

***SCHOOL
IMPROVEMENT
PLAN***



***ABINGTON HIGH
SCHOOL***

2018 - 2019

TABLE OF CONTENTS

Council Members	2
Abington Public Schools Mission Statement	3
Abington High School Mission Statement	5
Student Achievements	6
Summary of 2017-2018 Goals	8
School Improvement Goals 2018-2019	9
Individual Goals 1 – 4	10
Appendix A	
By-Laws.....	14
Appendix B	
Ground Rules.....	15
Appendix C	
Common Rubrics	16

ABINGTON HIGH SCHOOL

SCHOOL COUNCIL

Teresa Sullivan	Principal/Co-Chairperson	
Carrie Balasco	Teacher	Term ends September 2019
Susan Crowley	Teacher/Co-Chairperson	Term ends September 2018
Paula Magnasco	Parent	Term ends September 2018
Steven Maguire	Parent	Term ends September 2019
Alicia Marando	Parent	Term ends September 2018
Ellen Harris	Community Representative	Term ends September 2018
Alyssa Gendreau	Student Representative/ Secretary	Term ends June 2018
Frasery Toomey	Student Representative	Term ends June 2019

Non-voting participants: *Assistant Principal* *Laura Louko*
School Committee Rep *Janette Leary*

Mission Statement

The mission of the Abington Public Schools is to provide all students with relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and members of the global community.

Guiding Principles

We Believe In...

- Making decisions in the best interests of students.
- Supporting all students in achieving success.
- Fostering the physical, intellectual, technological, social, emotional, and artistic development of our students.
- Creating a safe, tolerant, supportive, organized, and equitable learning environment.
- Providing challenging educational experiences that build character.
- Developing self-discipline and personal responsibility.
- Promoting creativity, problem solving, effective communication, and critical thinking skills.
- Cultivating the educational partnership among home, school, and community.
- Nurturing a culture of collaboration, collegiality, and mutual respect.
- Encouraging staff initiative and innovation.
- Implementing professional development that is essential for effective instruction and improved student learning.
- Reviewing and updating curriculum, instruction, and assessment in a regular cycle.
- Recognizing that effective and appropriate technology is essential for teaching and learning.
- Inspiring all students to become life-long learners.

Goals and Objectives



Teaching and Learning

1 To improve student performance through curriculum, instruction, and assessment.

- 1.1 Provide rigorous and relevant curriculum and instruction in an optimal learning environment.
- 1.2 Analyze student performance data from a variety of sources to make informed decisions.
- 1.3 Commit time and resources for meaningful collaboration and high quality professional development.

Technology

2 To maximize opportunities provided by technology to transform teaching and learning

- 2.1 Provide all staff and students access to current hardware and software, achieving one to one computing ratio.
- 2.2 Develop technology literacy curriculum for all students.
- 2.3 Continue to provide professional development in instructional technology.
- 2.4 Provide appropriate instructional technology support.
- 2.5 Commit to regular plan to evaluate, consider, and acquire emerging technology.

Finance and District Operations

3 To obtain and responsibly manage equitable, predictable, and sustainable funding for educational programs, facilities, and operations.

- 3.1 Collaborate with the community, local, state, and federal officials to obtain sustainable and predictable financial support.
- 3.2 Provide transparency and encourage community participation in the budgetary process.
- 3.3 Plan and secure funding through traditional and alternative sources, in order to provide state-of-the-art facilities, infrastructure, technology, and other capital projects.
- 3.4 Provide relevant professional development in the area of technology to maximize data management and business community.

Facilities

4 To provide state-of-the-art facilities.

- 4.1 Secure the necessary votes to support the renovation, expansion, and/or construction of school facilities.
- 4.2 Present required Massachusetts School building Authority (MSBA) applications and have them accepted and funded.
- 4.3 Begin work on MSBA and town funded projects as soon as possible.
- 4.4 Continue to avail ourselves of alternative funding sources for maintenance and upgrades to school facilities.

Community Support

5 To generate strong community support for the school district.

- 5.1 Create and implement a plan to effectively communicate the achievements of the students and staff of the Abington Public Schools.
- 5.2 Increase family and community participation in the educational process and the life of the schools.
- 5.3 Broaden out students' awareness of their responsibility to participate in their community.
- 5.4 Build strong community support for education through the approval of the annual budget and special budget requests at town meeting.

Abington High School



Mission Statement

OUR MISSION IS TO PROVIDE A LEARNING ENVIRONMENT THAT PROMOTES THE INTELLECTUAL, ARTISTIC, PHYSICAL, CULTURAL AND EMOTIONAL DEVELOPMENT OF OUR STUDENTS. WE SEEK TO CREATE AN EDUCATIONAL EXPERIENCE BASED UPON A CURRICULUM REFLECTING THE STANDARDS SET FORTH IN THE MASSACHUSETTS CURRICULUM FRAMEWORKS. RECOGNIZING AND SERVING INDIVIDUAL DIFFERENCES, INTERESTS AND ABILITIES, OUR EDUCATIONAL COMMUNITY AIMS TO PREPARE STUDENTS TO BECOME INFORMED, SKILLED AND RESPONSIBLE CITIZENS.

ABINGTON HIGH SCHOOL STUDENTS WILL:

COMMUNICATE effectively through speaking, writing, the arts and technology.

DEMONSTRATE high level thinking skills to reason and problem solve.

WORK toward mastery of course specific content.

PARTICIPATE productively in their own educational progress.

ACT with respect toward the people, property and safety of our school community.

EXHIBIT appropriate social behavior that reflects kindness and tolerance.

STUDENT ACHIEVEMENTS

1. Abington High School's accountability: Level 1; Massachusetts Commended School; Invited to apply for National Blue Ribbon Award
2. MCAS student growth scores were on or above target in English Language Arts and Mathematics.
3. Ninety-six percent of the Class of 2019 scored in either the Advanced or Proficient categories of the English Language Arts MCAS exam, compared to ninety-one percent of the state.
4. Eighty-three percent of the Class of 2018 scored in either the Advanced or Proficient categories of the Mathematics MCAS exam, compared to seventy-eight percent of the state.
5. Eighty-two percent of the Class of 2019 scored in either the Advanced or Proficient categories in the Biology MCAS exam, compared to seventy-five percent of the state.
6. Seventy-nine students will take Advanced Placements tests in May 2018 in Biology, Calculus AB, English Language and Composition, English Literature and Composition, European History, Spanish Language and Culture, Statistics, US Government and Politics and US History.
7. Two Abington High School students were elected as student representatives to the Massachusetts Student Advisory Council.
8. Seven non-traditional athletes participated in Unified Sports soccer, basketball and kickball games as members of Abington High School athletic teams. The team was awarded the Just Believe Anti-Bullying Award in October 2017 at a benefit concert presented by the Special Olympics Massachusetts in collaboration with The Massasoit Theatre Company.
9. The National Honor Society inducted twenty-eight new members in recognition of their outstanding qualities of scholarship, leadership, service and character.
10. Thirty-three Abington High School seniors qualified for the prestigious John and Abigail Adams Scholarship. The Adams Scholarship provides a tuition waiver for four years of undergraduate education at Massachusetts state colleges and universities for students who are accepted.
11. Six Abington High School students won honors in the 2017-2018 WordWright Challenge, a competition for American high school students requiring close reading and analysis of many different kinds of prose and poetry.
12. An Abington High School freshman was a finalist in Photographer's Forum Magazine annual College and High School Photo Contest.
13. An Abington High School freshman was a semi-finalist in Letters about Literature program.
14. Six Abington High School students were featured in the Marble Collection.
15. The Green Wave Gazette staff and contributors earned a Badge of Excellence by School Newspapers On-Line.

16. The Green Wave Gazette staff and contributors earned the Continuous Coverage badge from the Student Newspaper Organization.
17. Many Abington High School students saw their work of nonfiction, fiction and poetry published in the GreenWave Gazette and the Student Arts Magazine.
18. Twenty-seven Abington High School students traveled to Costa Rica in February 2018. Twenty-three Abington High School students traveled to Greece in April 2018.
19. Seven students earned Boston Globe Scholastic Art Awards in 2017 in Digital Art, Drawing, and Photography.
20. Two Abington High School students auditioned and were selected to represent the high school in the 2017 Southeastern Massachusetts Scholastic Bandmasters Association (SEMSBA) Festival.
21. Two Abington High School students auditioned and were selected to represent the high school in the Lions All-State Band.
22. Four Abington High School seniors were selected to the Bridgewater State University Honor Band.
23. A number of co-curricular events and activities continue to support the diverse interests and needs of students beyond the school day.
 - ❖ Abington High School Music students traveled to New York City for a musical study tour in the spring of 2018.
 - ❖ Abington High School added Girls' Varsity and Junior Varsity Volleyball teams for the Fall 2017 season.
 - ❖ The Abington High School Boys' and Girls' Soccer teams, Golf team and the Volleyball team received the Fall 2017 South Shore League Sports Award for Good Sportsmanship.
 - ❖ Two Abington High School student-athletes represented the high school at the National Girls and Women in Sports Day.
 - ❖ One Abington High school student was recognized as a Positive Coaching Alliance National Triple Impact Competitor.
 - ❖ Ten Abington High School students attended the 4th Annual Teen Mental Health Summit.
 - ❖ The Student Athletic Advisory Council sponsored t-shirt sales and raised money for the American Cancer Society and a "Teddy Bear Toss" and Badminton Tournament and raised money for families in need.
 - ❖ Two Abington High School students were South Shore League Scholar-Athlete Award winners.
 - ❖ The Abington High School Hockey Team was awarded the Best Buddy Award for friendship, compassion and spirit of inclusion.
 - ❖ Three Abington High School fall sports teams qualified for the MIAA State Tournament and Five Abington High School winter sports teams qualified for the MIAA State Tournament.
 - ❖ GSA Club members sold St. Patrick's Day rainbow-themed candy grams to raise money for the club.
 - ❖ Abington High School Anti-Bullying Club read books with anti-bullying themes to students at Beaver Brook Elementary School in April 2018.
 - ❖ Peer Leaders sponsored and supported several community service projects such as Jeans for Troops and PJ Drive.
 - ❖ Green Wave Gazette and Student Council members raised money to assist pets displaced by Hurricane Harvey in Houston.
 - ❖ Sixteen Abington High School students participated in Math Team and finished a successful season.

**Summary of 2017-2018
Abington High School
School Improvement Plan**

Goal #1	Improve student performance and the acquisition of content knowledge and <i>college and career ready</i> skills through engaging instructional practices and a relevant and rigorous curriculum.
	*Massachusetts Commended School; invited to apply for National Blue Ribbon Award
	*Added a Social Justice class and a Summer Reading Program

Goal #2	Research and implement best practices to support social-emotional wellness of students.
	*Added a new icon to the student information for teachers
	*Developed and supported a Kindness Campaign run by students

Goal #3	Analyze student performance data to inform program, policy and staffing decisions.
	*Piloted a 1:1 Technology Class
	*Evaluated Summer Reading Program for revision

Goal #4	Support programs and policies that maintain an environment that is safe, substance-free, tolerant, respectful, and conducive to education.
	*Proposed new schedule to support adolescent sleep studies and school performance
	*MCAS and John and Abigail Adams Scholarship added to Pep Rally

Goal #5	Begin the New England Association of Schools and Colleges Self-Study Process
	*Steering and Standards Committees formed
	*"Look Back" completed, lists of evidence created, began writing descriptions of practice for each standard

ABINGTON HIGH SCHOOL

School Improvement Goals 2018-2019

Goal 1	Improve student performance and the acquisition of content knowledge and <i>college and career ready</i> skills through engaging instructional practices and a relevant and rigorous curriculum.
Goal 2	Analyze student performance data to inform program, policy and staffing decisions.
Goal 3	Support programs and policies that maintain an environment that is safe, substance-free, tolerant, respectful, and conducive to education.
Goal 4	Continue the NEASC Self-Study process.

ABINGTON HIGH SCHOOL -- SCHOOL IMPROVEMENT GOAL #1

Goal #1	Improve student performance and the acquisition of content knowledge and <i>college and career ready</i> skills through engaging instructional practices and a relevant and rigorous curriculum.
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Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
1. Review, align and complete curriculum guides for all courses.	Faculty Department Heads/Directors	Curriculum guides completed and posted to network	June 2019
2. Implement a 1:1 technology program	Administration Faculty	Program implemented	June 2019
3. Use the NEASC Self-Study to develop a Vision of the Graduate and host a collaborative conference.	Administration Faculty	Conference held Vision included in School Improvement Plan	June 2019

ABINGTON HIGH SCHOOL -- SCHOOL IMPROVEMENT GOAL #2

Goal #2	Analyze student performance data to inform program, policy and staffing decisions.
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Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
1. Revise report card comments aligned with NEASC Self-Study Report and the Vision of the Graduate.	Administration Faculty	Comments revised	June 2019
2. Use results of student assessments to write educator student growth goals.	Administration Faculty	Goals reflect analysis of student achievement	June 2019
3. Identify individual students and subgroups at risk and provide appropriate intervention and remediation.	Administration Faculty	MCAS summary report Remediation and intervention provided	June 2019

ABINGTON HIGH SCHOOL -- SCHOOL IMPROVEMENT GOAL #3

Goal #3	Support programs and policies that maintain an environment that is safe, substance-free, tolerant, respectful, and conducive to education.
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Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
1. Research and implement best practices to support social-emotional wellness of students.	Student Support Team	Practices recommended and implemented	June 2019
2. Implement A.L.I.C.E.	Administration	SEOP implemented	June 2019
3. Implement a new Wellness program.	Department Head of Wellness	New courses offered	June 2019

ABINGTON HIGH SCHOOL -- SCHOOL IMPROVEMENT GOAL #4

Goal #4	Continue the NEASC Self-Study process.
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Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
1. Prepare for Collaborative Conference visit.	Steering Committee Administration	Conference held	November 2018
2. Finalize Self-Reflection Report.	Faculty	Report submitted	October 2018
3. Draft a School Growth Plan based on the priority areas identified in the Self-Reflection report.	Administration School Council	Growth plan included in School Improvement Plan	June 2019

APPENDIX A BY-LAWS

Article I

The purpose of the Abington High School Council is to provide students with the opportunities to attain their highest level of achievement.

Article II

The make-up of the Council shall consist of the principal, three (3) parents of students attending the school, two (2) teachers, one (1) community representative at large and two (2) students. Regardless of the size of the Council, the number of parent representatives should be equal to the number of teachers who serve on the Council plus the principal. The number of community representative(s) at large cannot exceed fifty (50) percent of total membership of the Council.

Article III

The officers of the Council shall consist of two (2) co-chairpersons, the principal and one other member of the Council and a secretary. One co-chairperson and a secretary will be elected by the Council

Article IV

Parent representatives to the Council will be elected by the parents of students attending Abington High School. The election will be held by the Abington High School Parent-Teacher Organization. Teacher representatives to the Council will be elected by the teachers at Abington High School. Student representatives to the Council will be elected by the Abington High School student body. The community representative to the Council will be appointed by the principal.

Article V

Parents, teachers and students will be elected to two-year terms. If for any reason a member of the Council cannot complete his or her term, an election will be held to replace that member until the original term expires. The community representative at large will be appointed by the principal to a two-year term.

APPENDIX B GROUND RULES

- To schedule meetings a semester in advance.
- To post agenda for meetings in advance.
- To establish definitive meeting times.
- To establish an attendance policy (members are asked to contact one of the co-chairpersons if unable to attend a meeting.)
- To commit to focus on topic.
- To participate in active listening.
- To listen respectfully (members welcome public input when relevant to the topic under discussion.)
- To adhere to consensus decision making.

APPENDIX C

COMMON RUBRIC

Students will communicate effectively in writing

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Introduction	Your introduction shows an understanding of the prompt and previews the structure of the essay	Your introduction shows some understanding of the prompt and previews some of the structure of the essay.	Your introduction does not show an understanding of the prompt nor does it preview the structure of the essay.
Thesis	Your thesis is clear.	Your thesis is somewhat clear, but needs more focus.	Your thesis is not clear.
Supporting Detail	You have provided relevant and accurate supporting detail developing your topic while advancing your thesis.	You have provided some relevant and accurate supporting detail and somewhat developed your topic.	You have not provided relevant and/or accurate supporting detail and did not develop your topic.
Conventions (grammar, usage or spelling)	You have made few, if any, errors, making it easy for the reader to follow the ideas in your essay.	You have made several errors that distract the reader from the ideas in your essay.	You have made so many errors that it is difficult for the reader to follow the ideas in your essay.
Word Choice	You have rich and effective word choices.	You have some variety in word choices.	You have simplistic word choices
Sources	You have used credible sources and have cited them correctly.	You have used some credible sources and have cited some of them correctly.	You have used few credible sources and do not cite them correctly.
Conclusion	Your conclusion follows logically from the thesis and wraps up your idea.	Your conclusion follows somewhat logically from the thesis and supporting detail in your essay and somewhat wraps up your idea.	Your conclusion does not follow logically from the thesis and supporting detail in your essay and fails to wrap up your idea.
Organization	Your paper is carefully and subtly organized.	Your paper is somewhat organized.	Your paper lacks organization.

COMMON RUBRIC
Students will communicate effectively via the spoken word.

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Speaking	You usually speak clearly, distinctly and at an even pace throughout your performance.	You sometimes speak clearly, distinctly and at an even pace during your performance.	You rarely speak clearly, distinctly or at an even pace for the audience to understand your performance.
Attitude	You usually maintain eye contact and project enthusiasm during your performance.	You sometimes maintain eye contact and/or project enthusiasm during your performance.	You rarely maintain eye contact or project enthusiasm during your performance.
Content	You present content that satisfies the requirements of the assignment.	You present content that meets some of the requirements of the assignment.	You rarely present content that meets the requirements of the assignment.
Focus	You stay focused during your performance and have a clear introduction and conclusion.	You stay focused during some of your performance and have a somewhat clear introduction and conclusion.	You are distracted during your performance and do not have a clear introduction or conclusion.
Supporting Materials (optional: may include script, handouts, posters, props or technology)	You usually use the required supporting materials with ease.	You sometimes use the required supporting materials with ease.	You rarely use the required supporting materials with ease or you do not use them at all.
Clarifies	You usually answer the clarifying questions of your audience.	You sometimes answer the clarifying questions of your audience.	You rarely answer the clarifying questions of your audience.

COMMON RUBRIC
Students will be able to communicate effectively by using technology.

	Meets Expectations	Approaches Expectations	Does not meet Expectations
Use of Equipment/Applications	You are capable of using the appropriate equipment/applications for the task independently.	You are somewhat capable of using the appropriate equipment/applications for the task, but seek tech support.	You are not capable of using the appropriate equipment and/or applications for the task and do not seek tech support.
Compliance with AHS Technology Policies	You comply with AHS technology policies.	You sometimes comply with AHS technology policies.	You do not comply with AHS technology policies.
Trouble Shooting	You can troubleshoot when you run into a technological difficulty.	You can sometimes troubleshoot when you run into a technical difficulty, but seek tech support.	You are unable to troubleshoot when you run into a technical difficulty and do not seek tech support.
Content	You include the content that the assignment requires.	You include some of the content required by the assignment.	You do not include the content the assignment requires.
Organization	You use most of the features of the program to organize information efficiently.	You can use some of the features of the program to organize information.	You cannot use the features of the program to organize information.
Attractiveness	Your use of font, color, graphics and effects enhances your presentation of information.	Your use of font, color, graphics and effects somewhat enhances your presentation of information.	Your use of font, color, graphics and effects does not enhance your presentation of information.
Sources	You document source information for all graphics, quotes and facts in the correct format.	You sometimes document source information for graphics, quotes and facts in the correct format.	You do not document source information for all graphics, quotes and facts in the correct form.
Conventions (grammar, usage, spelling)	You make few errors, and as a result, your ideas and information are easy to understand.	You make some errors that distract from your ideas/information.	You make so many errors that it is difficult to understand your ideas/information.
Supporting Materials	You provide appropriate supporting materials for your audience.	You provide some kind of supporting materials for your audience, but the materials are confusing, incomplete, or inappropriate.	You do not provide supporting materials for your audience.

COMMON RUBRIC

Students will use high level thinking skills to reason and problem solve.

	Meets Expectations	Approaches Expectations	Does not meet Expectations
Comprehends	You understand the assignment or problem, can recall pertinent information and express it in your own words.	You somewhat understand the assignment or problem and can recall some information with clarification and assistance.	You do not understand the assignment or problem, cannot recall information nor state it in your own words.
Applies	You apply appropriate knowledge and experience to the assignment.	You apply some appropriate knowledge and/or experience to the assignment.	You do not apply enough information or experience to the assignment.
Analyzes	You break down an assignment to identify steps or parts.	You break down some of the assignment but need to identify more steps or parts.	You do not break down the assignment to identify steps or parts.
Synthesizes Information or Ideas	You combine information for the purposes of solving a problem or supporting a thesis.	You combine some information or ideas but need to acquire more information or include more ideas or combine it differently to solve the problem or support your thesis.	You present but do not combine information or ideas on the subject of the problem or to support your thesis.
Evaluates	You compare and contrast ideas and information to select the best solution to the problem or the best evidence to support your thesis.	You compare and contrast ideas and information but do not select the best solution or the best evidence.	You do not compare and contrast ideas and information and/or do not select a solution or identify the best evidence.
Concludes	You complete the necessary steps to solve the problem correctly or present a thesis and supporting evidence to reach a valid conclusion.	You complete some of the necessary steps to solve the problem correctly or you present a thesis and supporting evidence that is close to a valid conclusion.	You do not complete the necessary steps to arrive at a correct answer to the problem or do not present a thesis or supporting evidence that reaches a valid conclusion.

COMMON RUBRIC

Students will participate productively in their own educational progress.

Students	Meet Expectations	Approach Expectations	Do Not Meet Expectations
Monitor Their Own Learning Process	Usually keep track of progress in each class.	Keep track of progress in some classes or some of the time.	Do not keep track of progress in classes.
Contribute Positively	Usually attend and/or participate in class, school and community.	Sometimes attend and/or participate in class, school or community.	Rarely attend and/or participate in class, school or community.
Prepare For Class	Usually do homework and study for quizzes and tests thoughtfully and completely.	Sometimes do homework and/or study for quizzes and tests.	Rarely do homework or study for quizzes and tests.
Seek Help	Usually seek help when needed.	Sometimes seek help when needed.	Rarely seek help when needed.
Listen Attentively	Usually listen.	Sometimes listen.	Rarely listen.
Manage Time	Usually manage time productively.	Sometimes manage time productively.	Rarely manages time productively.

COMMON RUBRIC
Students will communicate effectively through the arts.*

	Meets Expectations	Approaches Expectations	Does not meet Expectations
Art making and performance	You create successful works or performances in one or more in the arts.	You sometimes create works or performances in one or more in the arts.	You rarely create works or performances in one or more in the arts.
Arts history	Your work is informed by the history of the arts.	Your work is sometimes informed by the history of the arts.	Your work is rarely informed by the history of the arts.
Arts criticism	You effectively analyze, evaluate and judge your work and the works of others.	You attempt to analyze, evaluate and judge your work and the works of others.	You do not analyze, evaluate and judge your work and the works of others.
Aesthetics and the arts	Your work is informed by knowledge of style and aesthetic awareness.	Your work is somewhat informed by knowledge of style and aesthetic awareness.	Your work is not informed by knowledge of style and aesthetic awareness.
Creativity	Your work explores the creative process to a high degree and you strive to be original.	Your work explores the creative process to a moderate degree.	Your work does not explore the creative process.
Methods, materials, tools and techniques	You select methods, materials, tools and techniques to effectively communicate your art.	You sometimes select methods, materials, tools and techniques to communicate your art.	You do not select methods, materials, tools and techniques to communicate your art.
The distinctive language of art, music, theater or dance	You understand and effectively use the language of one or more of the arts.	You somewhat understand and use the language of one or more of the arts.	You do not understand and use the language of one or more of the arts.
The role of the artist and arts institutions	You understand the importance of people in arts professions and the value of arts institutions to culture and society.	You somewhat understand the importance of people in arts professions and the value of arts institutions to culture and society.	You do not understand the importance of people in arts professions and the value of arts institutions to culture and society.

*Arts refers to the Visual Arts, Music, Theater or Dance