

February 28, 2014

Ms. Janet D. Allison, Director  
Commission on Public Secondary Schools  
New England Association of Schools & Colleges  
3 Burlington Woods Drive, Suite 100  
Burlington, MA 01803

**Re: Five-Year Progress Report**

Dear Ms. Allison:

**Section I: Response to highlighted recommendations**

- 1. Submit the plan developed through the professional development team to improve the use of school-wide rubrics across all subject areas.**

**Classification: COMPLETED**

Scheduled professional development/in-service has included developing crosswalks between school-wide rubrics and the common core state standards, thus supporting a more consistent use of school-wide rubrics across all disciplines. Departments have developed common midyear and final assessments that integrate the learning expectations identified in the school-wide rubrics. Student learning growth goals aligned to student learning expectations have been identified by all instructional staff which will be assessed as part of the evaluation process.

Common Planning Time was integrated with the regular school day in 2013-2014 to include sixteen scheduled opportunities for like subjects to meet. In order to provide coverage for students, however, this meant only four meetings per department. These opportunities did not include the Music and Art departments due to the shared staff with other buildings. The focus of this time was centered on curriculum, instruction, and assessment including the use of school-wide rubrics, the MA curriculum frameworks, the integration of the technology literacy standards and the alignment of Abington High School curriculum to the Common Core State Standards.

The district provides thirty hours of professional development each year to support the acquisition of school improvement goals. Each year these goals include the recommendation made by both the visiting committee and the Commission on Public Secondary Schools.

- 2. Report on the extent to which teachers use school-wide rubrics in all courses to measure student achievement of the academic expectations**

**Classification: IN PROGRESS**

Although professional development has been used to align school-wide rubrics with Common Core State Standards, district and school emphasis has been driven by state assessment data and the implementation of the new educator evaluation system. This has significantly impacted the amount of time available to quantitatively assess the extent to which teachers use school-wide rubrics in all courses.

- 3. Develop and implement a system that ensures the use of student performance data to determine school-wide progress in achieving the social and civic expectations**

**Classification: COMPLETED**

Policies have been in place for three years that use school-wide attendance and conduct data in order to determine school-wide progress in achieving the social and civic expectations. Individual student progress is reported quarterly on report cards and school-wide data is disaggregated for the School Council and Student Support Team and used in developing intervention strategies. A school-wide survey was given to all students in 2013 in part to measure achievement of additional social and civic expectations.

- 4. Indicate the manner in which school-wide progress in achieving the expectations for learning is communicated to the community**

**Classification: COMPLETED**

All assessment data is reported semi-annually to the School Council and School Committee at public meetings. The 2011-2012 Data Team created a format to collect and report school-wide progress in achieving the expectations for learning. These reports are also posted on the district and school web pages and the town's cable channel as a Power point slide show. The Guidance Department prepares an annual school profile that is published and presented at Grade Eight Information Evening and open houses.

- 5. Report on the work completed to review the degree to which the existing schedule supports the core values and beliefs of the school and any changes that have come from this review**

**Classification: COMPLETED**

A scheduling committee was in place for two years and made several recommendations to the administration to include common planning time in the school day. The lack of common planning time for professional development

specific to curriculum, instruction and assessment is a direct contradiction to the school's core values and beliefs. A limited common planning time schedule was implemented in 2013-2014 (16 days for 42 minutes providing four meeting times for English Language Arts, History, Science, Special Education, Guidance, Foreign Language, and Wellness) but evidence to date indicates this time is insufficient and presents numerous scheduling obstacles. Five (5) scheduling proposals have been presented to the faculty, the Student Council and the School Council. A new proposal will be presented to the School Committee in March 2014 (attached) that will include a more comprehensive bi-monthly common planning time schedule.

**6. Report on the formal opportunities parents, students, and teachers have to participate in the decision-making process**

**Classification: COMPLETED**

Parents, students and teachers are included in the decision-making process reflective of a representative Democracy; Student Council, Class Officers, School Council, Parent Advisory Council, Parent-Teacher Organization, School Building Committee, and School Committee. A student survey was administered in the Fall of 2013 to all students in order to obtain student feedback on civic, social and academic aspects of the culture of Abington High School. These results will be shared with the school and community in the spring of 2014 after the NEASC Follow-Up Committee formats the results in a comprehensive way. This data will be used in developing the School Improvement Plan.

**7. Provide an update on the work being done to address the constraints caused by time allocated to instruction, the daily schedule, and student grouping practices on the ability of the curriculum to meet the needs of all students**

**Classification: COMPLETED**

Although leveling of courses and homogeneous grouping patterns dominate the mathematics and science department offerings, numerous unlevveled, heterogeneous courses have been added in the master schedule since the 2009 visit:

21<sup>st</sup> Century Digital Media  
Archeology, Ancestry and Immigration  
Guitar  
Holocaust and Human Behavior  
Journalism  
Media Production  
State of the Union

The English department has piloted the collapsing of levels from four to three in an attempt to raise standards and expectations for all students. A scheduling committee, previously mentioned, made proposals for exam scheduling and common planning time scheduling expected to improve the productive and efficient use of time.

- 8. Provide an update on the work being done to foster heterogeneity by creating student grouping patterns that reflect research and best practice and meet the needs of students**

**Classification: COMPLETED**

Although leveling of courses and homogeneous grouping patterns dominate the mathematics and science department offerings, numerous unleveled, heterogeneous courses have been added in the master schedule since the 2009 visit:

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Archeology, Ancestry and Immigration  
Guitar  
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Journalism  
Media Production  
State of the Union

The English department has piloted the collapsing of levels from four to three in an attempt to raise standards and expectations for all students. A scheduling committee, previously mentioned, made proposals for exam scheduling and common planning time scheduling expected to improve the productive and efficient use of time.

**Section II: Respond to each general recommendation in the evaluation report by doing the following:**

**Standard 1 Mission and Expectations for Student Learning**

- 1. Develop a process for a regular review of the mission and student learning expectations that involves all stakeholders.**

**Classification: COMPLETED**

Time is provided by the school committee for district and school-wide professional development. The Professional Development and Curriculum Planning Committee establish general goals and objectives each year. In conjunction the School Council develops a School Improvement Plan that includes a regular review of the school's mission and expectations. This data is used to inform and improve instructional practice and is intended to improve student achievement in meeting school-wide expectations for learning.

The integration of the 2011 MA Curriculum Frameworks for English Language Arts and Literacy specifically incorporate the Common Core State Standards for ELA and Library in History/Social Studies, Science and Mathematics and has driven rich discussion with teachers, parents, students and administrators at monthly meetings of department heads, curriculum planning council, school council and teacher planning meetings. Limited common planning time has been implemented in 2013-2014 for an additional sixteen hours.

- 2. Develop and implement a plan to review and improve the insufficient and inconsistent use of the school-wide rubrics across all disciplines.**

**Classification: COMPLETED**

Scheduled professional development/in-service has included developing crosswalks between school-wide rubrics and the common core state standards, thus supporting a more consistent use of school-wide rubrics across all disciplines. Departments have developed common midyear and final assessments that integrate the learning expectations identified in the school-wide rubrics. Student learning growth goals aligned to student learning expectations have been identified by all instructional staff which will be assessed as part of the evaluation process.

- 3. Complete development of a rubric for “work towards mastery of course-specific content”.**

**Classification: IN PROGRESS**

Two “*work towards mastery of course specific content*” rubrics were developed by a small committee and proposed to the faculty at large. After much discussion the faculty decided to hold off on the implementation of a rubric because a broader issue surfaced regarding whether this academic expectation should be included in the mission and expectations. The rich discussions that developed gave rise to momentum for a review of the mission was far more important than adapting a rubric for the sake of completing a recommendation. As we review our mission as a faculty, it is likely that this school-wide expectation will be removed or significantly altered.

- 4. Address the seeming inconsistency between the academic expectation that all students “communicate through the arts” with the absence of a graduation requirement for students to complete at least one course in the arts.**

**Classification: COMPLETED**

The MassCore recommendations have been added to the Program of Studies encouraging students to complete at least one course in the Arts. The expectation is that the Arts will provide an opportunity for all students to complete at least one course in the Arts. There are 250 student seats per year in the Arts and 462 students. Over a four year program, this provides all students numerous opportunities to participate in both visual and performing arts.

## **Standard 2 Curriculum**

- 1. Continue to align all curriculum with the school-wide academic expectations to ensure that all students have sufficient opportunities to achieve them.**

### **Classification: COMPLETED**

Scheduled professional development/in-service has included developing crosswalks between school-wide rubrics and the Common Core State Standards, thus supporting a more consistent use of school-wide rubrics across all disciplines. Departments have developed common midyear and final assessments that integrate the learning expectations identified in the school-wide rubrics. Student learning growth goals aligned to student learning expectations have been identified by all instructional staff which will be assessed as part of the evaluation process.

- 2. Increase the use of school-wide rubrics in all courses in order to measure student achievement of the academic expectations.**

### **Classification: IN PROGRESS**

Scheduled professional development/in-service has included developing crosswalks between school-wide rubrics and the common core state standards, thus supporting a more consistent use of school-wide rubrics across all disciplines. Departments have developed common midyear and final assessments that integrate the learning expectations identified in the school-wide rubrics. Student learning growth goals aligned to student learning expectations have been identified by all instructional staff which will be assessed as part of the evaluation process.

- 3. Ensure that the curriculum in all courses provides opportunities for students to engage in problem-solving, inquiry, and higher order thinking skills.**

### **Classification: COMPLETED**

Professional Development has been provided that ensures teachers continue to provide rigorous instruction and incorporate higher order thinking activities. The Professional Development has been driven by 21st century learning expectations. Students at all levels are provided numerous opportunities to engage in higher order thinking skills and academic challenges as evidenced by midyear and final exams, research, lab-based projects, and common school-wide academic expectations incorporated into lesson design and implementation.

The professional library has expanded to include recent research based best practices journals and resources (books, cd's, dvd's). The network supports shared space for posting of professional literature. A folder on the network also supports student examples and lesson sharing.

- 4. Address the constraints on curriculum delivery to meet all students needs equitably created by time allotted to instruction, the daily schedule, and student grouping.**

**Classification: COMPLETED**

Although leveling of courses and homogeneous grouping patterns dominate the mathematics and science department offerings, numerous unleveled, heterogeneous courses have been added in the master schedule since the 2009 visit:

21<sup>st</sup> Century Digital Media  
Archeology, Ancestry and Immigration  
Guitar  
Holocaust and Human Behavior  
Journalism  
Media Production  
State of the Union

The English department has piloted the collapsing of levels from four to three in an attempt to raise standards and expectations for all students. A scheduling committee, previously mentioned, made proposals for exam scheduling and common planning time scheduling expected to improve the productive and efficient use of time.

- 5. Provide time and a clearly-articulated process of curriculum revision that allows teachers to gather data using school-wide rubrics in order to determine the success of the curriculum in supporting student achievement.**

**Classification: IN PROGRESS**

Although there is a clearly articulated process of curriculum revision, the allocation of time for curriculum revision that allows teachers to gather data using school-wide rubrics is limited. A common planning time schedule has been approved in 2013-14 by the faculty, Student Council, and the School Council and is scheduled for proposal to the School Committee in March 2014, to be implemented in 2014-15. In 2011 a data team was formed as part of an alternative evaluation and includes several teachers enrolled in a graduate leadership program and the administration. The new educator evaluation model requires the use and submission of student achievement data to inform instruction, measure student learning growth and adjust practice.

### **Standard 3 Instruction**

- 1. Provide a comprehensive professional development program designed to address identified instructional needs for all faculty members and departments.**

**Classification: COMPLETED**

The Abington Public Schools district has committed to the instructional professional development of teachers by incorporating a new teacher training program into the language of the contract. This includes an orientation day as well as five follow-up days off campus (North River Collaborative: New Teacher Institute). The commitment to instructional professional development has expanded to include tuitioning twenty Abington Public School employees, five from the high school, for the Research for Better Teaching, Skillful Teacher course each year. This is a five-year commitment that will provide comprehensive instructional professional development to more than fifty percent of the high school staff (Seventy-two percent have already completed the course in previous years).

The School Council surveyed faculty in 2010 and again in 2011 in order to identify faculty gaps in integrating technology into instruction. The identification of gaps provided guidance in developing the School Improvement Plan with specific action steps that would support appropriate instructional professional development.

Abington High School's professional development program is designed with many facets. First there is a district-wide theme which is discussed and agreed upon by the Professional Development and Curriculum Planning Committee. These two groups have now been combined into one to create a stronger focus in professional development that reflects the instructional needs that are identified by the staff, department chairs and administration, all of whom sit on this committee. This is also brought before the School Council for discussion and approval. Within the structure of our professional development days, time has been allotted to meet as a district, a school, a department and individually. Last year and this upcoming year the focus is on technology. We have and will be looking at using technology to teach in a 21<sup>st</sup> century world. This vision has created the need for a technology integrationist at each level. The school has now created such a position and there is a technology integrationist in each building. The role of the technology integrationist is to assist in hardware and software issues and to support teachers as they design lessons that integrate technology.

The Professional Development and Curriculum Planning Committee meets monthly to determine the needs of the district's instructional staff that will support district and school initiatives for curriculum review and instructional improvement.

- 2. Ensure that all students, regardless of level, have sufficient opportunities to engage in higher order thinking activities and benefit from rigorous instruction.**

**Classification: COMPLETED**

Professional Development has been provided that ensures teachers continue to provide rigorous instruction and incorporate higher order thinking activities. The Professional Development has been driven by 21st century learning expectations. Students at all levels are provided numerous opportunities to engage in higher order thinking skills and academic challenges as evidenced by midyear and final exams, research, lab-based projects, AP courses, Virtual High School courses, Dual Enrollment, increased heterogeneous classes and common school-wide academic expectations incorporated into lesson design and implementation.



- 3. Provide a formal mentoring program to support new faculty members and help them to develop appropriate instructional strategies.**

**Classification: COMPLETED**

A formal mentoring program has been implemented in 2013-2014 as negotiated between the Teachers' Association and the School Committee. The mentoring of new staff is also the responsibility of Department Heads/Directors as outlined in the job description. There is monetary compensation provided for mentors. Common planning time is provided for the mentor and mentee as requested and on an as-needed basis.

Mentors and Department Heads/Directors conduct observations and provide feedback. They also have discussion in regards to both the content and rigor of assessments. They review procedures such as grading and professional obligations and will go more in-depth when there is a teacher who has no previous experience. The district also offers a new teacher orientation. The district has also committed to the RBT course of "The Skillful Teacher" until the year 2016. They will be sending twenty teachers a year, five from each school. The Beginning Teacher Institute course and a new teacher orientation is expected of each new hire.

- 4. Fully incorporate the mission and expectations for student learning into all aspects of instruction, including explanation given to students as to how each learning experience will enable them to achieve the academic expectations.**

**Classification: COMPLETED**

All rooms have the mission statement posted. Teachers refer to the mission statement during instruction. Many lessons incorporate the mission statement in them explicitly while others do so implicitly. All freshmen are assigned a mission project. Teachers are making the Mission present in their classrooms, referring to it orally, referring to it directly in writing, and having students refer to it as a means of reflection.

- 5. Provide the resources needed to ensure that all teachers will employ instructional strategies that allow all students to make connections between disciplines, engage in higher order thinking skills, and promote student self-assessment and self-reflection.**

**Classification: IN PROGRESS**

Teachers routinely design and carry out lessons that engage students in higher order thinking, make connections between disciplines and promote self-reflection and assessment as evidenced by walkthroughs and formal observations/evaluations. Faculty do not support the report's contentions that heterogeneous grouping and 49-minute classes limit opportunities for students to reflect or demonstrate higher order thinking skills. There are, however, limited opportunities for cross-disciplinary instruction or planning among departments. The incorporation of common planning time would provide opportunities for teachers to design cross-disciplinary lessons.

With the adoption of the State Frameworks in Math and ELA that reflect the Common Core Standards, departments are revisiting their current curriculum. The Massachusetts State Frameworks were written to provide clarity, coherence, focus and rigor. Through the curriculum and review process professional development time is and will continue to be provided to rewrite curriculum as well as create lessons and explore resources that will emphasize the instructional strategies that allow students to use higher order thinking skills, create cross disciplinary connections, to self-assess as well as to self-reflect. Abington High School is in the third year of professional development that targets 21<sup>st</sup> century skills. This professional development explores the skills and instructional strategies that are needed to be successful in the 21<sup>st</sup> century.

**6. Increase opportunities for self-directed and authentic learning experiences for all students.**

**Classification: COMPLETED**

Abington High School has increased opportunities for self-directed and authentic learning experiences by providing additional seats for Virtual High School, School-to-Career, and Experiential Learning. A new iPad lab and Business Lab have also enabled students' increased access to authentic and self-directed learning experiences.

Several courses/teachers have incorporated the use of web blogs and social media into curriculum, instruction, and assessment. Students may also avail themselves of individually designed Independent Studies for course credit that provide increased opportunities for self-directed learning experiences.

**7. Develop a formal protocol for the review and evaluation of student work to inform instruction**

**Classification: COMPLETED**

The new educator evaluation model requires the formal review, analysis and submission of student work as well as evidence that supports adjustment to practice based on identified student weaknesses. Departments regularly review and evaluate common assessments to inform instruction and make appropriate recommendations to the Curriculum Planning Council and Professional Development Council.

**Standard 4 Assessment of Student Learning**

**1. Design a process to ensure that school-wide rubrics are employed to assess both school-wide and individual student achievement of academic expectations.**

**Classification: IN PROGRESS**

All school-wide rubrics are posted on the school website, student handbook, faculty manual and curriculum folders in the Abington Public Schools network. Pre-conferences with

individual teachers were held prior to classroom observation to review and discuss the expected use of school-wide rubrics as part of the supervision and evaluation model.

Ongoing feedback is provided by administrators, department heads as part of the educator observation model. Faculty meetings and professional development in-service days provide opportunities to review the use of school-wide rubrics and individual student achievement of academic expectations.

Progress report and report card comments have been added to provide feedback to students and parents of individual achievement of academic expectations.

- 2. Create a system that ensures Abington High School faculty members use student performance data to determine the success of the school in achieving its civic and social expectations.**

**Classification: PLANNED FOR THE FUTURE**

Although individual faculty members have added measurable expectations that address specific civic and social expectations in some activities and assignments, there has been no universal adoption of a system to ensure use and implementation.

School-wide student performance data is routinely used to determine the success of the school in achieving civic and social expectations and reported to all constituents in several formats at least annually.

- 3. Initiate a system of formal collaborative discussion about student work.**

**Classification: COMPLETED**

The new educator evaluation model requires the formal review, analysis and submission of student work as well as evidence that supports adjustment to practice based on identified student weaknesses. Departments regularly review and evaluate common assessments to inform instruction and make appropriate recommendations to the Curriculum Planning Council and Professional Development Council.

- 4. Implement a protocol to discuss and share student work and the results of student assessments for the purpose of improving curriculum and instruction.**

**Classification: COMPLETED**

Many teachers participated in numerous workshops through MSSAA and North River Collaborative that will support the development of a formal protocol. The district has also purchased membership to ASCD and a plethora of professional publications (some for the entire faculty and some for our school's professional library).

- 5. Implement a professional development plan that familiarizes faculty members with the use of the school-wide rubrics for classroom assessments in all subject areas.**

**Classification: COMPLETED**

Scheduled professional development/in-service has included developing crosswalks between school-wide rubrics and the common core state standards, thus supporting a more consistent use of school-wide rubrics across all disciplines. Departments have developed common midyear and final assessments that integrate the learning expectations identified in the school-wide rubrics. Student learning growth goals aligned to student learning expectations have been identified by all instructional staff which will be assessed as part of the evaluation process.

- 6. Provide training in the development of holistic and analytical rubrics and practice in using them in all subject areas.**

**Classification: PLANNED FOR FUTURE**

Although some training was conducted as part of the training in developing District Determined Measures as part of the new educator evaluation model. Additional training is planned for the future as it relates to measuring student growth and teacher impact on learning.

- 7. Provide professional development in a broad range of assessment strategies.**

**Classification: COMPLETED**

During the 2010-2011 and 2011-2012 school years there was a series of “round robin” style presentations made to the faculty by various subsets of the faculty. Included were discussions about technology integration, reading strategies, and how the brain works. These interdisciplinary presentations provided opportunities for the faculty to engage in rich discussions about many teaching and learning strategies. Additionally, while reviewing proposals for school-wide rubrics, the faculty participated in an extensive discussion of Bloom’s taxonomy and how it relates to the assessment of students.

The development of common and formative assessments has been a district and school priority since 2009. Teachers have been engaged in professional development focused on using student assessment data to inform instruction and adjust practice.

- 8. Design and implement common assessments as a means of collecting data on achievement of school-wide expectations.**

**Classification: COMPLETED**

Rubrics have been developed for school-wide expectations and used in the creation of common assessments in Art, ELA, Math, Science, Foreign Language, and Social Studies. Specific examples include a common science research project, assessment rubric, common

midyear and final exam, writing, prompts using the common rubric in ELA and Social Studies, common unit, essential questions and essays in US History, common Physical Science unit exams and common midyear and final exams in most Math courses.

- 9. Develop and implement a process that allows the professional staff to report to the community at large how well the school is progressing in the achievement of all school-wide expectations.**

**Classification: COMPLETED**

All assessment data is reported semi-annually to the School Council and School Committee at public meetings. These reports are also posted on the district and school web pages and the town's cable channel as a Power point slide show. The Guidance Department prepares an annual school profile that is published and presented at Grade Eight Information Evening and open houses.

## **Standard 5 Leadership and Organization**

- 1. Continue to develop, clarify, and share the principal's vision for the school.**

**Classification: COMPLETED**

The Principal's vision for the school can be seen in practice routinely as published in monthly newsletters, professional agendas and reports and as articulated at every stakeholder venue: Strategic Planning, faculty meetings, Professional Development workshops, Department Heads meetings, P.T.O. meetings, School Council meetings, Boosters meetings, School Committee meetings, Administrative meetings, Curriculum Planning Council, Professional Development Council, Grade 8 Information Evening and Open House. A school Twitter account, a professional Twitter account and a faculty blog have been created to articulate and share the principal's vision.

- 2. Develop a process to review the existing schedule to assess how well it serves the mission of the school and implement identified revisions.**

**Classification: COMPLETED**

Specific to curriculum, instruction and assessment the lack of common planning time is a direct contradiction to the school's core values and beliefs. A limited common planning time schedule was implemented in 2013-2014 (16 days for 42 minutes providing four meeting times for English Language Arts, history, science special education, guidance, foreign language, and wellness) but anecdotal evidence to date indicates this time is insufficient and presents numerous scheduling obstacles. Five (5) scheduling proposals have been presented to the faculty, the Student Council and the School Council. A new proposal will be presented to the School Committee in March 2014 (attached) that will include a more consistent bi-monthly common planning time schedule.

**3. Create more formal opportunities for all stakeholders to participate in the decision-making process.**

**Classification: REJECTED**

The follow-up committee for leadership and organization has reviewed the current selection of formal opportunities and feels that there are ample opportunities for involvement in the decision-making process. The School Council has added evening meetings and two additional students to the Council. Publication of stakeholder venues has increased dramatically in order to solicit greater participation. (Twitter accounts of school, clubs, athletics, Faculty Blog, and a media production class recording and posting to the local cable channel).

**4. Research and apply current best practices regarding ability level grouping and the impact grouping practices have on student learning.**

**Classification: COMPLETED**

Although leveling of courses and homogeneous grouping patterns dominate the mathematics and science department offerings, numerous unleveled, heterogeneous courses have been added in the master schedule since the 2009 visit:

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Archeology, Ancestry and Immigration  
Guitar  
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State of the Union

The English department has piloted the collapsing of levels from four to three in an attempt to raise standards and expectations for all students. A scheduling committee, previously mentioned, made proposals for exam scheduling and common planning time scheduling expected to improve the productive and efficient use of time.

**5. Provide common planning time to allow both departmental and interdisciplinary collaboration.**

**Classification: IN PROGRESS**

Non-traditional, scheduled common planning time is provided by covering classes with substitute teachers on an as-needed basis. Also, approximately fifty percent of scheduled in-service professional development is allocated to departments for professional collaboration. In 2013-14 limited common planning time of an additional three (3) hours per department for English Language Arts, mathematics, science, history, foreign language, special education, and guidance was provided during the school day. A proposal for a common planning time period every other week will be presented to the School Committee in March 2014.

**6. Develop a curriculum, provide for professional development, and allocate adequate time for the advisory program.**

**Classification: COMPLETED**

A summer curriculum work group developed and implemented a one school-one book, whole school read program, implemented through the Advisory in 2013-14. This also provided opportunities for cross-disciplinary connections and school-wide thematic programs around resilience, war, compassion and humanity.

**Standard 6 School Resources for Learning**

**1. Integrate library services into the formal curriculum.**

**Classification: COMPLETED**

The library media teacher collaborates with teachers on a regular basis to incorporate information literacy and technology skills into the curriculum. The Library Media center offers flexible scheduling so that the library media teacher is available to assist teachers and students with technology and curriculum needs. In addition to that, all freshmen begin the year with an orientation program introducing them to the resources that are available at Abington High School and an introduction to research skills a little later in the year. Science classes also come in the fall before beginning their science research projects.

Last year the staff was introduced to the Big 6 information problem solving model. An overview was provided at faculty meetings and a professional development workshop was also offered demonstrating how it could be incorporated into all areas of the curriculum. This year, the library media teacher is working on identifying essential power learning objectives for each of the Big 6 skills at each grade level and linking them to the state and national curriculum standards.

A course in Library/Information Technology has been offered through the program of studies. The course is taught through a hybrid model which allows flexibility so that the librarian can also assist teachers and library patrons.

Professional development for staff is offered through "Tech Tuesdays" in the Library Media Center. Teachers have an opportunity to share ideas and learn how technology can be used to enhance teaching and learning.

**2. Develop and implement a procedure for the continuing updating of library materials to ensure that they will provide students with the most current resources available.**

**Classification: COMPLETED**

Staff and students are encouraged to recommend materials to be added to the library collection at any time and the librarian e-mails the staff asking them to suggest any materials needed to enhance the curriculum. Although the bulk of the materials are ordered in the spring, a materials

list is developed throughout the year. Any materials that are needed right away can usually be ordered to meet curriculum needs.

The librarian stays abreast of current technology tools and library resources by networking within the professional community. She is a member of the Massachusetts School Library Association as part of that membership participates in a list serve with other school librarians.

Weeding out inaccurate and outdated materials is also an important part of collection development. This year a collection analysis was done and many materials were weeded out of the collection particularly in the areas of science and technology. We also ordered several new reference materials in an e-book format and purchased several new subscription databases.

The librarian is now included in monthly Department Heads/Directors meetings and invited to curriculum planning and professional development council meetings as needed

**3. Develop and implement a plan to assess the relevance and currency of the library collection to the academic curriculum.**

**Classification: COMPLETED**

Staff and students are encouraged to recommend materials to be added to the library collection at any time and the librarian e-mails the staff asking them to suggest any materials needed to enhance the curriculum. Although the bulk of the materials are ordered in the spring, a materials list is developed throughout the year. Any materials that are needed right away can usually be ordered to meet curriculum needs.

The librarian stays abreast of current technology tools and library resources by networking within the professional community. She is a member of the Massachusetts School Library Association as part of that membership participates in a list serve with other school librarians.

Weeding out inaccurate and outdated materials is also an important part of collection development. This year a collection analysis was done and many materials were weeded out of the collection particularly in the areas of science and technology. We also ordered several new reference materials in an e-book format and purchased several new subscription databases.

**4. Survey parents to determine the reasons for the low level of agreement with the statement that if their child needed assistance they are confident that he or she would receive support.**

**Classification: COMPLETED**

As part of the Strategic Planning process two surveys were e-mailed to parents in May 2011 and September 2011. Survey results did not support the need for additional action. School Council and P.T.O. discussions also did not support the need for additional action.



## **Standard 7 Community Resources for Learning**

- 1. Provide sufficient and reliable source of revenue that will enable Abington High School to support students in their mastery of the academic expectations and will free the school from reliance on funds from businesses and endowments for programs that should be absorbed into the school district budget.**

### **Classification: COMPLETED**

The Abington Superintendent of Schools and School Committee continue to propose and advocate for a school budget that provides a sufficient and reliable source of revenue that will enable Abington High School to support students in their mastery of the academic expectations. Significant progress has been made since the 2010 budget reductions evidenced by a significant reduction in requested financial support (approximately \$7,000) from the Boosters Association, the reinstatement of all Department Heads and Directors, the reinstatement of the equivalent of three full-time teachers, an influx of technology resources, a reduction in athletic/marching band user fees by \$75.00, the addition of a Special Education Team Chair and the continuous provision of rich, engaging professional development.

### **Section III: Substantive changes not previously reported**

No substantive changes have occurred since the decennial evaluation which have not been reported previously to the Commission.

### **Section IV: Copy of the current statement of mission and expectations (core values, beliefs and learning expectations)**

Copy of the current mission and learning expectations is attached.

### **Section V: Cite specific examples of how the core values, beliefs and learning expectations have been used to guide decision-making**

Data analysis of student performance (MCAS results, term grades, attendance, credit attainment, conduct, withdrawals, AP scores and SAT scores), surveys and collaborative dialogue have been purposefully used to measure the extent to which Abington High School provides programming and policies that are aligned with our core values, beliefs and learning expectations.

Specific examples of initiatives, responses and/or policy, staff and program changes as a result are:

- A Credit Recovery Program
- A One-School-One Book Initiative
- A Faculty Blog to Support Collaborative, Professional Development
- Professional Development that targets Teaching and Learning
- Implementation of Instructional Rounds Model
- An Online Home/Hospital Tutoring Program

- An Incentive-Based Attendance Policy
- A Common Planning Time Schedule
- A School Schedule Committee
- An Expanded Role of Department Heads
- A Special Education Team Chair
- A District-Wide Joint Labor Management Committee

**Section VI.** Strengths/Achievements which are significant

The most notable strength that has allowed Abington High School to focus on school improvement, student performance and growth has consistently been the collaborative culture and reflective approach practiced by the faculty, teacher leaders, administration and School Council. The School Improvement Plan is aligned with district goals and developed using student assessment results and performance data to make informed practice and policy recommendations. The Superintendent of Schools and the School Committee, in turn, have supported the above initiatives and considerable professional development focused on teaching and learning.

**Section VII.** Restructuring or other reform initiatives

The greatest strength of Abington High School is its culture. Abington High School students and staff have made significant progress while enduring challenging fiscal times. The students are succeeding at high levels evidenced by performance on MCAS exams and increased enrollment in Advanced Placement courses, Virtual High Schools courses, college Dual Enrollment courses, and Independent Study courses. Student success can be correlated with efforts of the school community to sustain a culture of shared instructional leadership and collaboration committed to school improvement. The common professional learning goals target teaching and learning, student achievement and school improvement. This is evidenced by the quality and amount of professional development the school has successfully embraced.

The integration of technology into teaching and learning is the most visible evidence of school improvement. The creation of a volunteer data team charged with the collection and analysis of student achievement data to inform instruction supports the culture of continued professional learning. The expansion of the instructional leadership teams (Curriculum Planning Council and Professional Development Council) to include teacher leaders also support a strong culture of shared and continuous growth and improvement.

**VIII. Description of Follow-Up Program**

After Abington High School received the report from the March 2009 visit, the first step was to establish a follow-up committee. For continuity sake, the follow-up committee includes the co-chairs of the steering committee, Kimberly McHugh, English teacher, and Margaret Doherty, Mathematics Department Head, the Principal, and Assistant Principal, Jessica Sullivan, but was expanded to also include Kristin Ferioli, Director of Guidance. The follow-up committee meets quarterly to make recommendations, facilitate professional development, and draft surveys and reports.

The principal reports progress to the School Council annually. The Principal provides annual progress reports to the School Committee, School Council, P.T.O. and faculty. Power point slide shows of these reports are posted on the school's website.

Prior to mailing, please use the *checklist* below to ensure a completed report has been submitted:

- Ia.        ☐    Response to each highlighted recommendation from the Two-Year Progress Report
- Ib.        ☐    Response to each highlighted recommendation from a Special Progress Report following the Two-Year Progress Report (if applicable)
- II.        ☐    Response to each recommendation in the evaluation report
- III.       ☐    Substantive changes not previously reported
- IV.       ☐    Copy of the current statement of mission and expectations (core values, beliefs and learning expectations)
- V.        ☐    Cite specific examples of how the core values, beliefs and learning expectations have been used to guide decision making
- VI.       ☐    Strengths/Achievements which are significant
- VII.      ☐    Restructuring or other reform initiatives
- VIII.     ☐    Description of Follow-Up Program
- IX.       ☐    Statistical Data Sheet

## **XI. Statistical Data Sheet**

**Below is a copy of the PDF you will download for the Five-Year Progress Report at the bottom.  
Required Statistical Data Sheet:**

**School:** Abington High School

**Principal:** Teresa Sullivan

**City/State:** Abington, Massachusetts

**School Telephone:** 781-982-2160

**E-Mail Address:** [teresasullivan@abingtonps.org](mailto:teresasullivan@abingtonps.org)

**Fax Number:** 781-982-0061

**Dates of Evaluation:** March 1 – 4, 2009

**Grades:** 9 – 12

**School Enrollment:** 584 at time of the evaluation

**Grades:** 9 – 12

**School Enrollment:** 462 at present time

Based upon the state's definition of a dropout, indicate the dropout rate for the most recently completed school year as well as for the preceding two years:

3.7% 2012    2.7 % 2011    3.6% 2010    4% 2009

### **DISPOSITION OF ALL VISITING COMMITTEE RECOMMENDATIONS:**

	<b>Two-Year Report</b>		<b>Five-Year Report</b>	
	Number	Percentage	Number	Percentage
Completed	18	33	45	83
In Progress	25	46	6	11
Planned For The Future	9	17	2	4
Rejected	2	4	1	2
No Action	---	---	---	---
TOTAL*	*54	100	*54	100

*\*The totals should reflect the number of recommendations in the original decennial evaluation report. Both total numbers should be identical. Do not include highlighted recommendations.*

Electronic Signature of Principal/Headmaster Teresa Sullivan

Electronic Signature of Chair of Follow-Up Committee Teresa Sullivan Position Principal

Date Progress Report Submitted March 1, 2014

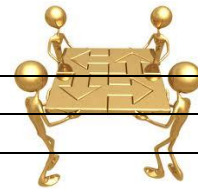


**COMMON PLANNING TIME PROPOSAL 2014-2015**  
**STUDENT STRUCTURED LEARNING TIME**  
**GREEN WEEK/WAVE WEEK**

*To be proposed to School Committee March 2014*

6 Regular Days	$49 + 5 = 348 \times 146$	50,808 minutes
Common Planning Time Days	$43 + 5 = 306 \times 20$	6,120 minutes
<b>Wave Week Wednesdays)</b>		
Half Days	$\times 180$	1,800 minutes
Exam Days	$\times 180$	720 minutes
		59,448 minutes
		1 hours

**CURRICULUM PLANNING TIME DAYS**  
**WAVE WEEK WEDNESDAYS**



Advisory	8:15 am – 8:20 am		
Period 1	8:22 am – 9:05 am		
Period 2	9:07 am – 9:50 am		
Period 3	9:52 am – 10:35 am		
Period 4	10:37 am – 11:20 am		
			Lunch 1 (11:20 am – 11:43 am)
	Period 5A	11:21 am – 12:04 pm	
			Lunch 2 (12:04 pm – 12:27 pm)
	Period 5B	11:44 am – 12:27 pm	
Period 6	12:29 pm – 1:12 pm		
Period 7	1:14 pm – 1:57 pm		

**2013-2014 SCHOOL YEAR**

1 Regular Days	$49 + 5 = 348 \times 161$	56,028 minutes
Half Days	$\times 180$	1,800 minutes
Exam Days	$\times 180$	900 minutes
MCAS Days	$\times 198$	792 minutes
		59,520 minutes
		2 hours

*February 6, 2014*

## **Abington High School (AHS) Student Survey**

**Please answer the following questions on a Scantron sheet, using a #2 pencil. You should choose one answer for each question.**

- 1. What is your gender?**
  - a. Female
  - b. Male
- 2. What class are you in?**
  - a. Freshman
  - b. Sophomore
  - c. Junior
  - d. Senior
- 3. Which of the following best describes your living situation?**
  - a. I live with two parents
  - b. I live with one parent
  - c. I go back and forth between parents' homes
  - d. I live with a relative/guardian
  - e. Other
- 4. Which statement best describes your current housing ?**
  - a. My family owns our home
  - b. We rent an apartment
  - c. We live with relatives
  - d. We are in temporary housing
  - e. We are homeless
- 5. What is the highest level of education completed by your mother?**
  - a. GED
  - b. High school diploma
  - c. 2 year college
  - d. 4 year college
  - e. Graduate school or beyond
- 6. What is the highest level of education completed by your father?**
  - a. GED
  - b. High school diploma
  - c. 2 year college
  - d. 4 year college
  - e. Graduate school or beyond
- 7. How many years have you lived in Abington?**
  - a. Whole life
  - b. Fewer than 10 years
  - c. Fewer than 7 years
  - d. Fewer than 5 years
  - e. Fewer than 2 years
- 8. Do you receive free or reduced lunch?**
  - a. Yes
  - b. No
- 9. Is your athletic and/or bus fee waived?**
  - a. Yes
  - b. No

**10. How do you get to school?**

- a. Bus
- b. Walk/bike
- c. Driven
- d. Drive self

**11. What are your plans after graduation?**

- a. College
- b. Work
- c. Military
- d. Not sure yet

**12. Do you have internet access at home?**

- a. Yes
- b. No

**13. Do you have access to a smart phone?**

- a. Yes
- b. No

**14. Do you have a printer at home?**

- a. Yes
- b. No

**15. How many AHS athletic events have you attended as a fan in the past year?**

- a. More than 10
- b. Five or less
- c. One
- d. None

**16. How do you get information about what is going on in school? Choose the one that you rely on *most often* for information.**

- a. Morning announcements
- b. Announcement board across from office
- c. Constant contact email
- d. AHS twitter account
- e. Other

**17. How often during the day do you see students inappropriately using cell phones/electronic devices? Please choose one**

- a. Always
- b. Often
- c. Rarely
- d. Never

**18. Are you uncomfortable attending a pep rally?**

- a. Yes
- b. No

**19. Do you work?**

- a. Yes
- b. No

**20. If you answered yes to question 19, approximately how many hours per week?**

- a. Fewer than 5 hours
- b. 6-10 hours
- c. 11-15 hours
- d. 15+ hours

**21. Do you play/practice a sport?**

- a. Yes
- b. No

- 22. If you answered yes to question 21, approximately how many hours per week?**
- a. Fewer than 5 hours
  - b. 6-10 hours
  - c. 11-15 hours
  - d. 15+ hours
- 23. Would you like to see additional school sponsored events that focus on building student relationships?**
- a. Yes
  - b. No
- 24. Do you think it is important to be involved in activities the school offers outside the classroom?**
- a. Yes
  - b. No
- 25. Do you feel the school's code of conduct holds students accountable for their actions?**
- a. Yes
  - b. No
- 26. Do you feel safe at school? Please choose one**
- a. Always
  - b. Sometimes
  - c. Rarely
  - d. Never
- 27. Do you think bullying is a problem at AHS?**
- a. Yes
  - b. No
- 28. Do you think drugs are a problem at AHS?**
- a. Yes
  - b. No
- 29. Do you think your academic needs are being met at AHS?**
- a. Yes
  - b. No
- 30. Do you feel the skills and knowledge you are receiving at AHS are applicable to life after high school?**
- a. Yes
  - b. No
- 31. Do you believe there are enough challenging assignments presented to you in your courses at AHS?**
- a. Yes
  - b. No
- 32. Do you know what types of courses you need to get into a moderately/highly competitive college?**
- a. Yes
  - b. No
- 33. Do you know what classes would be most helpful when making informed decisions about college/work force?**
- a. Yes
  - b. No



- 34. If you have a question, do you feel comfortable going to a teacher for help?**
- a. Always
  - b. Sometimes
  - c. Rarely
  - d. Never
- 35. Do your teachers encourage you to develop critical thinking and problem solving skills?**
- a. Always
  - b. Sometimes
  - c. Rarely
  - d. Never
- 36. How many hours a week do you study or do homework?**
- a. None
  - b. Fewer than 2 hours
  - c. 3-5 hours
  - d. 5-10 hours
  - e. 10+ hours
- 37. In general, do you know what teachers expect of you in class?**
- a. Yes
  - b. No
- 38. In general, do you feel that the grading/marking at AHS accurately reflects your work?**
- a. Yes
  - b. No
- 39. Do you think it is important to take an arts related class while in high school?**
- a. Yes
  - b. No
- 40. Do you think AHS offers enough elective classes?**
- a. Yes
  - b. No

## **Abington High School (AHS) Student Survey Results**

**(See Attached)**



# 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 (CS), writing(CW), the arts (CA) and technology (CT).

**DEMONSTRATE** high level thinking skills to reason and problem solve (D).

**WORK** towards mastery of course specific content.

**PARTICIPATE** productively in their own educational progress.

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

**EXHIBIT** appropriate social behavior that reflects kindness and tolerance.

All courses are expected to target school-wide expectations in which students *work toward mastery of course specific content* and *participate productively in their own educational process*. Individual courses may target additional school-wide expectations as indicated in each course summary.