



Dedham Public Schools
Secondary School Improvement Plan
2018 - 2020

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Overview

School Council Statement of Purpose

The School Council, in serving as representatives of the larger school community, seeks to enrich and enhance opportunities for teaching and learning that result in improved learning outcomes for all students. The School Council strives to improve the supports available to teachers, students and their families as we work collectively across the district to better meet the needs of all our learners.

Responsibilities of the School Council

As outlined in the Education Reform Act of 1993 ([Link to DESE Regulations here](#)), the School Council is comprised of representatives from the parent body, the school staff, and the community at large. The council has specific responsibilities that include, but are not limited to, examining the following topics:

- School budget
- School Handbook
- School Improvement Plan

The council is charged with assisting principals with the development of annual *School Improvement Plans* that will identify areas of concern, establish explicit goals, state objectives, name persons charged with various responsibilities, and determine a timeline for measurable outcomes. In determining areas for improvement, the School Council may take guidance from the following sources:

- Common Core State Standards and Career Readiness Skills
- MA State Standards
- Standardized Testing Results
- Staff, Student and Parent Surveys

Acknowledgments

Dedham's leadership team and the School Committee would like to acknowledge and thank the members of our collective secondary School Councils who have worked diligently with their respective teams to assess the needs at each of our neighborhood schools and set meaningful building based goals to frame our collective improvement efforts over the next two years.

DMS Council	DHS Council
Karen Hillman, Principal	Jim Forrest, Principal
Dr. Lauren Butters, Teacher	Dan Rouse, Teacher
George Kelleher-Bianchi, Teacher	Lyndsey Galvez, Parent
Jennifer Greaney, Parent	Kim Roslonek, Parent
Aristea Karakatsanis, Parent	Maleka McBarnett, Student
Sunshine Millea, Parent	Corey Kilroy, Student
Michael Doyle, Student	
Sarah Goode, Student	

Secondary Demographics

Dedham Middle School

	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	
First Language not English	14.4	11.7	9.5	9.1	9.3	10.3	
English Language Learner	4.6	3.6	2.3	2.8	4.0	3.7	
Students With Disabilities	25.5	24.6	20.1	19.0	21.4	22.3	
Economically Disadvantaged	22.2	19.2	15.3	15.7	30.2	28.2	Low-income
					23.4	22.1	Free Lunch
					6.8	6.1	Reduced Lunch
High Needs	42.5	39.8	32.3	33.4	44.2	43.9	High Needs

Dedham High School

	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	
First Language not English	12.5	13.0	14.1	16.4	14.6	13.3	
English Language Learner	4.8	3.8	3.6	5.4	3.7	3.7	
Students With Disabilities	16.9	15.2	14.8	15.7	16.8	17.5	
Economically Disadvantaged	19.9	18.0	17.0	16.4	35.5	33.1	Low-income
					28.4	27.2	Free Lunch
					7.0	5.9	Reduced Lunch
High Needs	34.3	32.1	32.0	32.6	43.9	43.0	High Needs

Secondary Performance

Dedham High School Grade 10

		2017	2016	2015	2014	2013	2012
ELA	ADVANCED	49	41	54	39	33	27
	PROFICIENT	46	54	42	56	60	64
	NEEDS IMPROVEMENT	3	5	3	5	6	9
	WARNING	2	0	1	1	1	0
Math	ADVANCED	73	73	74	75	65	60
	PROFICIENT	20	19	18	20	22	29
	NEEDS IMPROVEMENT	3	7	5	5	11	10
	WARNING	4	1	3	1	2	0
Science	ADVANCED	52	37	49	51	40	36
	PROFICIENT	39	50	40	37	40	43
	NEEDS IMPROVEMENT	8	12	10	11	19	20
	WARNING	1	0	1	1	0	1

Dedham Middle School

			2017		2016	2015	2014	2013	2012
Grade 8	ELA	Exceeding	2	ADVANCED		21	12	23	18
		Meeting	50	PROFICIENT		66	73	63	72
		Partially Meeting	40	NEEDS IMPROVEMENT		10	13	10	5
		Not Meeting	8	WARNING		3	2	3	5
	MATH	Exceeding	10	ADVANCED		33	18	24	20
		Meeting	42	PROFICIENT		38	41	44	44
		Partially Meeting	38	NEEDS IMPROVEMENT		21	29	22	25
		Not Meeting	9	WARNING		8	12	10	11
	Science	Exceeding	2	ADVANCED	7	2	2	6	4
		Meeting	34	PROFICIENT	34	46	37	36	44
		Partially Meeting	44	NEEDS IMPROVEMENT	43	44	47	47	40
		Not Meeting	19	WARNING	17	7	15	10	11
Grade 7	ELA	Exceeding	5	ADVANCED		8	5	11	19
		Meeting	50	PROFICIENT		66	75	66	63
		Partially Meeting	30	NEEDS IMPROVEMENT		22	17	20	15
		Not Meeting	15	WARNING		5	3	4	3
	MATH	Exceeding	8	ADVANCED		27	22	22	21
		Meeting	45	PROFICIENT		34	44	39	39
		Partially Meeting	36	NEEDS IMPROVEMENT		23	22	27	32
		Not Meeting	11	WARNING		15	11	12	7
Grade 6	ELA	Exceeding	8	ADVANCED		19	22	11	18
		Meeting	46	PROFICIENT		52	56	62	54
		Partially Meeting	38	NEEDS IMPROVEMENT		23	16	22	19
		Not Meeting	8	WARNING		6	6	5	10
	MATH	Exceeding	9	ADVANCED		41	42	28	35
		Meeting	47	PROFICIENT		30	28	45	35
		Partially Meeting	37	NEEDS IMPROVEMENT		20	23	19	23
		Not Meeting	6	WARNING		9	8	9	7

District-Wide Secondary School Improvement Plan Goals

Goal #1

Data Systems, Structures, and Informed Practice

By June of 2019 the district will establish clear and consistent systems and structures by which all faculty and staff can easily access, analyze and use district performance information to inform decision making, improve practice, and enhance student learning PK-12.

Current Reality

Throughout the 2017 - 2018 school year the district has moved to implement assessment tools that supplement available standardized testing data and provide reliable and valid performance information to support a robust data infrastructure and culture. STAR 360 early literacy, reading, and mathematics assessments were implemented this year in the K-5 grade span this year. Through this assessment tool the district, for the first time, was able to look student performance using timely, consistent, and reliable data. Panorama surveys were also implemented with faculty, students, and families. These surveys provide reliable and valid data that provides insight into school and district culture, school engagement and other critical indicators of school and district performance. Here again the district for the first time was able to look at measures of school and district performance using a universally administered tool that produces reliable and valid data. In addition to the implementation of these tools the Office of Curriculum, Instruction, and Assessment worked to build the initial systems and structures by which district and building leaders will be trained and coached to support their implementation of data teams throughout the district.

Desired State

The district aims to ensure that all faculty and staff (a) have access to valid and reliable performance data, (b) have the skills to effectively analyze that data, (c) have access to supports and resources that would allow them to adjust practice based on analysis of performance data and (d) practice in a data informed culture where systems and structures are in place to support the appropriate and timely use of data in monitoring and adjusting programs and practices to suit the dynamic needs of our diverse student population.

Strategies and Action Steps	Responsibility	Timeline	Evidence
<p>Data Infrastructure</p> <p>The Office of Curriculum, Instruction, and Assessment will work with Department Heads, Directors, Principals and other key leaders to identify key outcomes and the metrics that are or will be used to measure progress towards those identified outcomes.</p>	<p>Secondary Principals</p> <p>Directors</p> <p>Department Heads</p> <p>DMS Team Leaders</p> <p>Curriculum Coordinators</p>	<p>September 2018 - December 2018</p>	<p>Performance outcomes and metrics by department</p> <p>Metrics for key performance outcomes by department</p>

<p>Training and Protocols</p> <p>The Office of Curriculum, Instruction, and Assessment will continue to vet and establish systems and protocols by which district data teams will analyze performance information, engage in collaborative problem solving, and make informed programmatic and instructional decisions.</p>	<p>Curriculum Coordinators</p> <p>Secondary Principals</p> <p>Directors</p> <p>Department Heads</p>	<p>September 2018 - June 2019</p>	<p>Protocols for analysis of performance data and decision making</p> <p>Training schedule, agendas, and materials</p> <p>Artifacts demonstrating implementation of data teams at department and building level</p>
<p>Data Accessibility</p> <p>The Office of Curriculum, Instruction, and Assessment will finalize an inventory of assessments that are used throughout the district's PK-12 classrooms and work to establish streamlined systems through which professionals access performance data.</p>	<p>Assistant Superintendent for Curriculum, Instruction, and Assessment</p> <p>Curriculum Coordinators</p>	<p>September 2018 - June 2019</p>	<p>Data management system</p>

Goal #2

Writing and Critical Thinking Grades 6-12

By June of 2019 the district will (a) establish clear expectations and benchmarks for written output in all departments serving grades 6-12, (b) provide teachers and other faculty/staff with clear guidance and training to support their work with students in achieving the established expectations and benchmarks for written output and (c) develop a system of assessments that will allow teachers to clearly understand and monitor student progress towards established expectations and benchmarks and, at the same time, allow the district to monitor overall programmatic efficacy.

Current Reality

Guided by school committee goals and the district’s 20/20 strategic plan, the district deployed a major restructuring in the fall of 2017. This restructuring included the implementation of a robust instructional coaching model in grades K-8. In addition to the coaching model the restructuring also brought curriculum coordinators into the Office of Curriculum, Instruction, and Assessment. Through these two elements of the district’s restructuring, the district was able to greatly accelerate its efforts to enhance work in strategic improvements to our curriculum and practices as they relate to writing. Current performance indicators (Spring 2017 MCAS) continue to indicate low performance in testing scenarios that involve written output. Dedham’s students clearly struggle with both written mechanics, topic development and on demand writing. During the 2017 - 2018 school year the district took steps towards identifying and articulating a guaranteed and viable writing curriculum spanning kindergarten through grade 12. At the ECEC our pre-school teachers engaged in a year long process aimed at studying and selecting a curriculum program that would bring continuity in teaching and learning for our earliest learners. In grades K-2 classrooms our teachers and coaches fully implemented Wilson Foundations, a systematic and structured phonics program. In grades K-5 the Lucy Calkins reading and writing units of study were deployed and ongoing training was provided throughout the school year. In grades 6-12 the Office of Curriculum, Instruction, and Assessment worked closely with department chairs to evaluate our practices in curriculum, instruction, and assessment as they pertain to writing. Through the work conducted across the K-12 span during school year 2017 - 2018, the district gained many insights into (a) its current practices as they relate to teaching and learning within the domain of writing and (b) strategic priorities necessary to continue the necessary improvements to the K-12 writing program.

Desired State

The district aims to establish clear outcomes for writing in all departments that serve grades 6-12 and provide for teachers and other professionals the resources, training, and assessment tools necessary to (a) evaluate student progress towards those outcomes and (b) adjust their practice to support individual student progress towards established outcomes.

Strategies and Action Steps	Responsibility	Timeline	Evidence
Benchmarks and expectations for written output in grades 6-12	Secondary Principals Curriculum Coordinators Department Heads	May - July 2018	1. Department expectations for quantity and quality of writing articulated 2. Associated rubrics designed and deployed 3. Exemplar work identified to clarify criteria embedded in rubric 4. Periodic sampling of student work to gauge

	Directors		student performance and programmatic implementation and efficacy
Communication and Training 6-12	Assistant Superintendent Secondary Principals Curriculum Coordinators Department Heads Directors	August 2018 - June 2019	<ol style="list-style-type: none"> 1. Internal curriculum and assessment documents prepared and ready for school year 2018 - 2019 2. Comprehensive professional development plan for school year 2018 - 2019. 3. Family summaries of writing curriculum and expectations for written output prepared and published to all district web-sites.
Ensure that written output that requires higher order thinking and critical analysis is embedded into all assessment systems in grades 6-12.	Secondary Principals Department Heads Directors Teachers	September 2018 - June 2019	<ol style="list-style-type: none"> 1. District wide writing assessments revised and implemented in grades 6-12. 2. Written output incorporated into all assessments in grades 6-12.
Continued analysis of standardized testing data to inform programmatic efficacy and areas of focus	Secondary Principals Department Heads Directors Curriculum Coordinators 6-8 Instructional Coaches	September 2018 - December 2018	

District Goal #3

Social and Emotional Learning

By June of 2019 the district will (a) establish clear outcomes and standards for social and emotional learning in grades 6-12, (b) begin to ensure that curriculum is aligned with and designed to ensure mastery of established outcomes and standards, (c) develop and deploy training and professional development structures to support this alignment of curriculum with standards, and (d) an assessment system in place to track student progress and programmatic efficacy.

Current Reality

The district lacks a comprehensive approach to ensuring the development of key social and emotional learning skills that support overall wellness and academic achievement. It is well documented that a robust approach to social and emotional learning is a critical element in building safe and supportive school climates. The School Committee’s 2017 - 2018 goals explicitly state the need to focus on “Safe/Supportive/Inclusive Schools and School Environments.” This focus coupled with the district’s 20/20 strategic plan focus on building organizational structures/systems to ensure high quality instruction and consistent learning expectations set the stage for work completed over the course of the 2017 - 2018 school year. In the K-5 span two certified health teachers were added to ensure that health education could be layered into the existing health and physical education program. The Second Step program was purchased as a potential curriculum for this additional instructional time and, under the supervision of the Director of Health and Wellness, this curriculum was evaluated and partially deployed. In grades 6-8 a new position was added to the faculty. This position served two roles, .5 health teaching and .5 SEL program development. This new position added a high degree of value to DMS and moved SEL work forward by (a) beginning the implementation of the Second Step program in grades 6-8, (b) supporting the implementation of 6th grade health curriculum, (c) conducting an informal assessment of SEL programming at DMS and (d) working closely with teams and individual professional needs to address the needs of students. Given the structures and programs coming online in the K-8 span, the district is well positioned to look closely at programs and practices as they relate to SEL in the 9-12 grade span.

Desired State

The development of social and emotional skills in children provides the foundation on which students navigate the school setting and access opportunities to learn throughout their time in our public schools. As such the district aims to ensure that every child has appropriate opportunities to learn and master these social and emotional skills and habits of mind. To achieve this goal the district must have a guaranteed and viable standards based SEL curriculum, an assessment system that ensures our ability to monitor student progress towards key SEL outcomes, and the training and professional learning necessary to support teachers and other professional staff in making the necessary adjustments to curriculum, instruction, and assessment.

Strategies and Action Steps	Responsibility	Timeline	Evidence
Through a careful review of 6-12 health, wellness, and social/emotional curriculum, ensure that all courses are aligned to and driven by rigorous national and state standards.	Assistant Superintendent Director of Health, Wellness, and Physical Education Director of Clinical	May 2018 - August 2018	Curriculum documents that reflect alignment to rigorous national and state standards. Strategic training plan for teachers and other professionals in the 6-12 grade span.

	Services SEL Program Developer		
Implementation of Second Step program in grades 6-8.	DMS Principal Director of Health, Wellness, and Physical Education Director of Counseling Services SEL Program Developer Health/Wellness Teachers	September 2018 - June 2019	Fidelity checks conducted by curriculum coordinators and assistant superintendent. Panorama survey data, students and faculty. Trends in office referrals and behavioral data.
Sources of Strength Implementation Grades 6-8	DMS Principal SEL Program Developer Director of Counseling Services	September 2018 - June 2019	Panorama student survey data; School Climate
Strategic evaluation and planning for SEL programming in grades 6-12.	Assistant Superintendent DHS Principal Director of Counseling Services	September 2018 - March 2019	Strategic analysis Long range program planning and pd plan

District Goal #4

Cultural Proficiency

By the conclusion of the 2018 - 2019 school year the district will conduct a full audit of policies, procedures, communication mechanisms, curriculum, instructional practices, and other district wide systems and structures to (a) gain a better understanding of the district’s capacity as it relates to cultural awareness and responsiveness and (b) inform long term strategic planning for adjustments to curriculum, instruction, assessment and professional development.

Current Reality

The population of Dedham continues to diversify in its socio-economic, racial, ethnic, cultural, familial, and religious backgrounds. The student population reflects this diversity and in this diversity we have a rich resource to draw upon in learning about ourselves and others. The faculty and staff of the Dedham Public Schools do not reflect the diversity of the student body. While efforts continue to be made in hiring faculty and staff of diverse backgrounds, other efforts are necessary to ensure that our policies, programs, and practices are culturally aware and responsive to the diverse needs of the community we serve.

Desired State

The Dedham Public Schools aims to ensure that all of its faculty and staff are proficient in their understanding of the diverse cultural backgrounds of their students and how they can create safe and secure learning environments that are responsive to the cultural diversity represented in their classrooms and clinics.

Strategies and Action Steps	Responsibility	Timeline	Evidence
Equity Audit completed to assess policies, practices, and procedures as they relate to ensuring equitable opportunity to learn for all students.	Assistant Superintendent Director of Counseling Services Director of Special Education Secondary Principals	July 2018 - December 2018	Equity Audit final report. Agendas and minutes of equity audit team. Recommendations for long term strategic planning

Dedham Middle School

DMS School Update of 2015-2017 School Improvement Plan Goals

Student Learning Goals: Expand student learning beyond the classroom. Creating a school curriculum that incorporates the needs of the varied cultures of our school population into the daily curriculum.

Goals	Update
Improve reading and writing performance for all students through the analysis of data and modification of the curriculum in all subject areas.	New class: Co-taught reading class for students with IEPs with a special educator and reading teacher. New curriculum: Leveled Literacy Intervention (LLI) that is data driven and targets specific skills for this class.
Increase use of Chromebooks in daily learning experiences for students.	This has been accomplished and supported by our technology department.
Implement peer observation protocols for teachers to observe one another during the school day.	This was implemented periodically but not systematically.

School Improvement Goals: Continue to create a school environment that provides a consistent foundation in academics and social-emotional support for students and teachers.

Goals	Update
Implementation of PBIS to decrease negative behaviors and recognize and teach positive behaviors to entire school community.	PBIS was implemented for multiple years but has shifted away from a formalized PBIS.
Incorporation of Botvin Life Skills Training in grades 7 & 8. The focus of this program is to provide prevention education against youth substance abuse.	This was implemented through our guidance department but is now covered by our increased health classes.
Creation of a new school-wide homework policy based upon research and reflective of the ages of middle school students and their active lives.	A policy was drafted and is under review.
Development of a new middle school schedule which incorporates increased opportunities for students to engage in choice electives.	This was accomplished and is being refined.

DMS School Goals 2018 - 2020

DMS School Goal #1

Writing and Critical Thinking

By June of 2020 DMS will:

- (a) establish clear expectations and benchmarks for written output in grades 6-8
- (b) engage in training for all teachers to support our work with students in achieving the established expectations and benchmarks for written output
- (c) develop a system of assessments that will allow teachers to clearly understand and monitor student progress towards established expectations and benchmarks.

Current Reality

As of the 2017 - 2018 school year ,DMS faculty have made great progress towards articulating and ensuring a standardized and viable curriculum for all content areas. Alongside the development of our curriculum this year we were able to publish for the first time a family friendly summary of the core curriculum. This is now posted to the DMS website. While we have made impressive strides in the development of our curriculum, there is still a great deal of work to do. As we develop the curriculum it is critical to take the opportunity to look at writing and critical thinking across content areas. More specifically looking at written output in terms of (a) identifying the types of writing that students engage with in various content areas and (b) articulating clear expectations for the quality and quantity of written output across content areas.

Desired State

Dedham Middle School aspires to ensure that all students have access to highly effective writing instruction as well as ample and appropriate opportunities across content areas to demonstrate their understanding of academic content while developing exceptional skill in their ability to produce clear and well developed written output.

Strategies and Action Steps	Responsibility	Timeline	Evidence
Benchmarks and expectations for written output in grades 6-8	Assistant Superintendent Directors Department Heads	May 2018 - July 2018	Department expectations for quantity and quality of writing articulated Associated rubrics designed and deployed Exemplar work identified to clarify criteria

			<p>embedded in rubric</p> <p>Periodic sampling of student work to gauge student performance and programmatic implementation and efficacy</p>
Training	Assistant Superintendent Curriculum Coordinators Department Heads Directors Instructional Coaches Teachers	August 2018 - June 2019	Comprehensive professional development plan for school year 2018 - 2019
Ensure that written output is embedded into all assessment systems in grades 6-8	Assistant Superintendent Curriculum Coordinators Directors Department Heads Instructional Coaches Principals Teachers	September 2018 - June 2019	Copies of assessments from teachers across grade levels and content areas

DMS School Goal #2

School Culture

By June of 2020 DMS will:

- (a) establish clear outcomes and standards for social and emotional learning in grades 6-8
- (b) begin to ensure that curriculum is aligned with and designed to ensure mastery of established outcomes and standards
- (c) develop and deploy training and professional development structures to support SEL standards
- (d) gain a better understanding of the school's capacity as it relates to cultural awareness and responsiveness
- (e) implement an assessment system to track student progress and programmatic efficacy related to school culture

Current Reality

Dedham Middle School has experienced a dramatic shift in the composition of our student body over the past ten years. As the population has shifted, so has the way our students present in school. Whether differences are a result of specialized learning needs, culture, ethnicity, linguistic, family structure, etc., this shifting demographic requires a shift in how professionals orient to, connect with and support all DMS students. While it is critical that we develop our professional capacity we also have an obligation to support students in developing appropriate and effective social and emotional skills. Historically, DMS has not had the benefit of a systematic and structured SEL curriculum. While PBIS was implemented in years past, the overall efficacy of the approach to student behavioral support and intervention lost traction and was subsequently abandoned. In the absence of a systemic approach to teaching critical SEL skills, reinforcing expected behaviors and systems of intervention to support students with lagging skills, we have experienced an increase in student behavioral outcomes that do not meet our expectations. As a result, faculty and staff have requested a more comprehensive approach to developing students' social and emotional skills and training in methods that will increase their efficacy in teaching and managing social, emotional and behavioral issues in the classroom. As of this Spring, DMS has launched Second Step, a comprehensive SEL Curriculum, and Sources of Strength, a program that focuses on student leadership and appropriate student voice and advocacy in a community of learners.

Desired State

Dedham Middle School aims to ensure that all students have appropriate opportunities to learn and master appropriate social, emotional, and behavioral competencies that (a) ensure a safe and supportive learning environment and (b) ensure that all students are able to access the learning environment and master critical academic skills and content. In addition, Dedham Middle School seeks to provide all faculty and staff with training, resources, and support to ensure their success in caring for and educating all students.

Strategies and Action Steps	Responsibility	Timeline	Evidence
Implementation of Second Step program in grades 6-8	DMS Principal Director of Health, Wellness, and Physical	September 2018 - June 2019	Fidelity checks conducted by curriculum coordinators and assistant superintendent Panorama survey data, students, and faculty

	<p>Education</p> <p>Director of Counseling Services</p> <p>SEL Program Developer</p> <p>Health/Wellness Teachers</p>		Trends in office referrals and behavioral data
Sources of Strength Implementation Grades 6-8	<p>DMS Principal</p> <p>SEL Program Developer</p> <p>Director of Counseling Services</p> <p>Faculty Advisors</p>	September 2018 - June 2019	<p>Panorama student survey data</p> <p>Panorama faculty survey data</p>
Examine School-wide Recognitions	<p>DMS Principal</p> <p>DMS Assistant Principal</p> <p>PTO</p> <p>Team Leaders</p>	September 2018 - June 2019	<p>Revised plans for:</p> <p>Honor roll recognition ceremonies</p> <p>NJHS</p> <p>Outstanding Contribution Awards</p> <p>Additional awards ceremonies and recognition</p>
ThinkKids Professional Development	DMS Faculty	September 2018 - June 2019	<p>Professional Development Days/Meetings</p> <p>Feedback forms following training</p>
Cultural Proficiency Professional Development	DMS Faculty	September 2018 - June 2019	<p>Professional Development Days/Meetings</p> <p>Feedback forms following training</p>

Dedham High School School

DHS School Improvement Plan 2015 - 2017 Goals Update

A. **Student Learning Goals**

1. Research, develop, and implement digital writing portfolios
2. Create Professional growth in writing
3. Make the transition from piloting the use of school-wide rubrics to assess student work to comments on report cards
4. Monitor progress made on student achievement on Advanced Placement Exams and SATs

B. **School Improvement Goals**

1. Review Mission, Core Values, and 21st Century Learning Expectations
2. Implement new educator evaluation tool
1. Add Academic Awards program for freshman, sophomores, and juniors
2. Research, develop and recommend to the School Committee: Increase mathematics graduation from three courses to four
3. Research and recommend to the School Committee: Increase MIAA student-athlete and extra-curricular eligibility from four courses to five courses
4. Revise the value added GPA for level two courses
5. Implement an automated system to allow teachers to communicate with parents immediately and automatically through Power School or an “app”(Grades, attendance, etc.)
6. Continue to offer opportunities for students to learn more about the college search/application process through individual and groups sessions (seminars and workshops)
7. Investigate the possibility of a later start time
8. Implement NEASC “In Progress Recommendations” (Due March 1, 2018)
 - a. Provide teachers with regular and formal time to collaborate to improve instructional practices
 - b. Establish and implement a protocol for looking at student work
 - c. Collect and analyze data from the school-wide rubrics to make informed decisions on the review and revision of the core values, beliefs, and learning expectations
 - d. *Complete curriculum guides for all subject areas with consistent application of essential questions and effective instructional and assessment practices
 - e. Use formal collaborative time to align curriculum vertically and horizontally using assessment data and 21st century learning expectations
 - f. *Provide time for teachers to collaborate in cross-disciplinary units, themes, topics, and essential questions that allow students to understand and pursue concepts in depth
 - g. *Develop and implement processes both within and across departments for collaborative discussion specifically regarding instructional practices
 - a. *Establish a process with teachers and administrators to meet formally to examine a range of evidence of student learning to revise and improve instructional practice
 - b. Provide professional development on how to implement explicit 21st century learning expectations on formative and summative assessments across all content areas

- c. Align course specific rubrics with 21st century learning expectations and school-wide rubrics
- d. Increase the number of unlevleed courses to increase heterogeneous grouping
- e. Increase the amount of common planning time for teachers to work on collaborative planning efforts
- f. *Ensure coverage for the nurse to attend TEAM meetings, 504 meetings, and other necessary school meetings
- g. *Provide structured time to work in collaborative data teams to identify and respond to inequities in student achievement

Progress:

1. Mission, Core Values, and 21st Century Learning Expectations were reviewed, resilience was added to Dedham High School's core values
2. We will celebrate our third Academic Awards night for underclassmen on June 12, 2018
3. Mathematics is now a four year requirement beginning with the class of 2021
4. Student Athletes are held to a higher academic standard having to pass 25 credits per term, the previous standard was 20 credits.
5. Student progress on standardized testing is monitored on a yearly basis.
6. Guidance has added a Freshman/Sophomore planning night to introduce parents to the college process.
7. A full time Career Counselor has been added to better prepare students for post-secondary success.
8. Career Counselor, Ashley Mansfield conducted college readiness seminars for Seniors.
9. Common Planning time for teachers was implemented for the 2017/2018 school year.
10. A full time nurse was added enabling a nurse to attend any necessary meeting.

DHS Goals 2018 - 2020

DHS Goal #1

To ensure that DHS holds appropriate, equitable indicators for success for all students, that success is comparably achieved by all, and that DHS has high completion and promotion rates for all identifiable groups of learners.

Current Reality

Currently the indicators for success and for identifying potential achievement gap are MCAS scores and AP exam scores. DHS should analyze how we disaggregate and analyze all data that is available.

Desired State

To identify any achievement gaps or social-emotional needs that may exist among student groups at DHS and make a subsequent equity plan to target any such gap at Dedham High School.

Strategies and Action Steps	Responsibility	Timeline	Evidence
Evaluate and potentially re-structure DHS data team	Assistant Superintendent Directors Department Heads Teachers Student DHS Administration	October 2018	<ol style="list-style-type: none"> 1. Meeting Calendar 2. Meeting Agendas 3. Feedback from staff 4. Reports on data and findings
Professional Development surrounding cultural proficiency	Outside consultant	PD Days 18/19 school year	<ol style="list-style-type: none"> 1. PD Calendar 2. PD Agenda 3. Teacher Exit Tickets 4. Potential curricular changes 5. Potential programmatic changes
Identify, evaluate, and interpret data regarding student achievement and social-emotional needs of students at DHS.	Assistant Student Superintendent Department Heads Directors Counselors	August 2018 - June 2020	<ol style="list-style-type: none"> 1. Summary of Data 2. Equity Action Plan

	Teachers		
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DHS Goal #2

To establish a commonly accepted definition of student-centered learning with the intent to increase the amount of student-centered practices in classrooms. Specifically, increase capacity for teaching and assessment to center around the needs and abilities of our students.

Current Reality

There has been a district focus on students engagement as well as supervision and evaluation. All core academic departments have undergone training in Universal Design for Learning (UDL) Additionally, the Dedham District Technology plan includes an increased focus on student-centered learning and project-based learning. For DHS to contribute to these overarching goals, we need baseline data and a shared understanding of how student-centered learning is defined and what it looks like in the classroom.

Desired State

The vision at DHS includes student-centered, multimodal instruction that contributes to comparable achievement of all identifiable student groups.

Strategies and Action Steps	Responsibility	Timeline	Evidence
Create a rubric based off of the DPS Dedham Standards and Indicators of Effective Teaching rubric, and commonly-accepted definitions of student-centered learning.	Staff Students Assistant Superintendent DHS Administration	Fall 2018	Meeting Calendar Meeting Agenda Survey Rough Draft Rubric Common definition of student-centered learning
As a team, conduct learning walks in all core subject areas. Using the definition of student-centered teaching that is to be created in the beginning of the year, determine the current status of student engagement and student-centered teaching practices at DHS.	Staff Assistant Superintendent DHS Administration	Four Learning Walks before March 2019	Meeting Agenda Calendar Observation notes Rubric Data
Share outcomes with the faculty.	Staff Assistant Superintendent DHS Administration	Spring 2019	Meeting agenda Data Meeting notes

Develop a strategic plan to improve the level of student-centered learning at DHS.	Staff Assistant Superintendent DHS Administration	Spring 2019	Meeting Agenda Meeting Notes Strategic Plan
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