

Hopkinton Public Schools - School Improvement Plan

School:	Hopkinton High School
School Year(s):	2016-2017
Goal Number (X of Y)	1 of 3
Goal Title:	Assessment: Measuring and Advancing Learning
Strategic Plan Priority Initiative:	SMART Goal:
<p>Student Assessment (IV 1 A): Implement a balanced system of assessments that include district-determined measures, progress monitoring, benchmark, summative, and formative assessments.</p> <p>Student Assessment (IV 2 A): Use learning data to plan and adjust instruction and evaluate student learning.</p>	<p>During the 2016-2017 school year, all teachers will use common formative assessments to both check for understanding and to adjust their practice in an attempt to better meet all students individual needs throughout the school year.</p>

Benchmarks and Key performance Indicators	
Status of Goal	Improvement Benchmark(s)
<input type="checkbox"/> Continue <input type="checkbox"/> Revise <input type="checkbox"/> Met <input type="checkbox"/> New	

Hopkinton Public Schools - School Improvement Plan

<p style="text-align: center;">Rationale</p> <p>The 2015/2016 school year focused on teachers creating common formative assessments for each unit of study that they teach. The 2016/2017 school year will focus on reflecting upon the data that is created by these formative assessments.</p> <p>Formative Assessments are assessments that function to elicit evidence about student achievement. This evidence is interpreted, and used by teachers, learners, or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have made in the absence of that evidence.</p> <p>We expect these formative assessments to contribute to the following:</p> <ul style="list-style-type: none"> - Eliciting evidence of learner's achievement - Providing feedback that moves learning forward - Activating students as instructional resources for one another - Activating students as owners of their own learning - Informing instruction and targeted interventions 	<ul style="list-style-type: none"> ● Throughout the 2016-2017 school year, all educators will submit a document showing their PLC's adjustment to practice. ● This document will also identify the specific steps taken by the PLC based on their formative assessment results. ● Time to collaborate on this information will be provided through PD time, Building Based Meetings and Faculty Meetings. ● Classroom walk-throughs by administrators and SMLs will focus on formative assessments and providing feedback to staff as well. 	
Strategic Activities and Responsibilities		
Strategies/Activities	Person(s) Responsible	Timeline

Hopkinton Public Schools - School Improvement Plan

<ul style="list-style-type: none"> ● Teachers will lead workshops on formative assessments during PD time, like in past years. ● Time will be provided to teachers to have the opportunity to conduct peer observations throughout the school year. ● Targeted training of SMLs throughout the year as well as structured debriefs after walk-throughs early in the year between SMLs and administrators. 	<p>Teachers, Subject Matter Leaders, Administrative Team</p>	<p>2016-2017</p>
<p>Funding Requirements: (indicate if source is the FY 17 budget, grants, or other sources)</p>		
<p>No additional funding needed</p>		

Hopkinton Public Schools - School Improvement Plan

School:	Hopkinton High School
School Year(s):	2016-2017
Goal Number (X of Y)	2 of 3
Goal Title:	Social/Emotional Health
Strategic Plan Priority Initiative:	SMART Goal:
Leadership, Governance, & Communication (V-3-A): Ensure that students' social and emotional needs are met.	On the November 2017 MetroWest Adolescent Health Survey, students will report a 10% decrease in questions regarding stress and mental health, more specifically, questions regarding students feeling 'worried/ stressed about school related issues.'

Benchmarks and Key performance Indicators	
Status of Goal	Improvement Benchmark(s)
<input type="checkbox"/> Continue <input type="checkbox"/> Revise <input type="checkbox"/> Met <input type="checkbox"/> New	
<p style="text-align: center;">Rationale</p> <p>A focus for both students and staff during the past two school years has been stress management and ways to cope with stress. To address our concerns, we have scheduled homework free weekend/vacations during the school year as well as "de-stress" weeks in which multiple events were</p>	<ul style="list-style-type: none"> ● Our new START program for students returning from hospitalizations, concussions and other mental health issues has been implemented and will continue to be evaluated.

Hopkinton Public Schools - School Improvement Plan

<p>scheduled. Participation in these activities has been high, but results from the most recent MetroWest survey indicate that students are stressed about school-related issues.</p>	<ul style="list-style-type: none"> ● The School Climate Committee will continue to work on improving the culture at HHS. The committee includes students, teachers, and administrators. ● By December 2016, a determination will be made as to whether or not the high school will propose a new schedule to the school committee. ● By June 2017, a school-wide survey will be distributed to gauge effectiveness of the various activities throughout the year. 	
Strategic Activities and Responsibilities		
Strategies/Activities	Person(s) Responsible	Timeline
<ul style="list-style-type: none"> ● Scheduling committee will continue to look at options that incorporate common planning time, remediation, a later start time, a joint schedule with the middle school, and intervention periods. ● A parent component will be incorporated into this year's efforts around this goal. Included in each monthly newsletter, there will be an article of the month around social and emotional health. 	<p>Guidance, Administrative Team, Teachers, School Council</p>	<p>2015 - 2017</p>

Hopkinton Public Schools - School Improvement Plan

<ul style="list-style-type: none"> ● We will look to have evening events for interested parents and community members about how to help their children manage stress. ● Data from the START program will be examined quarterly to evaluate program effectiveness; by June 2017, we will give a survey to students to assess the effectiveness of the program. ● Homework free weekend is scheduled for Thanksgiving weekend and a homework free vacation for the February break. ● Weekly student and staff memos with articles and strategies on managing stress. The HS School Council will focus on examining the value of homework and its definition in the student handbook. 		
<p>Funding Requirements: (indicate if source is the FY 17 budget, grants, or other sources)</p>		
<p>No additional funding required</p>		

Hopkinton Public Schools - School Improvement Plan

School:	Hopkinton High School
School Year(s):	2016-2017
Goal Number (X of Y)	3 of 3
Goal Title:	Improving Outcomes for All Students
Strategic Plan Priority Initiative:	SMART Goal:
Student Assessment (IV 3 A): Educators support students in setting developmentally appropriate growth goals that encourage students to challenge their limits in a safe and supportive environment.	By August 2017, Hopkinton High School will maintain its status as a Level I school by the Massachusetts Department of Elementary and Secondary Education. We will offer differentiated instructional strategies, supports, and a breadth of learning opportunities to ensure that <u>all</u> students are able to access the general curriculum and achieve at high levels.

Benchmarks and Key performance Indicators	
Status of Goal	Improvement Benchmark(s)
<input type="checkbox"/> Continue <input type="checkbox"/> Revise <input type="checkbox"/> Met <input type="checkbox"/> New	
<p style="text-align: center;">Rationale</p> Hopkinton High School was designated as a Level II school based on the performance of our 'High Needs' sub group after the 2013-2014 school year. In 2015, the school earned a Level 1 designation (MCAS ELA: 99% Advanced and Proficient,	<ul style="list-style-type: none"> Students and staff will use assessment data to establish priority learning goals and to evaluate student progress towards these goals.

Hopkinton Public Schools - School Improvement Plan

<p>Math: 97% Advanced and Proficient, Science: 97% Advanced and Proficient). In an effort to maintain this distinction, the school has continued to focus on ways to respond to intervention for students who were identified as under performing. In addition to the school's established remediation classes in ELA, Math, and Biology, small group classes have also been created in Math and ELA for identified students. In addition, the writing center was put in place during the 2015-2016 school year. Systematic assessments, which include universal screening tools, benchmark assessments and other assessments based on essential learning standards, have provided evidence of student progress. In 2015-2016, the START Program was established to assist students who were transitioning back to classes after a long term absence or significant medical issue.</p>	<ul style="list-style-type: none"> ● Reviewing student learning information will be a regular feature at all PLC meetings, including Special Education and Guidance. ● Staff will adopt data analysis techniques that provide relevant, meaningful and targeted feedback to students. 	
Strategic Activities and Responsibilities		
Strategies/Activities	Person(s) Responsible	Timeline
<ul style="list-style-type: none"> ● Three times during the school year (September, January, and June) assessments will be administered (for example benchmarks, Galileo, formatives, etc) will be given to all students. ● Starting in September of 2016, students who have been identified as in need of writing support will be scheduled into the writing center either for direct instruction through Writing Workshops or the re-teaching of writing structures and general writing strategy remediation which will be scheduled through Academic Support. 	<p>Staff, Students, SMLs, Administrative Team</p>	<p>2016-2017</p>

Hopkinton Public Schools - School Improvement Plan

<ul style="list-style-type: none">● The writing center teacher will have students complete benchmarks and other assessments in an effort to better target student's areas of need as well as chart progress throughout the year.● Remediation options will continue to be provided for High Needs Students in ELA, math and science.● Starting with the 2016-17 school year, small group classes will be offered for High Needs students at all four grades levels in ELA and Math.● Teachers will utilize building based meeting time as well as faculty meeting time to review assessment results and meet (regular education/special education teachers) to collaborate on all assessment results and make adjustment to practice.● Teachers will share all assessment results with students and work to together to set learning goals.● The Guidance Department and the START program will continue to utilize interactive work trackers to aid in the monitoring of work completion and to streamline communication between students, families, and teachers.● Caseloads for Special Education Liaisons have been re-examined to provide increased flexibility in programming and maximize the effectiveness of instructional practices.		
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Hopkinton Public Schools - School Improvement Plan

Funding Requirements: (indicate if source is the FY 17 budget, grants, or other sources)

No funding additional needed