

ABINGTON HIGH SCHOOL



2023-2024 IMPROVEMENT PLAN

Table of Contents

Abington High School 2022-2023 School Council	3
Abington Public Schools Mission Statement	4
Student Achievements	6
Summary of 2021-2022 Abington High School School Improvement Plan	8
Abington High School Improvement Goals 2023-2024	9
Abington High School -- School Improvement Goal #1	10
Abington High School -- School Improvement Goal #2	11
APPENDIX A	12
APPENDIX B	13
APPENDIX C	14

Abington High School 2022-2023 School Council

Jonathan Bourn	Principal/Chairperson	
Susan Crowley	Community Representative	Term ends September 2023
Matthew Cutter	Teacher	Term ends September 2024
Renee Lindo	Parent	Term ends September 2023
Melissa Merrick	Parent	Term ends September 2023
Keri Westhaver	Parent	Term ends September 2024
Erin Slayton	Teacher	Term ends September 2023
Sophie Giller	Student	Term ends June 2023
Jack Regan	Student	Term ends June 2024

Non-voting participants - Interim Assistant Principal Kate Casey, Administrative Apprentice Megan Tomlin, School Committee Rep Wendy Happel

Abington Public Schools 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 our 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.

Student Achievements

1. Twenty six National Honor Society seniors participated in a pilot of scheduling themselves for Bridge Block interventions.
2. Sixty percent of Class of 2024 students achieved Meeting/Exceeding Expectations on the 2022 English Language Arts MCAS compared to 58 percent of the state. Class of 2024 students in the following sub-categories improved in English Language Arts MCAS achievement over the previous year: Low Income, Students with disabilities, English Learners, and High Needs Status.
3. Fifty one percent of the Class of 2024 scored in either the Exceeding Expectations or Meeting Expectations categories of the Mathematics MCAS exam, compared to forty nine percent of the state.
4. Forty-eight percent of the Class of 2025 scored in either the Exceeding Expectations or Meeting Expectations categories of the Biology MCAS exam, compared to forty-seven percent of the state. Student competency, however, was determined using the Legacy scale where seventy-one percent of the Class of 2025 scored in either the Exceeding Expectations or Meeting Expectations categories of the Biology MCAS exam, compared to sixty-two percent of the state.
5. Fifty-one Abington High School students took the STAMP test in Spanish, seven students took the STAMP test in Portuguese and seven students took the STAMP test in other languages in the spring of 2022. Twelve students earned their Seal of Biliteracy as a result of their performance on the STAMP tests.
6. Ninety-three Abington High School students took Advanced Placement exams in May 2022 in Biology, Calculus AB, Computer Science A, Computer Science Principles, Drawing, English Language and Composition, English Literature and Composition, European History, Human Geography, Psychology, United States Government and Politics and United States History.
 - Sixteen students took the Biology exam. Thirteen students, 81.3%, scored 3 or better.
 - Six students took the Calculus AB exam. Two students, 33.3%, scored at 3 or better.
 - Six students took the Computer Science A exam. All students, 100%, scored 3 or better. *Sixteen students took the Computer Science Principles exam. Fifteen students, 93.8%, scored 3 or better.
 - One student took the Drawing exam. One student, 100%, scored 3 or better.
 - Thirty-eight students took the English Language and Composition exam. Twenty Four students, 63.2%, scored 3 or better.
 - Thirty students took the English Literature and Composition exam. Twenty-one students, 70%, scored 3 or better.
 - Seven students took the European History exam. Seven students, 100%, scored 3 or better.
 - One student took the Human Geography exam. One student, 100%, scored 3 or better.
 - Two students took the Psychology exam. No students scored 3 or better.
 - One student took the United States Government and Politics exam. One student, 100%, scored 3 or better.
 - Twenty-five students took the United States History exam. Five students, 20%, scored 3 or better.
7. Twenty student athletes participated in Unified soccer & basketball.

8. The National Honor Society inducted thirty-three new members in recognition of their outstanding qualities of scholarship, leadership, service, and character.
9. Thirty-nine 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.
10. Five Abington High School students auditioned and were selected to represent the high school in Senior SEMSBA. Two students were accepted by audition to participate in the Senior District Music Festival. Two students participated in the Bridgewater State University Honors Band. Five students were accepted by audition to participate in the Sr. SEMSBA Music Festival.
11. A number of co-curricular events and activities continue to support the diverse interests and needs of students beyond the school day.

- *Multiple Abington High School teams qualified for and participated in MIAA tournaments.

- *Multiple Abington High School teams participated in service projects including SAAC Blackout for Cancer and ASAFL Shoot4Cure.

- *Three Abington High School students participated in the MIAA Student Ambassador Winter Huddle.

- *Two Abington High School students were honored at a Scholar-Athlete spring banquet.

- *Three Abington High School students were members of the Norwell-Abington Cooperative Girls' Hockey team.

- *The Abington High School boys' basketball team helped raise money in Coach Byron's memory for the Coaches against Cancer and student scholarships.

- *The Abington High School girls' soccer team ran the Jeff Coombs Memorial Road Race, hosted a "Pink Night" game and was recognized for outstanding sportsmanship in the South Shore League.

- *The Abington High School Cheerleaders placed second in the South Shore League cheerleading competition, MSAA South Regional Co-Ed small division cheerleading competitions and first in the Wildcat Invitational.

- *The Abington High School Cross Country teams and Track teams had many All-State qualifiers.

- *One Abington High School golfer advanced to the state competition.

- *One Abington High School wrestler advanced to the state competition.

- *Ten Abington High School students participated in the Math Team and finished a successful season.

- *Fifty-one Abington High school students were certified in CPR.

- *The GSA launched the first Abington High School school-wide Pride Week.

- *Abington High School launched six new clubs: Black and Brown Student Union, GEM Club, Photography Club, Living Word Club, Teen Writers Club and Robotics & Engineering Club

- *Seventy eight student athletes participated in the Abington Athletics Cleanup

Summary of 2022-2023 Abington High School School Improvement Plan

Goal #1	Advance the Vision of the Graduate as the centerpiece of Abington High School's academic experience.
<ul style="list-style-type: none">● Opportunity for professional learning and growth on March 7th focused on High Quality Performance Assessments, and how our school can support student achievement of course and Vision of the Graduate standards.● Communication plan to the community and formal opportunities for representative members of the community to play meaningful roles in the implementation of the Vision of the Graduate still to be developed.● NEASC did not offer the Model Schools Workshop this December.	

Goal #2	Develop and expand the skillset and repertoire of the professional staff on Cultural Proficiency in the building and classroom.
<ul style="list-style-type: none">● Continued professional development with Dr. Wornum on 'Becoming a Culturally Proficient Educator' on August 30th 2022 and January 27th 2023.● AHS Professional Development on March 30th to create and review course syllabi for 2023-2024 school year informed by work with Dr. Wornum, and "Culturally Responsive Teaching & the Brain" by Zaretta Hammon.● Implementation of school wide Professional Practice Goal on becoming a culturally proficient educator.● Student created school groups such as the Black & Brown Student Union, and the Girls Empowerment Movement (GEM) Club.● AHS sent a faculty delegation to the 'Addressing Hate in Sports' conference at TD Garden on December 8th 2022.● Six students attended the MSAA Diversity, Equity & Inclusion summit at Holy Cross in January of 2023.	

Abington High School
2023-2024
School Improvement Goals

Goal 1	Identify opportunities to implement High Quality Performance Assessments connected to the Vision of the Graduate.
Goal 2	Revisit and define the philosophy and utilization of Bridge Block to best serve the academic needs of students in meeting course standards and the Vision of the Graduate.

Abington High School -- School Improvement Goal #1

Goal #1	Identify opportunities to implement High Quality Performance Assessments connected to the Vision of the Graduate.
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Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
Develop and implement a communication plan that shares the Vision of the Graduate and high quality performance assessments with the entire Abington High School community.	Principal/Assistant Principal School Council	Parent & Community Forums School Council Meetings & Agendas	May 2023 and Ongoing
Provide opportunities for professional learning and growth in which educators explore how to design high quality performance assessments that align with the Vision of the Graduate.	Administration School Council Department Heads & Directors	Professional Development opportunities for SY 23-24. New/revised curriculum in SY 23-24 to identify high quality performance assessments.	June 2024
Design and provide formal opportunities for representative members of the school community to play meaningful roles in the implementation of the Vision of the Graduate through high quality performance assessments.	Administration Faculty School Council Department Heads & Directors	Selection of pilot high quality performance assessments for the 2024-2025 school year.	June 2024

Abington High School -- School Improvement Goal #2

Goal #2	Revisit and define the philosophy and utilization of Bridge Block to best serve the academic needs of students in meeting course standards and the Vision of the Graduate.
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Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
With the development of high quality performance assessments as a backdrop, revisit the purpose and scope of Mentor Groups and Bridge Blocks to support student achievement of the Vision of the Graduate.	Principal/Assistant Principal Department Heads & Directors	Professional Development, DH/Director Meeting Agendas, and Faculty Meeting Agendas Fall of 2023	December 2023
Analyze the bridge block and mentor group rotating schedule to determine if it meets the needs of our students and our learning programs.	Principal/Assistant Principal Department Heads & Directors School Council	Sample rotating schedules presented to stakeholder groups for consideration. If favorable, present recommended rotating schedule change to School Council and School Committee for implementation in SY 24-25	February 2024 April & May 2024
Revise Bridge Block & Mentor Group handbook.	Assistant Principal		June 2024

APPENDIX A

SCHOOL COUNCIL 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

<h3>SCHOOL COUNCIL GROUND RULES</h3>

- 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 a 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

Vision of the Graduate Proficiency Indicators
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Critical thinker - *Proficiency- I can:*

Seek new knowledge without support
Gather information from a range of perspectives
Reason through and weigh evidence before making a decision
Demonstrate an open-minded thought process
Construct arguments and articulate my own conclusions

Engaged Participant - *Proficiency- I can:*

Seek new knowledge
Collaborate towards personal and common goals
Use feedback to adjust my behavior
Express my thoughts, ideas, and emotions meaningfully and creatively
Actively contribute to school community
Advocate for myself and others
Persevere through daily tasks

Socially Competent Contributor - *Proficiency- I can:*

Exhibit tolerance and empathy
Learn about and value cultural differences
Advocate for needs beyond myself
Be physically and intellectually present in daily interactions
Successfully navigate social situations
Build and maintain healthy relationships
Use technology to learn and share ideas

Self-Aware Individual - *Proficiency- I can:*

Prioritize tasks and manage time effectively
Make and model healthy lifestyle choices
Manage Stress and persevere through obstacles
Bounce back from setbacks and use self-reflection and feedback from others to improve myself
Advocate for myself
Evaluate opportunity and take intellectual risks