

**Holliston High School
School Improvement Plan
2011-2012 School Year
June 2011 Presentation**



School Council Members

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GOAL : All Students Achieving at their own individual best level of performance

CRITICAL ISSUE	STRATEGIES/ INITIATIVES	RESPONSIBILITY	TIMELINE
Provide and maintain a physically and emotionally safe school environment	<ul style="list-style-type: none"> Revamp the Advisory Program to include modules from the World of Difference, a student-based program from ADL Boston. A group of students will be trained and deployed to do much of this work with their advisors. Design and deliver programming for parents around the issue of bullying prevention with special focus on cyber-bullying and other forms of bullying that occur outside of school. 	Principal, Assistant Principals, School Counselors, Wellness Department Leader, Assistant Superintendent	2011-2012 school year
Provide and maintain an emotionally and academically safe instructional environment	<ul style="list-style-type: none"> Analyze and assess the iParent on-line grading pilot program that began during the 2011-2012 school year. Teachers who took part in the original pilot program during the Spring of 2011 will be surveyed and will act as a focus group for the administrative team to decide about the future of this initiative. 	Principal, Assistant Principals, Student Services Administrator, Department Leaders	Semester I 2011

GOAL: Guaranteed and Viable Curriculum

CRITICAL ISSUE	STRATEGIES/ INITIATIVES	RESPONSIBILITY	TIMELINE
Continue the definition and documentation of all curriculum at all levels using a backwards-design model where students are expected to develop deep understandings of “big ideas” by focusing on the “essential questions” of a lesson, unit or course	<ul style="list-style-type: none"> Complete Stage II of curriculum development – a full compliment of varied, multi-modal assessments will be designed and designated for all courses as part of the second stage of curriculum redesign. These assessments will serve as appropriate evidence of whether or not the enduring understandings and essential questions developed in Stage I were reached and answered. 	Principal, Assistant Principals, Department Leaders	2011-2012 school year

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GOAL: State of the Art Instruction

CRITICAL ISSUE	STRATEGIES INITIATIVES	RESPONSIBILITY	TIMELINE
<p>Foster an environment that encourages teachers to take risks and seek peer feedback on performance</p>	<ul style="list-style-type: none"> Teachers will regularly work with their course partners during common planning time to share assessment data, compare instructional modalities and draw conclusions about both based upon the data. This will take on new meaning because of the common course elements developed through the UbD process. 	<p>Principal, Assistant Principals, Department Leaders, Classroom Teachers</p>	<p>2011-2012 school year</p>
<p>Leverage technology to maximize access to instructional material both in the classroom and outside of class for all learners</p>	<ul style="list-style-type: none"> Equip as many rooms as possible with “smart”, interactive presentation boards or projectors. Equip all teachers with portable technology such as a tablet or laptop and provide professional development for all teachers in order to increase capacity for blended learning in all classrooms. 	<p>Principal, Network Manager, New Instructional Technology Sepcialist</p>	<p>Semester I, 2011</p>

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GOAL: Student Assessment

CRITICAL ISSUE	STRATEGIES/ INITIATIVES	RESPONSIBILITY	TIMELINE
<p>Utilize diverse assessment practices to evaluate and inform teaching and learning for all</p>	<ul style="list-style-type: none"> A core concept of the Stage II curriculum work will center on the development, deployment, analysis and editing of assessment instruments utilized in the newly articulated curriculum. That work will occur within the professional learning communities that are our course partner groups. The mechanism used will be peer review and the vehicle will be the Atlas Rubicon tools at our disposal. Administrators and colleagues will regularly take part in the review of one another’s assessments and tasked with critiquing the work. 	<p>Principal, Assistant Principals, Student Services Administrator, Department Leaders, Classroom Teachers</p>	<p>2011-2012 school year</p>
<p>Focus on best practices and methods for communicating assessment analyses to students and parents in order to improve learning while maintaining the integrity of the assessment instruments</p>	<ul style="list-style-type: none"> The school’s guiding documents will be utilized in decision making by Administrators, Department Leaders and teachers in course partner groups. These documents are now known as Core Values and Beliefs about Learning and 21st Century Learning Expectations. Building-wide rubrics will be rewritten and assigned to particular departments so that the expectations they measure will be captured and shared with students, families and the community. 	<p>Principal, Assistant Principals, Department Leaders, Classroom Teachers</p>	<p>2011-2012 school year</p>

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Goal: Collaborative School Climate

CRITICAL ISSUE	STRATEGIES/ INITIATIVES	RESPONSIBILITY	TIMELINE
Strengthen and build upon strong collaborative culture to impact more of the routine or operational activities	<ul style="list-style-type: none"> • Recruit, train and utilize students and community members to actively participate in the NEASC accreditation process. <ul style="list-style-type: none"> ○ Community members (parents mostly) and students will be on each of the seven Standard Committees 	Principal, NEASC Co-Chairs	Semester I, 2011
Encourage a climate in which students feel confident and safe in driving activities important to the school	<ul style="list-style-type: none"> ○ The NEASC Accreditation survey results will be utilized to assess the student climate. The results will be used in order to plan and execute programming in areas such as, student stress, curriculum concerns, support concerns and other management issues within the school 	Principal, Assistant Principals, Department Leaders	Semester I, 2011

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Goal: Technology

CRITICAL ISSUE	STRATEGIES/ INITIATIVES	RESPONSIBILITY	TIMELINE
Effectively and appropriately expand the use of technology as an instructional tool to meet the needs of all learners	<ul style="list-style-type: none"> Work with the entire faculty to ensure that there is a fundamental shift in the ways that instruction, teaching and learning occur in the classrooms of HHS. With the anticipated new Smart Projectors in classrooms and a full-time Instructional Technology Specialist, all teachers will be give new goals for their classroom instruction. 	Principal, Instructional Technology Specialist	School year 2011-2012
Effectively and appropriately expand the use of technology as a communication tool	<ul style="list-style-type: none"> Switch from a reliance on Public Address Announcements daily to the use of Twitter and Facebook for all communications with students. Use of the PA has been seen as an interruption in the school day and is, in general a less effective mode of communication. The use of Twitter and Facebook will be phased in as the PA announcements are phased out. 	Principal	Semester I, 2011
Expand/Extend the school community so learning can occur at any time or in any place, reflecting the world in which students live	<ul style="list-style-type: none"> Utilize the district’s influence on the TEC Online Academy Steering Committee to move more of the TEC classes toward innovative classes so that HHS students can utilize them more. 	Principal	Semester I, 2011

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Goal: Resources

CRITICAL ISSUE	STRATEGIES/ INITIATIVES	RESPONSIBILITY	TIMELINE
Engage the community and expand individuals' personal commitment to participate in the work of the Holliston Public Schools	Utilize the school Twitter and Facebook systems in order to engage parents and other community members. By communicating with the community at large we will boost interest and commitment to the schools.	Principal, Assistant Principals	Semester I, 2011 and continuing through the school year.

Goal: Professional Development

CRITICAL ISSUE	STRATEGIES/ INITIATIVES	RESPONSIBILITY	TIMELINE
Define a professional development focus and approach and execute against the plan	<ul style="list-style-type: none"> Continue stage two of the focused plan to revise all curricula utilizing a backward-planning model (UbD) as described previously. 	Principal, Assistant Principals, Department Leaders, Classroom Teachers	2011-2012 school year
Create professional development committees to drive best practices and ongoing improvements	<ul style="list-style-type: none"> Develop professional development modules for all teachers, beginners and experts, to ensure that they can utilize the new technology they have in their classrooms. In order to change what teaching and learning look like in classrooms, all teachers must be well-versed in the power of such resources. 	Principal, Instructional Technology Specialist	2-11-2012 school year

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Goal: Communication

CRITICAL ISSUE	STRATEGIES/ INITIATIVES	RESPONSIBILITY	TIMELINE
Streamline and improve effectiveness of communication from Holliston Schools to Holliston Community to foster greater engagement from community members	<ul style="list-style-type: none"> Utilize social media tools that are more in-tuned with the increasing technological, web-based habits of the general public in order to celebrate school happenings. In order to make our profile more dynamic than just a school website, our goal is for community members to really “follow” Holliston High School. 	Principal, Assistant Principals, Instructional Technology Specialis	2011-2012 school year
Encourage the Holliston Community to communicate more effectively with schools through improved processes and technologies	<ul style="list-style-type: none"> Improve the HHS website so that it includes information that is relevant and timely. By doing this we will be able to increase hits to the website and make it a portal to other more interactive communication devices such as Twitter and Facebook. A Twitter and Facebook presence is one of the more important communication goals for the school. 	Principal, Instructional Technology Specialist	2011-2012 school year

Goal: Holliston’s Commitment to Excellence

CRITICAL ISSUE	STRATEGIES/ INITIATIVES	RESPONSIBILITY	TIMELINE
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<p>All components of the Holliston community do not universally agree on the need to continuously improve the quality of the Holliston Public Schools</p>	<ul style="list-style-type: none"> • Communicate early and often with the community at large about two main initiatives for the future: <ul style="list-style-type: none"> ○ Make the NEASC accreditation process the change agent that it potentially can be. The accreditation process will highlight the strengths and needs of the school in very specific and tangible ways. Using the self-study and visiting team reports for community enlightenment will engage the public in real change processes. ○ Highlight our technology initiatives as growth factors for the school. Data that includes SAT scores, MCAS scores, college acceptances, etc. are available and will be highlighted through the use of social networking. 	<p>Principal, Assistant Principals, Instructional Technology Specialist</p>	<p>2011-2012 school year</p>
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