Lexington High School
School Improvement Plan
2015 -2016
School Council Members:

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Kim Effron, Parent
Eileen Jay, Community Member
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Jill Smilow, Community Member
Kristin Tissera, Student
David Wininger, Faculty Member

Lexington High School 2015-2016 **School Improvement Plan** Outcomes

Goal	Implementation	Outcomes
INSTRUCTION **Academic Goal** If educators expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.	Conceptualize homework as an instructional strategy (faculty, student, and parent feedback). Investigate how the daily block schedule and extracurricular activities impact instructional strategies and the scope of interventions to be implemented for students (Response to Instruction and Intervention). Continue to streamline school processes related to Response to Intervention.	**Homework/Extra Curricular Time** • Based on discussions in 2014-2015, a number of teachers made adjustments to homework practices to start the year. • The faculty reviewed the School Committee Homework Policy and provided feedback to the Superintendent in December. • Individual Professional Learning Teams held discussions on homework practices and grading, seeking consistency across similar course levels. • Time on homework is included in a study the Associate Principal conducted on the use of students' time once the school day ends (sample size: 188 students). Self-reported by students, the average time spent on HW is 3.5 hours per day. • Principal attended a Youth Coalition meeting and other parent forums to hear feedback on the impact of homework and extracurricular commitments on student and family life. **Response to Intervention** • All referral forms for school-based programs were evaluated and changes made, as needed. • A streamlined process was developed to place students in need of math support into the Learning Center as quickly as possible. 83 math referrals were made prior to May and the placement time decreased from five days to one day. • An "Under 70 Report" was developed to make grade progress accessible to Counselors, Deans, and other personnel on the Student Support Teams.

		<u>Response to Intervention continued</u> • Progress by the District RtI Task Force was provided throughout the year. • The 2015-2016 Faculty Survey contains questions on the efficacy of school supports and/or individual teacher help for academics. The results will be evaluated in the summer of 2016. • Over 400 students have been enrolled in at least one Learning Center block (humanities, math, science, and METCO support) as part of Tier 2 interventions. • Student Support Teams made 53 formal referrals for Social Work support. • Individual Social Worker contact meetings in Quarters 1, 2, and 3 (1:1 student meetings and 1:1 crisis intervention/response/safety assessment) = 1,450 meetings. • A conscious effort was made to review data between the course recommendation and students who should be encouraged to stretch into a higher-level class (e.g., College Prep 2 to College Prep 1). After consultation between the student, Counselor, and Department Head, 11 students were approved to change levels. **<u>Student Workload</u>**
	Evaluate how extracurricular activities impact the daily and weekly <u>student workload</u>.	• The Associate Principal conducted a student survey to track activities after school until bedtime. The average number of hours spent on combined activities (homework, athletics in and out of school, music, work, family time, and relaxation) was 6 hours.

		Technology /Professional Learning
	Provide relevant and consistent <u>professional learning related to the use of iPads, Blended Learning, Web 2.0 tools, and email</u>.	- Technology goals are embedded in educator Student Learning and Professional Practice Goals (evaluation system). - High school educators led a variety of workshop for Lexington Learns Together and through the Professional Learning Catalog. - Educators routinely access the Instructional Technology Specialists for support and recommendations on effective instructional tools that match the intended learning outcomes. - An Instructional Technology Specialist led a faculty committee that began to assess the current level of use and/or preferences for various technology tools.

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INSTRUCTION **Social/Emotional Goal** If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.	Implement recommendations from the <u>Guidance curriculum review</u> related to strengthening advocacy skills, resiliency, and coping strategies.	**<u>Guidance Program Review</u>** ● A District Suicidal Ideation Protocol was implemented. ● A formal Concussion Protocol was implemented. ● The ALPHA (A Learning Place for Healing Adolescents) Program expanded support to the following areas: post-concussion recovery, post-surgery support, clinical support, and attendance issues. ● LEF Funding supported the *Challenge Day Program* through the School Community Grant. The overall goals of the program are: increase personal power and self-esteem, shift dangerous peer pressure to positive peer support, and eliminate complacency for teasing, violence, and all forms of oppression. ● Individual Academic Advising Appointments were held with students in grades 9, 10, and 11 to promote balanced course schedules. ● The Youth Risk Behavior Survey Data was analyzed to inform program and support decisions for 2016-2017.
	Implement <u>grade level targets for resiliency, advocacy and communication skills</u> in various school settings.	**<u>Grade Level Targets</u>** ● Targets were presented to the full faculty in September. (Individuals and Professional Learning Teams selected particular targets to focus on in their work with students.) ● Grade level targets were discussed in department meetings. ● The Counseling Curriculum incorporated Grade-Level Targets for advocacy, resiliency, and coping strategies into the Grade 9 Counseling seminars.

	Determine an action plan to <u>integrate flexible intervention and extension blocks</u> into the weekly schedule.	**<u>Grade Level Targets continued</u>** • Target goals were integrated into Resource Room objectives. • A final review will be held in June prior to the targets being shared with students and parents in 2016-2017. **<u>Flexible Intervention and Extension Blocks</u>** • 2 faculty committees were formed in October to explore the possibility of embedding time in the weekly schedule to provide interventions and/or enrichment. • 3 visits were made to ConVal High School in New Hampshire to observe their flexible block model. Faculty, students, and the LEA President attended. • ConVal High School presented to the full faculty in January. • The 2 faculty committees reached consensus and presented recommendations to the entire faculty in March. • The faculty voted to include 3 flexible blocks in the 2016-2017 schedule. • Two potential schedule models that include flexible blocks were developed and refined. The new block schedule will be presented to students and parents in late June. • Guidelines and expectations for the flexible time (I Block) will be developed in the summer of 2016 and presented to students and parents in the summer/fall of 2016.
	Continue to explore on-line curriculum options to foster flexibility for students in need of <u>credit recovery</u>.	**<u>Credit Recovery</u>** • 24 students accessed the on-line tool (Edgenuity) this year. • On-line courses and assessments were used to help clear grades of incomplete. • On-line courses were used to fill content gaps in specific units.

	Monitor the newly implemented stipend position for online <u>credit recovery</u>.	<u>**Credit Recovery continued**</u> • Students enrolled in full or partial courses for a variety of reasons: a) credit recovery after failing a course, b) to earn lost credit in sections of a course after an extended absence, c) to earn academic time as part of Dean Agreements/Contracts to be able to graduate on time. • A recommendation was made to continue the program. Funding was approved for the FY17 budget for on-line software and a faculty stipend

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SCHOOL CULTURE **Goal 1** All members of the high school community (educators, students, and parents) will work together to contribute to the overall well-being of the school culture.	As a social community, reinforce <u>digital citizenship</u> expectations that address the use of social media and available technology. Create, implement and reinforce <u>citizenship</u> in the school community and community at-large. Develop a working committee to explore how to embed existing <u>leadership and citizenship opportunities into the course catalog and student schedules</u>.	<u>**Digital Citizenship**</u> • 15 suspensions were the result of behaviors linked to the inappropriate or insensitive use of social media. • We implemented significant collaboration with the Lexington Police Department on several situations involving social media and potential violations of the law. • Education on the appropriate use of social media was incorporated into the Grade 9 Counseling Curriculum. <u>**Leadership and Citizenship Culture**</u> • As part of the learning process for students with potential disciplinary action, a reflection was completed prior to meeting with a Dean. • Prior to May 1, there were 73 total suspensions (57 students). The average length of a suspension was 3 days. In-school suspensions (23) and out-of-school suspensions (50) were used to address behaviors that did not contribute to a positive school culture. • Peer Leaders conducted lunch groups and other activities to support students in need of support for socialization skills. • An increased emphasis on reducing bystander behaviors was put in place. • "I am LHS" presentations were made by the African American and Latino Scholars to grades 9, 10, and 11 to promote cultural proficiency and inclusion. • Approximately 257 students participated as Peer Educators, presenting substance prevention information and strategies to elementary and middle school students.

		<u>**Leadership and Citizenship Culture continued**</u> ● As part of the LEF School Community Grant, a workshop will be conducted in late June to promote positive citizenship and cultural awareness. <u>**Competitive School Culture**</u>
	Openly discuss the positive and negative sources and outcomes of a <u>competitive school culture</u>. Support the <u>Lexington Public Schools</u> mission, vision, and guiding principles that foster a positive school culture.	● The faculty held two interdisciplinary discussions on the positive aspects and unhealthy aspects of a competitive school culture (impact on students, educators, and parents). ● The Site Council held five discussions on the positive aspects and unhealthy aspects of a competitive school culture (impact on students, educators, and parents) ● Data and feedback from the faculty and Site Council discussions will be evaluated in the Summer 2016. ● 3 flexible blocks will be integrated into the weekly schedule in 2016-2017 to provide *time* for students to receive support, complete make-up work, and complete homework.

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SCHOOL CULTURE **Goal 2** If we increase safety procedures in our school, then social, emotional, psychological, and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.	Implement training for the <u>Readiness and Emergency Management Systems</u> (REMS) for Alert, Lockdown, Inform, Counter, and Evacuate (ALICE). Faculty and staff are educated and prepared in the "ALICE" protocol. Parent education is prepared in advance of student training. Initial student education in the ALICE protocol.	• ALICE terminology was introduced to the faculty in October. • Introductory discussions were held with the Superintendent, Police, and Public Facilities to appropriate funding for security and response strategy needs. • Town funding was secured to evaluate security needs for locking doors and camera use. • The Critical Response Team met on a consistent basis (response to actual events and proactive planning). • Collaboration with the Lexington Police Department on multiple low-risk bomb threats resulted in a building evacuation, a shelter-in-place, and a campus evacuation. Each scenario allowed the Critical Response Team to partner with safety officials and to practice response protocols. • The district and school formally identified local buildings to use as an evacuation site (adjacent schools, Hayden, and Grace Chapel). • Bullhorns were purchased to improve communication during an evacuation. • The Blackboard 5i communication tool was implemented. • Formal ALICE implementation will be extended to the 2016-2107 School Improvement Plan.