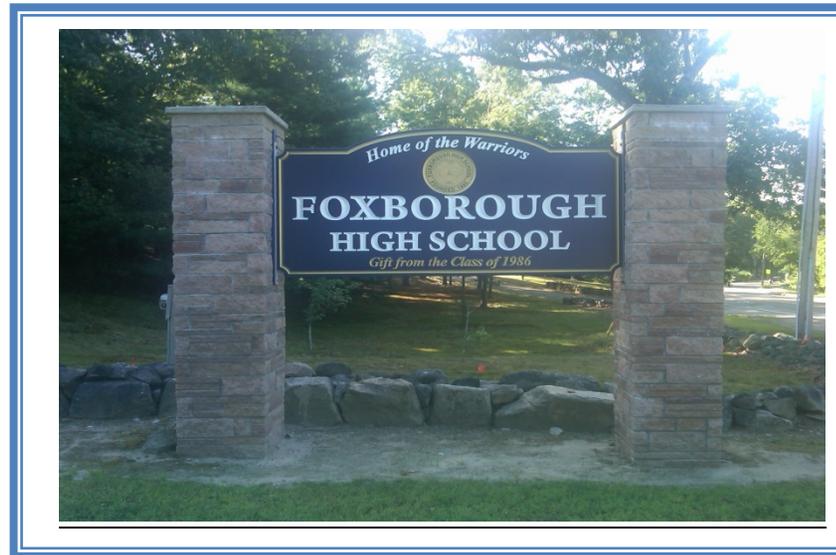


# Foxborough High School



## School Improvement Plan 2014-2016

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Foxborough High School  
High School Council Members  
2013-2015

*Administrator*

Mrs. Diana M. Myers-Pachla

*Community Member*

Mr. Bruce Hainsworth

*Parent Representatives*

Ms. Joanne Bilotta  
Ms. Karen Connolly  
Ms. Marilyn Weiss

*Teacher Representatives*

Ms. Sarah Byrnes  
Ms. Susan Hutchison  
Ms. Kathleen Porter

*Student Representatives*

Brenna Lincoln (2014)  
Frank Napoli (2015)  
Hongyu Lin (2016)

# FOXBOROUGH PUBLIC SCHOOLS



*C*hallenging and innovative educational experiences promote academic excellence by meeting the needs of students in ways that engage them in their learning.

*A* safe, supportive, and collaborative environment fosters positive attitudes among students and school staff.

*R*espect for the diversity and dignity of individuals and cultures enriches learning and supports the development of responsible citizenship.

*E*nsuring a quality education, cultivated by ongoing communication and shared resources among parents, teachers, town organizations, and residents, is the responsibility of the entire community.

## MISSION STATEMENT

The mission of the Foxborough Public Schools, guided by its core values, is to engage student in a rich, diversified education, thereby empowering them to challenge themselves, as they become productive, responsible citizens.

## VISION

The Foxborough Public Schools, in collaboration with the community, will provide students with intellectual, artistic, and character building educational experiences to inspire them to achieve.

## **FOXBOROUGH HIGH SCHOOL**



### **CORE VALUES, BELIEFS, and LEARNING EXPECTATIONS**

Foxborough High School, in partnership with parents and the community, creates a safe, structured and supportive environment that we believe encourages students to become thoughtful, responsible and productive citizens. The school empowers students to strive for excellence as they develop critical thinking skills through reading, writing, speaking and using technology effectively across all disciplines. We believe Foxborough High School's comprehensive curriculum and extra-curricular activities provide students with opportunities to work collaboratively to solve problems while encouraging them to mature as independent learners.

### **ACADEMIC EXPECTATIONS**

The Foxborough High school student is able to:

- Read actively and critically,
- Write using Standard English for a variety of purposes and audiences,
- Use oral skills to communicate ideas coherently for a variety of purposes,
- Effectively use technology,
- Develop critical thinking skills for accessing information and problem solving.

### **CIVIL AND SOCIAL EXPECTATIONS**

The Foxborough High school students are:

- People of integrity who respect themselves and each other, appreciate diversity, and take responsibility for their actions. They strive to understand the world they live in and become contributing members of society.

# FOXBOROUGH HIGH SCHOOL

## CORE VALUES

FHS believes that each person's behavior and the shared belief of students, faculty and staff determine the school's culture and will affect the quality of a student's life during his/her four years at FHS. We are committed to improving the culture of the school. To assist us, we have developed expectations for all members of our school community. FHS Core values are as follows:

*W*illingness to strive for:

*A*cademic excellence by showing,

*R*espect for self,

*R*espect for others

*I*ntegrity

*O*pen-mindedness

*R*esponsibility



# Strategic Plan - Objective # 1

**CORE VALUE:** Challenging and innovative educational experiences promote academic excellence by meeting the need of students in ways that engage their learning.

**GOAL:** Continue to offer curriculum and instruction that is rigorous and dynamic, promoting high levels of student achievement.

## GOALS:

1. Increase the percentage of students scoring in the proficient and advanced categories on the state MCAS tests across all subjects by 2% over the 2014-2016 3-year rolling average.
2. Increase the number of students electing to take one or more AP exams each year.
3. Increase students' scores on the Verbal and Critical Writing section of the S.A.T. exams by 3 points over the 2014-2016 3-year rolling average. Increase math scores by 2 points over the 2014-2016 3-year rolling average.
4. Increase the percentage of students meeting grade level expectations as measured by district benchmark assessments by 2% over the 2014-2016 3-year rolling average.

## STRATEGIES:

### CURRICULUM

- Create curriculum pathway opportunities that align with college expectations and create challenges that interest students.
- Create a means by which all students will participate in a heterogeneously grouped class with an honors option for any student.
- Complete curriculum alignment to the Common Core.
- Revision of curriculum will utilize the Understanding by Design (UBD) format.
- Create common assessments for all midterm, finals and unit tests in all subject areas.
- Create Curriculum Embedded Performance Assessments (CEPA) as a means to measure student understanding and growth.
- Review and revise the social and civic expectations, so that all students will be assessed through the school wide rubrics.
- Review and revise "*One Read – Summer Reading*" to make recommendations and changes to the program.

# LIBRARY

## GOAL:

1. Update library materials and resources to maximize students, faculty and staff use.

## STRATEGIES:

- Update library materials, weed and replace older materials.
- Increase student use of the library and increase use of the library materials.
- Improve resources and increase use of virtual library and flexible collection. Make student more comfortable with accessing electronic network, resources and school library collection, including e-books. Add electronic resources creating a 60% to 40% ratio (*hardcopies to electronic resources*).

# N.E.A.S.C. (New England Association of School and Colleges)

## GOAL:

1. Implement the suggestions issued by the NEASC Visiting Committee

## STRATEGIES:

- Use NEASC Accreditation Standards which are research-based practices and concepts to guide FHS on all aspects of a student's education.
- Use NEASC recommendations and commendations as a resource to continue evaluating and improving the curriculum, instruction and assessment at FHS.
- Send faculty members on visits to other school districts as part of NEASC evaluation teams to better understand the accreditation process and to look for innovative programs and/or best practices to bring back to FHS.

# TECHNOLOGY

## GOAL:

1. Continue to provide innovative technology and training for our teachers and students to meet the needs of 21<sup>st</sup> century learning.

## STRATEGIES:

- Provide continuous training for teachers to support student technology interests and needs.
- Train students to utilize available electronic research tools.
- Expand access to innovative technology tools and training to enrich instruction across the disciplines.

# MATHEMATICS

## GOALS:

1. Student performance at Foxborough High School will reflect an increase in the percentage of students achieving a rating of proficient or advanced on the grade 10 mathematics portion of the MCAS exam.
2. The mathematics department will provide consistent instruction and assessment within each course implementing the Common Core Curriculum and transitioning students to the PARCC assessment.
3. Create common activities and assessments to be used in all courses.

## STRATEGIES:

- Update and complete all curriculum documents to reflect the new standards, including pacing, links to activities and assessments.
- Conduct work sessions, either during department meetings, release days, or during the summer to increase teachers' instructional comfort with the Standards for Mathematical Practice and to craft lessons and assessments aligned with the Common Core.
- Examination and discussion of lessons, student work, and student outcomes.

- Identify students who failed to earn a proficiency rating or better on their eighth grade MCAS exam and identify students in grade nine who are at risk of not earning a proficiency rating on the grade 10 MCAS exam and assign those students to MCAS review math classes.
- Grade 10 classes will continuously incorporate practice MCAS type questions and problem solving strategies for the MCAS exam on a regular basis throughout the course.
- Analyze previous MCAS math results to determine the strengths and weaknesses of the mathematics program.
- Exemplars/ models of writing and critical thinking problems will be provided to students that illustrate what excellent, good, fair, and poor work looks like when graded using the scoring rubric.
- Common assessments will include unit tests, midterm exams and final exams.
- Instructional strategies and expected student outcomes will be formalized in each level of a course.
- Vertical teaming will be used to discuss overlapping concepts and instructional strategies that are used to teach them.

## SCIENCE

### GOALS:

1. Maintain present level of student performance on MCAS Science Exams (*>90% passing rate*).
2. Decrease the number of students in the Failing/Needs Improvement MCAS categories.
3. Continue to create and implement benchmark assessment instruments for *all* courses offered by the science department.
4. Continue to incorporate inquiry learning activities in all courses. Every course curriculum will include at least one inquiry activity per marking period.

### STRATEGIES:

- Review, revise, create and implement inquiry-based activities into pre-existing course curricula.
- Utilize summer curriculum opportunities to devise additional inquiry-based activities for all courses such that students are regularly exposed to scientific inquiry.
- Continue providing Biology I teachers with MCAS questions as old exams are released by the Dept. of Education.
- Continue MCAS preparation and review in biology classes. Emphasis will be placed on analysis of open-response questions and answering strategies.

- Continue to fine-tune the science MCAS remediation program (*collaboration with Special Education staff, remediation sessions prior to both February exam make-up and regular June exam*).
- Determine how benchmark assessments will dovetail into the present school calendar (*specifically, pre-existing midyear and final exams*).
- Form content-specific teams to work on the creation of these instruments, pilot the assessment program, adjust the process as needed, implement in all courses..
- Continue to regularly, as a department, analyze both student performance and item-analysis of test questions to refine instruction.
- Develop a common assessment component to be included within final exams, as has been with the mid-year exams. Continue to expand the use of common assessments for unit tests.
- Allow time during department meetings and staff development days for staff to develop, refine and analyze student performance on common assessment instruments.
- Develop and implement common assessment instruments for elective courses (Biology II, Anatomy / Physiology, Forensics, Environmental Science).

## ENGLISH

### GOALS:

1. To upgrade and to improve the manner in which we teach grammar and composition (in order to meet the Standards of Students' Progressive Skills that have recently been outlined and charted by the new Common Core guidelines).
2. To implement and evaluate the newly revised 10<sup>th</sup> and 11<sup>th</sup> grade curriculum.
3. To maintain and improve the school's MCAS scores.
4. To improve and innovate the way writing is taught.

### STRATEGIES:

- All 14 of the Common Grammar *lessons* (Grades 9-11) will be taught in the following manner: (a) teach the lesson; (b) have the students do the exercises from the grammar book in class; (c) correct the book exercises in class; (d) give a supplementary worksheet on the lesson for HW; (e) correct the worksheet in class the next day; (f) have the students write 5 sentences where

the students apply the rules of the lesson to their own writing (\* new focus!); (g) test the students on the lesson (not all teachers have been giving tests on the grammar lessons, and now everyone will be); (h) have the lesson be a focal point (form-wise) of the next paper or writing assignment.

- Build on the improvements (the teaching of rhetoric, e.g.) we made in preparing the students for last year's MCAS Exams.

## **WORLD LANGUAGES**

### **GOALS:**

1. The World Language Department will review, evaluate, and revise the K-12 curriculum.
2. Incorporate thematic units based upon cultural product, practice, and perspective at each level of the target language.
3. Review common assessments and ensure alignment with the Massachusetts Core Course Objectives.

### **STRATEGIES:**

- Complete formal curriculum review process and textbook adoption in 2014-2015.
- Complete revision of all curriculum documents to reflect the core course objectives defined by ESE and power standards identified by the department.
- Examine and discuss lessons, student work, and student outcomes to make informed changes/improvements to curriculum and instruction.
- Share best practices at department meetings for incorporating thematic units at each level with focus on product, practice and perspective.
- Conduct work sessions, either during department meetings, release days, or during the summer to craft lessons, assessments, and common assessments aligned with the core course objectives and power standards.

## Strategic Plan - Objective # 2

**CORE VALUE:** A safe, supportive, and collaborative environment fosters positive attitudes among students and staff.

**GOALS:** To continue to strengthen school culture, ensuring that students, staff and all stakeholders feel valued, safe, and have a voice.

### STRATEGIES:

## RtI

### Response to Intervention

- Continue to refine our Response-to-Intervention Program that helps identify, monitor and provide appropriate interventions for all students.
- Provide faculty professional development in differentiated instruction.
- Revise and refine evaluation tools in all areas to help teachers to identify at-risk students.
- Continue to grow the *Student STRONG* program to recognize student achievement on a variety of levels
- Create assessment tools such as grade level benchmarks, common assessments and student portfolios to determine individual or group strengths and weaknesses.
- Continue to use the 632 grant to continue the math and English tutorial services.

## WARRIOR HUDDLE

(A student-faculty advisory program)

### STRATEGIES:

- Every student has an adult in the building outside of the guidance counselor and classroom teacher who can advocate for them.
- Continue to build a school culture that is supportive of student growth and development.
- Continue with lesson development until a four-year curriculum is completed.
- Review and revise the curriculum for the Warrior Huddle seeking input from students and faculty.
- Continue focusing on school wide expectations using the Warrior acronym to guide students.

## Strategic Plan - Objective # 3

**CORE VALUE:** Respect for the diversity and dignity of individuals and cultures enriches learning and supports the development of responsible citizenship.

**GOALS:** To prepare students with skills for the 21<sup>st</sup> century (*communication, collaboration, critical thinking and creativity*) college and career readiness.

### F.H.S. CURRICULUM, INSTRUCTION & LEARNING

#### GOALS

1. To have students become better problem solvers.
2. Integrate 21st century learning skills into curriculum documents by May 2016.
3. Increase effective use of Interactive White Boards (Smart and ENO) and other technology to support curriculum, instruction, and learning.
4. Upgrade language lab by June 2014 to offer increased opportunities to incorporate all of the 21<sup>st</sup> century learning skills.

#### STRATEGIES:

- Implement, evaluate and revise SENIOR PROJECT
- Provide additional courses and/or course revisions to meet the needs of our diverse student population (ex: Engineering, AP Portfolio Art, TV/Video Production, Guitar II, Music Technology)
- Prepare problems that are interesting and challenging for students to solve.
- Increase cooperative learning in the classroom through both inquiry based learning and group problems.
- Encourage students to take risks when confronted with a new challenge. (ask questions, gather information, try a strategy, persevere)
- Hold students accountable for learning how to use appropriate technology when needed.
- Teachers will continue to increase their utilization of web 2.0 tools and available technology when planning lessons.
- Increase the use of various software to foster student engagement in their own learning.

- Conduct work sessions, either during department meetings, release days, or during the summer to make revisions to curriculum that include 21<sup>st</sup> century learning skills.
- Attend training sessions for new language lab software for effective implementation with students.
- By spring of 2015 teachers should be confident in their abilities to use the board to create interactive lessons.
- Adhere to the guidelines set forth by the new Common Core.
- Employ a variety of communication venues and modern technologies.
- To ask the students to collaborate on group challenges.
- Use of the school's common rubrics.
- To assign more creative writing and critical thinking projects.

## **SPECIAL EDUCATION**

### **GOAL:**

1. To better prepare special education students for post-secondary educational and/or career options of their choice.

### **STRATEGIES:**

- Create, implement, and evaluate a transition course designed to provide direct instruction in specific independent living skills for selected students.
- Facilitate the creation and completion of resource binders for all graduation special education students. These binders will include profiles of learning strengths and weaknesses, most recent evaluations, a current IEP, and any other documents/ contact information which students may need to access as they enter post-secondary education of the work force. By June 2014, binders will be complete or all seniors in substantially separate programs and / or alternative classes
- Consult with guidance to identify specific courses, units of study, and / or other school activities that will enhance students' readiness to transition to post-secondary options.