TANTASQUA REGIONAL HIGH SCHOOL  
School Improvement Plan 2019-2020

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<th>General Objective</th>
<th>Specific Objective</th>
<th>Objective</th>
<th>Person(s) Responsible</th>
<th>Measurement</th>
<th>Strategies/Resources</th>
<th>Funding</th>
<th>Timeline</th>
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<td>I</td>
<td>1.01 ELA</td>
<td>During the 2019-2020 school year, in order to improve student writing, members of the English Department will develop banks of analytical, argument and synthesis essay prompts for core courses.</td>
<td>Curriculum Supervisor Teachers</td>
<td>Banks will be added to Rubicon Atlas</td>
<td>Collaboration of Department members to develop and tweak essay prompts.</td>
<td>Budget</td>
<td>Fall semester 2018; Spring semester 2020</td>
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<td>1.02 Foreign Language</td>
<td>By the end of the 2019-2020 school year, in an effort to increase student achievement, teachers in the Foreign Language department will use common time to create/revise and share technology-centered activities and common assessments</td>
<td>Curriculum Supervisor Teachers</td>
<td>Creation of folders in Google team drive for each level of all 3 languages with shared activities and assessments At least one activity for each unit of each level of all 3 languages</td>
<td>Teachers will share best practices Teachers will develop or revise activities Teachers will review and revise existing common assessments Teachers will share all activities and assessments in the appropriate folder of</td>
<td>2018-2020</td>
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<td>1.03 History</td>
<td>By the end of the 2019-2020 school year, social studies teachers will share with colleagues, or implement with students, a new technology resource designed to improve student understanding and/or engagement. Technology resources may include EdPuzzle, Socrative, the PBS App, or the collecting/grading work feature of Google Classroom.</td>
<td>Curriculum Supervisor Teachers</td>
<td>Teachers will be able to produce evidence of teaching their peers about a technology resource, or of implementing that resource with their students. New lesson plans/activities will be posted in Atlas.</td>
<td>Department members will use October professional development time to share technology resources, experiment with the technology, and make plans for classroom implementation.</td>
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<td>1.04 History</td>
<td>By the end of the 2019-2020 school year, social studies students will demonstrate social emotional learning by identifying and practicing at least 1 evidence-based coping strategy for stress. Strategies practiced may include progressive muscle relaxation, guided imagery, or the 5-4-3-</td>
<td>Curriculum Supervisor Teachers</td>
<td>Students will be able to practice and model at least one social-emotional coping strategy.</td>
<td>Dr. Bousquet will train social studies teachers during professional development and department meeting time.</td>
<td>Budget</td>
<td>2018-2020</td>
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<td>1.05 History</td>
<td>By the end of the 2019-20 school year, social studies students will present and discuss at least one current event to their peers in order to increase civic awareness. Each student will formally share a current events article with peers and help shape discussion of the important themes connected to their issue.</td>
<td>Curriculum Supervisor Teachers</td>
<td>Students will be able to locate and explain a current events article. Teachers may collect sample articles/discussion questions submitted by students. Relevant lesson plans/activities will be posted in Atlas.</td>
<td>Teachers will set timetable so all students have the opportunity to present and discuss a current event.</td>
<td>Access to media (home, library)</td>
<td>2018-2020</td>
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<td>1.06 History</td>
<td>By the end of the 2019-2020 school year, history students will engage in formative assessments no less than once a week to promote learning and understanding, and to allow teachers to address misunderstandings of gaps in knowledge prior to formal summative assessments.</td>
<td>Curriculum Supervisor Teachers</td>
<td>Teachers may collect sample formative assessments that include student responses. Relevant lesson plans/activities will be posted in Atlas.</td>
<td>Teachers will incorporate formative assessments into lesson plans at least once per week.</td>
<td>Planning period prep time</td>
<td>2018-2020</td>
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<td>1.07</td>
<td>Math</td>
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<td><strong>The mathematics department will increase communication with the special education math teachers to ensure student transition will occur with minimal issue and also to better understand/refine the role of both the classroom teacher and the special education teacher in the co-taught classroom.</strong></td>
<td><strong>Curriculum Supervisor</strong>&lt;br&gt;Special Education Teachers&lt;br&gt;Teachers</td>
<td><strong>The special education teachers will join the math department meetings on an every-other-month basis. Minutes will be kept outlining discussions and decisions made</strong></td>
<td><strong>Teachers will meet at department meetings to discuss curriculum and the co-teaching model. Experience of math department teachers and special education teachers.</strong></td>
<td>2018-2020</td>
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<tr>
<th>1.08</th>
<th>Science</th>
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<td><strong>In order to improve science instruction, members of the Science Department will expand the use of G Suite for Education including the use of Docs, Sheets, Forms, Slides and Classroom. Teachers will enroll</strong></td>
<td><strong>Curriculum Supervisor</strong>&lt;br&gt;Teachers</td>
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their students in Google Classroom and use the G Suite applications to create new assignments (using Docs, Sheets, Slides, etc.) and revise existing assignments with the goal of improving curriculum delivery to our students and create announcements to facilitate better communication with our students. Science teachers will also use these applications to improve professional communication and collaboration with their colleagues.

| 1.09 Science | In order to improve Biology and Physical Science instruction and finalize the integration of the newly adopted 2016 Massachusetts Science and Technology/Engineering (STE) Frameworks, before the new MCAS, Biology and Physical Science teachers will review | Curriculum Supervisor Teachers | Analysis/comparison of current course curricula with 2016 Massachusetts Science and Technology/Engineering Frameworks | Teachers will review the frameworks and look for omissions and inconsistencies with existing course offerings Professional development time Massachusetts Science and Technology/Engineering Frameworks | 2018-2020 |
STE core ideas and specific standards in their disciplines to insure that major concepts are included in existing course curricula. Omissions will be noted so that revisions can be made to course offerings.
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<td>2.01 ELA</td>
<td>Senior high English department members will meet with junior high English teachers to identify instructional practices that ensure a positive growth mindset and support SEL and academic success, and to review and vertically align the curriculum.</td>
<td>Curriculum Supervisor Teachers</td>
<td>Updated curriculum and instructional methods on Rubicon Atlas</td>
<td>Teachers from both schools will share and discuss unit plans, specific lessons and sample student writing on the October 5, 2018 full professional development day.</td>
<td>Budget</td>
<td>Fall semester 2018; Spring semester 2020</td>
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<td>2.02 Guidance</td>
<td>During the 2019-2020 school year, school counselors will continue to refine the guidance curriculum, specifically the support services provided to 9th – 12th grade students in the areas of mental health and college and career planning. By June 20, the updated guidance curriculum will be added to Rubicon Atlas.</td>
<td>Guidance Counselors (Lead) School Social Worker</td>
<td>The completion of this goal will be confirmed when our guidance curriculum is updated to reflect the modifications driven by student feedback in the annual Naviance Senior Exit Surveys. The updated curriculum will be added to Rubicon Atlas.</td>
<td>The Guidance Department will meet to review Naviance Senior Exit Surveys feedback on guidance support services, specifically strengths, weaknesses, and additional programming suggestions.</td>
<td>Budget</td>
<td>2018-2020</td>
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will be complete and ready for implementation in the 2020-2021 school year.

Naviance Student Exit Surveys from the Class of 2019 and 2020 will be analyzed at end of year to determine if our modifications have been successful based on student informal feedback.

Guidance counselors will work in teams assigned to each grade level to identify ways to streamline and modify our curriculum.

Resources:
- Naviance Senior Exit Surveys
- Consultation and Collaboration within Department
- Student Feedback
- Tantasqua Guidance Curriculum

over the past three summers, members of the math department have come together to review/revise curriculum and outlines/timelines for courses at the CPA level. As a result of these changes, all common assessments (midterms and
data will be collected as each assessment is given. All data will be combined and analyzed by department members to ensure validity and reliability of each exam.

Teachers will meet on PD days as well as department meetings to review/adjust exams, collect and analyze data.

MS Word Apperson Data Machine

2018-2020

Experience of department members
finals) for these courses need to be revisited. Adjustments will be made to these exams to ensure they follow the new curriculum/out line. Math department members will work in small teams making appropriate adjustments to exams.

| 2.04 Performing Arts | By effectively programming literature for vocal and instrumental ensembles, instructors will better increase student learning. During the 2018-2019 school years, instructors will work to align the grades 7-12 vocal and band curriculum through literature programming based | Curriculum Supervisor Teachers | Literature difficulty level based on concepts communicated between high school and Jr. high school instructors. Curricular choices will be added to “Atlas” for grades 7 through 12 | Monthly department & Professional Development day meetings and discussions focusing on student concept comprehension and achievement. “Warm-up” (conceptual) exercises Communicate literature being program and | 2018-2020 |
on musical concepts.

In addition, we will use the attached "Programming Literature" worksheet. The purpose is to help us as instructors identify areas of strength, deficiencies, and better program literature to help improve the deficiencies while exploiting the strengths.

| 2.05 All Departments | In order to improve student learning and transitions between grades and curriculums, meet bi-annually within the departments for Admin Curriculum Supervisors Lead Teachers Attendance at Meetings Curricular changes in Rubicon Atlas | Teachers will review and revise curriculum, expectations, for both content and skills, with an eye on incorporating | Budget | 2019-2020 | Ongoing |

justify the purpose of those selections National Association for Music Education (NAfME) Massachusetts Music Educators Association (MMEA) All State Conference Massachusetts Instrumental and Choral Conductors Association (MICCA) annual performance assessments. Clinician visit from Peter Tileston, King Philip Regional High School, retired.
<p>| 2.06 Science | Members of the Science Department will continue with curriculum development aimed at addressing the expectations and learning outcomes of the new Massachusetts Science and Technology/Engineering Frameworks. To improve student learning in science, teachers working collaboratively or individually, will design a new activity or revise an existing activity each semester, that allows for students to demonstrate the new Science and Engineering Practice, <em>Developing and Using a Model</em>. | Curriculum Supervisor Teachers | The creation and implementation of two activities reflecting MSTE essential practice number 2; Developing and using a model to generate data. | Each teacher or small group of teachers will design a new or revise an existing activity that reflects essential practice 2 in the 2016 MSTE and implement it during each semester of the 2018-2019 school year. Professional development time Massachusetts Science and Technology/Engineering Frameworks | 2018-2020 |</p>
<table>
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<tr>
<th>2.07 Data Analysis</th>
<th>In order to improve student learning, areas of weakness will be identified by collecting and analyzing data from common midterm and final exams, MCAS results, and AP results. Curriculum revisions will be introduced to address those identified areas.</th>
<th>Curriculum Supervisor Teachers</th>
<th>Item analysis of common exams</th>
<th>Data will be collected by collected by teacher. Curriculum revisions will be made based on data analysis. PD time</th>
<th>ScanTron machine, DataLink software, AP Central Test Analysis Data, MCAS data</th>
<th>2018-2020</th>
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<td>2.08 Special Education</td>
<td>By the end of the 2019-20 school year, the special education department will participate in cross district and cross department collaborations with other special education teams in the district and with other</td>
<td>Curriculum Supervisor Teachers</td>
<td>Department meeting and professional development sign-in sheets Work products from professional development sessions showing</td>
<td>Every other department meeting will be a joint department meeting between the junior and senior high. On the months that we are not meeting as a junior / senior high department, individuals from the</td>
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<td>2018-2020</td>
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<td>2.09 Visual Arts</td>
<td>To facilitate the successful transition from a department of two veterans and one beginning visual art instructor, to one composed of two beginning teachers and one veteran at the close of the 2018-2019 school year. Transfer of information and skills vital to continuation of the department’s diverse curriculum offerings will be the focus for this year.</td>
<td>Curriculum Supervisor Teachers</td>
<td>Observation and assessment of new personnel’s performance in the studio classroom. Feedback provided by new staff member. Results of ongoing preparation and practice will manifest our achievements regarding the team’s professional objective.</td>
<td>Mentoring, sharing of information through documents, discussion and demonstrations, new staff member’s receipt of curriculum-based reference materials/lesson plans prepared by retiring personnel, ongoing assessments and support</td>
<td>Our visual arts curriculum and its references to Massachusetts state</td>
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<td>2.10 Administration</td>
<td>Provide Staff with PD opportunities that addresses students with social/emotional needs and disabilities and provides for SEL opportunities across curriculum.</td>
<td>Administrators on Curriculum Supervisors</td>
<td>Attendance at Events and Activities generated as a result of PD Conferences and guest speakers Department Meetings Faculty Meetings</td>
<td>Salaries PD General Budget</td>
<td>2019-2010</td>
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<tr>
<td>2.11 Administration</td>
<td>Provide staff with PD opportunities that addresses students and staff with social/emotional needs and disabilities and provides for Unconscious Bias Training opportunities across curriculum.</td>
<td>Administrators on Curriculum Supervisors</td>
<td>Attendance at Events and Activities generated as a result of PD Conferences and guest speakers Department Meetings Faculty Meetings</td>
<td>Salaries PD General Budget</td>
<td>2019-2020</td>
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<td>2.12 NEASC</td>
<td>To develop a faculty “Follow-up Committee” to work with the building principal to plan a schedule to address the evaluation report and highlighted recommendations</td>
<td>Committee Members</td>
<td>Two and Five Year Report</td>
<td>2018-2021</td>
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General Objective III  | To create and maintain a school environment that is safe and supportive where all students are able to learn well. (School safety and discipline. Establishment of a school environment characterized by tolerance and respect for all groups. Extra-curricular activities)

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<td>3.01 Administration</td>
<td>During 2019-2020, the school administration will increase efforts to improve the consciousness and attention of both faculty and students to building security, collaborate with our SRO on assessing and improving upon these procedures, as well as incorporate our new SRO intro</td>
<td>Principals Assistant Principals</td>
<td>Records of all drills and security measures implemented</td>
<td>Key Distribution Upgraded Building Access System Practice Safety Drills</td>
<td>Budget</td>
<td>2019-2020</td>
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To ensure that all students feel welcome and emotionally and intellectually safe, work with the Anti-Defamation League (ADL) to create opportunities for unconscious bias training for students and staff.

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<td>4.01 Guidance</td>
<td>During the 2019-20 school year, school counselors will continue to refine the guidance curriculum, specifically the support services provided to 9th, 12th grade students in the areas of mental health and college and career planning. We will also look to enhance our communications systems to involve</td>
<td>Guidance Counselors, School Social Worker</td>
<td>The completion of this goal will be confirmed when our guidance curriculum is updated to reflect the modifications driven by student feedback in the annual Naviance Senior Exit Surveys. The updated curriculum will be added to Rubicon</td>
<td>The Guidance Department will meet to review Naviance Senior Exit Surveys feedback on guidance support services, specifically strengths, weaknesses, and additional programming suggestions and communications systems.</td>
<td></td>
<td>2019-20</td>
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parents/guardians in the life of the school. Atlas. We will also analyze the ways in which we currently communicate to parents/guardians (i.e. Remind, email, phone, Guidance Progress Reports, Presentations, Connect Ed, etc.) to see how they can be enhanced.

Naviance Student Exit Surveys from the Class of 2019 and 2020 will be analyzed at the end of the year to determine if our modifications have been successful based on student informal feedback.

Guidance counselors will work in teams assigned to each grade level to identify ways to streamline and modify our curriculum.

<p>| 4.02 Administration | Administration will increase efforts to engage and invest parents in their child’s education. | Administration | Attendance at parent/guardian presentations and orientations. | Offer important presentations that impact families in positive ways from a variety of adolescent experts. Connect Ed | Budget | 2019-20 | Ongoing |</p>
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<th>Social Media</th>
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