

STOUGHTON PUBLIC SCHOOLS
STOUGHTON HIGH SCHOOL
School Improvement Plan
2019-2020 School Year

School Council Members

Parent Representatives

Brewster, Molly
Buckley, Peter
Cain, Gilda
Curtis, Joanne
Hochberg, Mara
Huminik, Maureen
LaMotte, Ellise
McDonald, Barbara
Mills, Cheryl
O'Neil, Gina
Pina-Enokian, Katie
Sears, Sean
Shane, Sarah

Faculty

Barrett, Suzanne
Lewis, Georgeann
Lydon, Amanda

Community

Administration

Miller, Juliette

Student Representatives: Jordan Brewster, Jonah Hochberg, Max Huminik, Kiana Mills

Mission Statement

The Stoughton High School community fosters the development of responsible citizens who value high academic expectations, diversity and excellence.

Stoughton High School, located in Stoughton, Massachusetts, has an enrollment of 1039 students in grades 9-12 serviced by 96.4 Teachers, 7 full-day Teacher Assistants, 8 partial day paraprofessionals. Stoughton High School is committed to maintaining a faculty of highly qualified teachers. On our faculty, 100% of teachers are licensed in their teaching assignment. The students are supported by 4 school counselors, 1 college and career counselor, 3 adjustment counselors, a librarian, a part-time library aide, 1 school nurse, two part-time nurse's aides, 5 secretaries, a Peer Mediation Coordinator, a K-12 School Counseling Director, a PreK-12 Special Education Director, and 1.5 school psychologists. The administration consists of 1 administrative principal, 2 assistant principals, 1 Dean of Discipline, a 6-12 Science Technology Engineering and Mathematics Curriculum Coordinator, a 6-12 Humanities Curriculum Coordinator, and 1 athletic director. Each department is led by a director; K-12 Fine Arts Director, Math/Business, Science, PE/Health, English, World Language, History. There is a head teacher for the Special Education Department. The student to teacher ratio is 10.8 to 1.

ASSESSMENT DATA

MCAS

In 2018, Stoughton High School students consistently demonstrate high achievement on the ELA, Math, and STE MCAS; outperforming the state percentage of students scoring proficient or higher in all three exams. Though our achievement is consistently high our growth has been low/flat when compared to the state. In 2017, we increased our Student Growth Percentile (SGP) in ELA (from 54.0 to 54.2) but saw a decrease in Mathematics (from 44.0 to 48.0). We have focused on making gains in our growth, specifically in mathematics, over the past two School Improvement plans. The Directors and Curriculum Coordinators will continue to target their work for the 2019-2020 school year on strategies that will result in increased growth among our students, while maintaining high achievement.

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
GRADE 10 - ENGLISH LANGUAGE ARTS	93	91	51	51	41	40	6	6	1	3
GRADE 10 - MATHEMATICS	78	78	44	51	33	27	15	14	7	8
GRADE 10 - SCIENCE AND TECH/ENG	77	74	27	32	49	43	20	21	4	5

In 2018, 98% of our students passed the ELA MCAS, 92% passed the Math MCAS and 96% passed the STE. More specifically, 92% scored proficient or higher in ELA (decrease from 2017; 94%), 77% in Math (decrease from 2017; 82%) and 76% in STE

(decrease from 2017; 82%). We outperformed the state in all three content areas in both passing rates and in the percentage of students scoring proficient or higher.

Accountability Data

In 2018, Stoughton High School maintains an overall classification of “not requiring assistance or intervention” by the Department of Elementary and Secondary Education (DESE).

Progress toward improvement targets							
Indicator		All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	1	4	-
	Mathematics achievement	1	4	-	1	4	-
	Science achievement	1	4	-	1	4	-
	Achievement total	6	12	47.5	3	12	67.5
Growth	English language arts growth	3	4	-	2	4	-
	Mathematics growth	2	4	-	2	4	-
	Growth total	5	8	22.5	4	8	22.5
High school completion	Four-year cohort graduation rate	1	4	-	-	-	-
	Extended engagement rate	0	4	-	-	-	-
	Annual dropout rate	4	4	-	-	-	-
	High school completion total	5	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	0	4	-
	Advanced coursework completion	0	4	-	-	-	-
	Additional indicators total	0	8	10.0	0	4	10.0
Weighted total		5.0	10.7	-	2.9	10.3	-
Percentage of possible points		47%		-	28%		-

Criterion-referenced target percentage	38%
	Partially meeting targets

Advanced Placement 2017-2018 Exam Results

Subject	Tests Taken	% Score 1-2	% Score 3-5
All Subjects	244	39.8	60.2
English Language Arts	44	13.6	86.4
English Lang/Comp	34	11.8	88.2
English Lit/Comp	10	20.0	80.0
Foreign Languages	5		
Spanish Language	5		
History and Social Science	61	47.5	52.5
Government & Politics: U.S.	18	66.7	33.3
History: U.S.	39	38.5	61.5
Math and Computer Science	72	55.6	44.4
Calculus AB	25	88.0	12.0
Calculus BC	17	17.6	82.4
Computer Science A	14	78.6	21.4
Statistics	16	25.0	75.0
Science and Technology	62	35.5	64.5
Biology	24	33.3	66.7
Chemistry	21	19.0	81.0
Physics 1	17	58.8	41.2

Academic Programming

Graduation requirements are aligned to the Massachusetts Common Core and include 4 years of English, Mathematics, Physical Education, 3 years of a lab science, 3.5 years of social science, 2 courses in the same world language, a course in information technology, a course in Fine Arts, and Financial Literacy. Students earn a minimum of 125 credits in order to graduate.

Students can select from a course catalogue of over 150 courses; ranging from core courses to electives. Students have a wide variety of electives to choose from in order to round out their educational experience while at Stoughton High School. Students have both the opportunity to study their passions over several courses or briefly expose themselves to an introductory course.

Courses are offered at several levels; College, Honors, Quincy College Courses, and Advanced Placement. We currently offer Advanced Placement courses in English (Language & Composition and Literature), History (US I, US II and US Government and Politics), Mathematics (Calculus A/B, Calculus B/C, Statistics, and Computer Science), Science (Chemistry, Biology, and Physics), and World Languages (French and Spanish). We offer courses for our English Language Learners and support classes for our Special Education at at-risk students. Additionally, we service Special Education students through our Therapeutic Learning Center, Emotional Support Program, and Learning Center. We also offer programming in Alternative Education.

Class Size Information

Stoughton High School has worked to maintain a class size that is conducive to and creates a positive academic environment where all students can learn. Classes range from 5 to 30 students depending on the course. Our instructional labs, which provide additional content support to students who have been identified as needing the extra assistance, are small classes that range from 5 – 10 students. Our more popular electives may reach a total of 30 students; however, there are no classes at 30 at this time. Our band/chorus classes exceed this number based on the nature of the course. The average class size is 17 students per class.

Plans of High School Graduates

Plan	% of School	% of District	% of State
4-Year Private College	25.8	26.0	29.3
4-Year Public College	36.7	36.4	31.1
2-Year Private College	0.8	0.8	0.5
2-Year Public College	15.4	15.3	19.1
Other Post-Secondary	0.0	0.0	2.0
Apprenticeship	0.0	0.0	0.4
Work	7.1	7.4	9.0
Military	2.1	2.1	2.1
Other	0.0	0.0	1.6

Enrollment Profile

Enrollment by Gender (2018-2019)			
	School	District	State
Male	533	1,803	487,594
Female	506	1,697	463,816
Total	1,039	3,500	951,631
Enrollment by Race/Ethnicity (2018-2019)			
Race	% of School	% of District	% of State
African American	25.7	23.2	9.2
Asian	6.1	6.2	7.0
Hispanic	7.8	11.7	20.8
Native American	0.0	0.1	0.2
White	57.5	53.4	59.0
Native Hawaiian, Pacific Islander	0.2	0.3	0.1
Multi-Race, Non-Hispanic	2.8	5.1	3.8

Title	% of School	% of District	% of State
First Language not English	17.3	15.6	21.9
English Language Learner	3.8	6.3	10.5
Students With Disabilities	11.7	16.2	18.1
High Needs	38.0	44.7	47.6
Economically Disadvantaged	25.5	28.5	31.2

Schedule

The Stoughton High School is in its fifth year operating on an 8-period 8-day cycle schedule. The schedule has a partial rotation hybrid between 8-period and 4-period days, over an 8-day cycle. Classes meet for approximately 42 minutes on the 8-period days and 90 minutes on the 4-period days.

Extra-Curricular Activities

Color Guard, Winter Guard, DECA, Drama, Fruition Scholars, The Knight, Math Team, Music Programs, Model Senate, Student Advisory Council, Tokyo Club, National Honor Society, National Art Honor Society, National Business Honor Society, Peer Leadership, Recycling Club, S.A.D.D., Science Fair, Science Olympiad Team, Spectrum, Yearbook, Student Council, and Peer Mediation

Athletics

Football, Field Hockey, Cross-Country, Basketball, Ice Hockey, Wrestling, Baseball, Softball, Tennis, Golf, Track, Swimming, Soccer, Cheerleading, Lacrosse and Volleyball.

Other Indicators

	School	District
Attendance Rate	93.9	95.3
Average # of days absent	10.5	8.1

2019 - 2020 ACTION PLANS

Action Plan: Diverse Learning Needs (Student Learning Goal)

2018-2019 Self-Assessment Results

In 2018, 98% of our students passed the ELA MCAS, 92% passed the Math MCAS and 96% passed the STE. More specifically, 92% scored proficient or higher in ELA (decrease from 2017; 94%), 77% in Math (decrease from 2017; 82%) and 76% in STE (decrease from 2017; 82%). We outperformed the state in all three content areas in both passing rates and in the percentage of students scoring proficient or higher.

In 2018, Stoughton High School students consistently demonstrate high achievement on the ELA, Math, and STE MCAS; outperforming the state percentage of students scoring proficient or higher in all three exams. Though our achievement is consistently high our growth has been low/flat when compared to the state. In 2017, we increased our Student Growth Percentile (SGP) in ELA (from 54.0 to 54.2) but saw a decrease in Mathematics (from 44.0 to 48.0). We have focused on making gains in our growth, specifically in mathematics, over the past two School Improvement plans.

Looking into the data further, our subgroups (Students w/disabilities, EL and Former EL, economically disadvantaged, High needs and African American/Black) are performing and growing at lower rates compared to the overall student population in the both the ELA and Math MCAS (particularly in Math).

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																														
Student Group	School								District								State													
	Stud. Incl.	Part. Rate	% at Each Level					CPI	SGP	Incl. in SGP	Stud. Incl.	Part. Rate	% at Each Level					CPI	SGP	Incl. in SGP	Stud. Incl.	Part. Rate	% at Each Level					CPI	SGP	Incl. in SGP
	#	%	A	P	N	I	F			(#)	#	%	A	P	N	I	F			(#)	#	%	A	P	N	I	F			(#)
Accountability Subgroups																														
Students w/ disabilities	33	100	6	52	33	9	87.9	41.4	28	42	98	5	45	31	19	83.3	39.2	31	12,035	96	14	55	19	12	88.6	43.7	9,612			
EL and Former EL	24	100	33	54	13	0	96.9	N/A	18	24	100	33	54	13	0	96.9	N/A	18	7,208	96	14	49	23	13	82.5	49.9	4,268			
Econ. Disadvantaged	58	100	29	59	9	3	96.1	49.2	46	67	100	28	54	12	6	92.5	47.7	48	21,501	97	30	51	13	6	91.9	46.6	17,194			
High needs	87	100	25	54	17	3	94.3	48.4	73	100	99	24	50	18	8	91.8	47.2	76	30,617	97	27	53	13	7	91.6	46.7	24,243			
Afr. Amer./Black	54	100	44	44	7	4	96.3	50.9	48	59	100	44	42	8	5	96.2	50.9	48	6,230	97	31	54	11	5	93.9	47.8	4,940			
White	158	100	56	38	6	0	98.4	53.4	149	166	99	54	37	7	2	97.3	52.7	152	44,934	99	58	36	4	2	98.0	50.1	40,615			

GRADE LEVEL 10 - MATHEMATICS																																				
Student Group	School								District								State																			
	Stud. Incl.	Part. Rate	% at Each Level					CPI	SGP	Incl. in SGP (#)	Stud. Incl.	Part. Rate	% at Each Level					CPI	SGP	Incl. in SGP (#)	Stud. Incl.	Part. Rate	% at Each Level					CPI	SGP	Incl. in SGP (#)						
	#	%	A	P	N	I	F			#	%	A	P	N	I	F			#	%	A	P	N	I	F			#	%	A	P	N	I	F		
Accountability Subgroups																																				
Students w/ disabilities	32	97	3	16	34	47	53.1	33.3	26	41	95	2	12	34	51	54.9	35.3	29	11,939	96	14	27	31	29	70.5	46.2	9,524									
EL and Former EL	24	100	29	38	29	4	87.5	N/A	18	24	100	29	38	29	4	87.5	N/A	18	7,123	97	19	25	29	27	69.5	47.5	4,279									
Econ. Disadvantaged	57	98	28	35	23	14	82.9	47.6	45	66	99	26	33	24	17	80.3	47.5	47	21,256	97	29	31	24	17	79.7	46.0	17,040									
High needs	86	99	26	30	26	19	78.2	46.2	71	99	98	23	28	26	22	77.3	46.5	74	30,311	97	27	30	25	18	79.0	47.1	24,050									
Afr. Amer./Black	54	100	33	31	28	7	85.2	49.2	48	59	100	32	32	27	8	86.0	49.2	48	6,200	97	27	33	26	14	80.6	46.7	4,890									
White	156	99	49	33	13	5	92.0	47.0	146	164	99	48	31	14	7	91.0	47.1	149	44,792	99	58	27	11	5	93.3	50.5	40,478									

Departments have used professional collaboration time to create common benchmark assessments in SchoolNet. The analysis of these assessments assists in identifying students who require additional support and/or who are at risk. Further, departments have participated in professional development on differentiated instruction, social emotional learning and use of technology to support differentiated instruction. Faculty have met the SEI endorsement requirement by the DESE.

Further, the STEM and Humanities Curriculum Coordinators have planned professional for the 2019-2020 school year for high school faculty including but not limited to the following:

- Building access to content for English Language Learners
- Breaking down the walls with cross-curricular learning
- Increasing student engagement
- Meeting diverse needs, SEI and literacy strategies and activities

2019 - 2020 SMART Goal:

By June 2020, students within our identified subgroups will demonstrate a student growth percentile increase of 7% in their overall growth rate on the ELA and Math MCAS.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Analyze 2018 MCAS data to establish a baseline.	Professional Collaboration Time SHS Leadership Meeting Time District Data Specialist Time	SHS Leadership Department Members STEM/Humanities Coordinators	Completed
Provide professional development for faculty to address the needs of our students within our subgroups.	Professional Collaboration Time SHS Leadership Meeting Time District Data Specialist Time	SHS Administration Department Members STEM/Humanities Coordinators	Ongoing throughout FY20
Conduct classroom observations and provide targeted feedback on SEI endorsement strategies, student engagement, cultural competence and cross-curricular lessons.	Observation time	SHS Administration and Unit B Evaluators	Ongoing throughout FY20
Increase the number and variety of technical writing assignments across all content areas.	Professional Collaboration Time STEM/Humanities Coordinators	SHS Administration Department Members STEM/Humanities Coordinators	Ongoing Throughout FY20
Review/revise existing curriculum, assessments (Formative-CEPAs/Summative)	Professional Collaboration Time STEM/Humanities Coordinators	SHS Administration Department Members STEM/Humanities Coordinators	By January 2020
Benchmark existing Writing Toolkit, Math Problem Solving Toolkit, and Science Formal Lab Writing Toolkit Resources throughout the year and align existing content area	Professional Collaboration Time STEM/Humanities Coordinators	Directors STEM/Humanities Coordinators	Ongoing Throughout FY20

CEPAs with rubrics.			
Educator collaboration centered around SEI strategies and best practices, cross curricular assignments, and student engagement.	Professional Collaboration Time STEM/Humanities Coordinators	Departments STEM/Humanities Coordinators	Ongoing Throughout FY20

S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

Action Plan: Professional Development (Professional Practice Goal)

2018-2019 Self-Assessment Results

Stoughton High School has committed to providing teachers opportunity during the school day for professional collaboration. Departments meet for four 42 minute periods every eight days for the purpose of collaboration. This time has been utilized for creating common mid-year and final exams, formative assessments, analysis of data, sharing best practices, revision of curriculum, training for various technologies (School Net, Google Classroom, document cameras, etc.), building of assessments in School Net, department business, etc. Teachers will continue to have this time in 2019-2020.

Faculty and staff participated in professional development on Social-Emotional learning in the 2017-2018 school year. Ms. Jessica Minehan, author of Behavior Code, presented at our full professional day. We continued this work through a book study in the 2018-2019 school year; using the Behavior Code.

Stoughton High School continues to partner with the Anti-Defamation League, through their A World of Difference Program. Advisors for the program are in place and continue to work with the ADL and our student mentors in providing education to our faculty, staff and students. In 2018-2019, a pilot lecture series was conducted. This series was further explored in our student Advisories and with our Ambassadors for the A World of Difference. The series titled, Together We Are Stronger, explored the themes that our diversity provides our community strength. In celebrating, acknowledging and accepting our differences we become a richer stronger learning community. Speakers were selected to represent our student body and included presentations on themes such as Anti-Semitism, First Generation students, LGBTQ+, Social Emotional Challenges, Best Buddies and Dr. Motley. In surveying students, 92% of student respondents believes SHS should continue such a series in the 2019-2020 school year. They accurately identified the important themes of the series (i.e. anti-bullying, anti-harassment and each student is valued). Further, they provided many ideas for future presentations. Many of these ideas involve presentations on the “isms” (i.e. Racism, sexism, ageism, etc.) and social justice.

Stoughton High School has partnered with Mr. Jeffrey Benson and Ms. Rachel Poliner, authors of Teaching the Whole Teen. They presented to the faculty in April 2018 on strategies incorporating creating a positive and inclusive school climate. As a result of this work the Faculty have formed a Climate Committee. This committee will work on resolving small issues between and among faculty, staff and administration before they escalate.

Our student body continues to increase in diversity. We have made strides over the past two years in increasing the diversity of our faculty and staff. This work continues through our partnership with MPDE and regularly attending their events and career recruitment fairs.

2019 - 2020 SMART Goal:

By June 2020, implement professional development designed to increase awareness and improve the cultural competence of the administration, faculty and staff in the areas identified within the assessment given.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Survey faculty with the Cultural Competence instrument.	Google Documents	SHS Administration Faculty	September 2019
Survey students to assess their experiences in school related to the climate and educational environment	Google Documents	SHS Administration	September 2019
Analyze the results from the surveys; identify areas in need of improvement.	SHS Administrative Collaboration Time	SHS Administration	October 2019
Implement programming for monthly faculty meetings, and April early release.	SHS Administrative Collaboration Time Allotted PD time	SHS teachers SHS Administration	Ongoing throughout FY20
Continue partnering/working with the MPDE for staff development and programming.	PD/membership with MPDE	SHS Administration	Ongoing throughout FY20
Continue the lecture series using topics suggested from survey in 2018-2019 and from the results of the survey in September 2019.	AWOD Co-Advisors SHS administration Advisory Co-Coordinators Advisory Time Assembly Time	SHS Administration AWOD Co-Advisors Student Ambassadors	Ongoing throughout FY20 (4 presentations/1 per term)

Survey the staff and student body to assess our progress.	SHS administration Advisory Co-Coordinators Advisory Time	SHS Administration	May 2020
Analyze the results of the surveys to determine progress.	SHS Administration Time	SHS Administration	June 2020

S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked