process at DRRHS.</li><li>● Have data-teams identify student learning gaps and recommend appropriate interventions.</li><li>● Participate within the UDL Professional Development.</li><li>● Develop a more coordinated and monitored system for using the school's intervention programs including RTI tools and student success plans.</li></ul> | <p><b><u>Professional Development:</u></b></p> <ul style="list-style-type: none"><li>● UBD Training</li><li>● WIDA/ELL</li><li>● Dr. Harris will continue to work with all educators to assist in our inclusion model.</li><li>● Dr. Kristan Rodriguez will introduce the Universal Design for Learning to the high school.</li></ul> | <p><b><u>Budget Implications:</u></b></p> <ul style="list-style-type: none"><li>● Consultant work supported through district budget</li><li>● Paraprofessional training through Special Education grants</li><li>● School Budget for supplies</li></ul> |
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| <p><b>School Goal #2:-Using Data and Technology (Technology)</b></p> <p>DRRHS school community will assess student learning with a school-wide protocol for looking at student work, the increased incorporation of a variety of assessments, and collaboratively defining high expectations for student performance. DRRHS school community creates opportunities for students to have a deeper understanding of the curriculum through data analysis and fostering a community of professional collaboration.</p> <ul style="list-style-type: none"> <li>• By June 30, 2018, the high school administrative team will report out on the progress student-performance and the professional collaboration that analyzes data and articulates curriculum.</li> <li>• Form data-teams based on core subjects (Mathematics, English, and Science) coupled with Special Education to identify learning gaps and recommend remedies and intervention for students.</li> <li>• DRHSD will form a committee on how to build on the past efforts of Response to Intervention (RTI). This committee will also recommend how to promote Positive Behavior and Interventions (PBIS) within DRRHS.</li> </ul> | <p><b><u>Person(s) Responsible:</u></b></p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Students</li> <li>• Administration</li> <li>• Support Staff</li> <li>• Tech Support</li> </ul> | <p><b><u>Assessment/ Measurement of Attainment:</u></b></p> <ul style="list-style-type: none"> <li>• An analysis of student performance</li> <li>• Recommended interventions tied to the data.</li> <li>• RTI/PBIS Committee will recommend how Response to Intervention and Positive Behavior Intervention Supports can implemented at DRRHS.</li> </ul> |
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| <p><b><u>Action Plan</u></b></p> <ul style="list-style-type: none"> <li>• Provide additional resources and formal time to support the examination of student work to help improve instruction.</li> <li>• Provide professional staff with additional time to engage in common planning that includes analysis of students' assessments.</li> <li>• Increase the frequency of common formative assessments amongst common course colleagues.</li> <li>• Empower the designated leaders of each department to have access to all department assessments to ensure consistent quality and support data-driven decision-making.</li> <li>• Develop a more coordinated and monitored system for using the school's intervention programs including RTI tools and student success plans.</li> <li>• Use student success plan frequency chart to ensure the fidelity of implementation of the intervention for students.</li> </ul> | <p><b><u>Professional Development:</u></b></p> <ul style="list-style-type: none"> <li>• Common Assessments</li> <li>• Dr. Harris will continue to work with all educators to assist in our inclusion model.</li> <li>• Kristan Rodriguez will introduce the Universal Design for Learning to the high school.</li> </ul> | <p><b><u>Budget Implications:</u></b></p> <ul style="list-style-type: none"> <li>• Consultant work supported through district budget</li> <li>• Paraprofessional training through Special Education grants</li> <li>• School Budget for supplies</li> </ul> |
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| <p><b><u>School Goal #3- Strengthening Teaching and Learning (Professional Development)</u></b><br/>         DRRHS school community supports high academic, personal, and professional standards for all its members, including staff, students, and the community at large through understanding and acceptance. By creating and adjusting rigorous standards based unit designs, incorporating a variety of assessments, and using data to improve instruction and learning, professional development time will be used to strengthen teaching and learning.</p> <ul style="list-style-type: none"> <li>• By June 30, 2018, the high school administrative team will report out on how teaching and learning has been strengthened through professional development.</li> <li>• Form data-teams base on core subjects (Mathematics, English, and Science) coupled with Special Education to identify learning gaps and recommend remedies and intervention for students.</li> <li>• DRHSD will form a committee on how to build on the past efforts of Response to Intervention (RTI). This committee will also recommend how to promote Positive Behavior and Interventions (PBIS) within DRRHS.</li> <li>• Continue to establish a common framework of instruction</li> </ul> | <p><b><u>Person(s) Responsible:</u></b></p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Students</li> <li>• Administration</li> <li>• Support Staff</li> </ul> | <p><b><u>Assessment/ Measurement of Attainment:</u></b></p> <ul style="list-style-type: none"> <li>• Reference the assessment/measurement of attainment items addressed in School Goals #1 and #2.</li> </ul> |
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| <p><b><u>Action Plan</u></b></p> <ul style="list-style-type: none"> <li>Please see the action plan items addressed in School Goals #1 and #2. Professional development will be in the form of providing teachers to work as a staff, as a department, and as a PLT, collaboratively to attain the recommendations set forth in the prior two goals. Professional development will strengthen teaching and learning in the areas mentioned in goals #1 and #2 relative to student achievement using data and technology.</li> </ul> | <p><b><u>Professional Development:</u></b></p> <ul style="list-style-type: none"> <li>Common Assessments</li> <li>UBD</li> <li>Curriculum Mapping</li> <li>UBD Training</li> <li>WIDA/ELL</li> <li>Dr. Harris will continue to work with all educators to assist in our inclusion model.</li> <li>Dr. Kristan Rodriguez introduce Universal Design for Learning to the high school.</li> </ul> | <p><b><u>Budget Implications:</u></b></p> <ul style="list-style-type: none"> <li>Consultant work supported through district budget</li> <li>Paraprofessional training through Special Education grants</li> <li>School Budget for writing curriculum</li> </ul> |
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| <p><b><u>School Goal #4-Creating Safe Schools/Culture and Climate (Facilities)</u></b><br/>                 DRRHS school community fosters a learning environment in which all individuals demonstrate acceptance, honesty, courtesy, and mutual appreciation in both the academic and social contexts of the school.</p> <ul style="list-style-type: none"> <li>By June 30, 2018, the high school administrative team will report out on how on the safety of our school’s culture has been increased.</li> <li>By June 30, 2018, the high school administrative team will form a committee to determine the progress of advisories at Dighton-Rehoboth Regional High School and make a presentation that demonstrates the progress and value to student learning to date.</li> <li>DRHSD will form a committee on how to build on the past efforts of Response to Intervention (RTI). This committee will also recommend how to promote Positive Behavior and Interventions (PBIS) within DRRHS.</li> </ul> | <p><b><u>Person(s) Responsible:</u></b></p> <ul style="list-style-type: none"> <li>Staff</li> <li>Students</li> <li>Administration</li> <li>Support Staff</li> </ul> | <p><b><u>Assessment/ Measurement of Attainment:</u></b></p> <ul style="list-style-type: none"> <li>Form a “Branding &amp; Beautification” Committee to consider and recommend needs of school.</li> <li>The Building Administrative Team will report out on progress toward building on DRRHS’s established RTI system as well as progress on PBIS.</li> <li>The Building Administrative Team will report out on conducting school-wide assemblies to promote student well-being.</li> </ul> |
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| <p><b><u>Action Plan</u></b></p> <ul style="list-style-type: none"> <li>• Develop a formal program that ensures an additional adult connection for every DRRHS student throughout their four high school years.</li> <li>• Expand the freshman transition program and provide time within the school day for all students to meet with a mentor/advisor on a regular schedule throughout the year.</li> </ul> | <p><b><u>Professional Development:</u></b></p> <ul style="list-style-type: none"> <li>• RTI/PBIS Training</li> <li>• ALICE Training</li> <li>•</li> </ul> | <p><b><u>Budget Implications:</u></b></p> <ul style="list-style-type: none"> <li>• School Budget for writing advisory curriculum</li> <li>• School Budget for Anti-Bullying</li> </ul> |
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| <p><b><u>School Goal #5-Infrastructure</u></b></p> <p>DRRHS school community provides the tools, infrastructure and systems to support district initiatives and learning environments.</p> <p>By June 30, 2018 the administrative team will introduce at least four collaborative measures between the Career and Technical Education component, the Comprehensive School component, and the Pre-School Component of Dighton-Rehoboth Regional High School which will demonstrate movement towards a single community.</p> <p>By June 30, 2018, the high school administrative team will form a committee to determine the progress of advisories at Dighton-Rehoboth Regional High School and make a presentation that demonstrates the progress and value to student learning to date.</p> <p>The school is currently seeing the installation of a “Biomass” Boiler Plant.</p> <ul style="list-style-type: none"> <li>• community members</li> </ul> | <p><b><u>Person(s) Responsible:</u></b></p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Students</li> <li>• Administration</li> <li>• Communities</li> </ul> | <p><b><u>Assessment/ Measurement of Attainment:</u></b></p> <ul style="list-style-type: none"> <li>• Expand the capacity of Culinary Arts</li> <li>• Biomass installation</li> <li>• Solar Panels will be installed in parking lot</li> </ul>                         |
| <p><b><u>Action Plan</u></b></p> <ul style="list-style-type: none"> <li>• Develop a plan to ensure that Culinary Arts will have adequate space.</li> <li>• Introduce solar panels on the D-R campus to provide alternative energy.</li> <li>• Implement a surveillance system both inside and outside the facility to ensure safety for our students, staff, and the school cafeteria by means of a partition. The current</li> </ul>  | <p><b><u>Professional Development:</u></b></p>   | <p><b><u>Budget Implications:</u></b></p> <ul style="list-style-type: none"> <li>• Greenhouse/Outdoor Classroom</li> <li>• Front end kitchen for Culinary Arts</li> <li>• Culinary Equipment to service a restaurant</li> <li>• School Budget for supplies</li> </ul> |



shop space/ physical plant is utilized in the most efficient manner and services the current student population appropriately. Based upon recent indications of the popularity of the Culinary Arts program, the District will explore expansion of the physical plant in order to accommodate a growing population as well as a possible restaurant/ café addition to the program.

- The, Culinary Arts is currently developing a "grab and go" menu, which is an abbreviated selection of items available for employees of the District to purchase, in order for students to conceptualize the experiences and complexities of the food service industry.
- As the DESE has denied Chapter 74 Certification for Criminal Justice and Environmental Technology and Sustainability, the District is currently developing college and career tracks for these two areas in order to ensure that students are exposed to the college and career opportunities in the areas of Criminal Justice and Environmental Science.

