

DIGHTON-REHOBOTH REGIONAL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN 2019-2021



DRRHS School Improvement Plan 2019-2021

The Mission of Dighton-Rehoboth Regional High School:

The primary purpose of Dighton-Rehoboth Regional High School is to provide each student with the knowledge, skills, sensitivity, and social responsibility to become a contributing citizen and lifelong learner in our ever-changing world. In collaboration with parents and the community, we prepare each student to meet the challenges and opportunities of the future by setting high expectations for student and staff members alike in a school environment which blends tradition and innovation.

Vision:

Dighton-Rehoboth Regional High School, in collaboration with our district, will partner with parents and the community to provide students with the tools, including technology, to acquire knowledge, apply skills, critically analyze information and issues, and develop social responsibility.

2019-2020 School Demographic Snapshot:

As of October 1, 2019, Dighton-Rehoboth Regional High School (DRRHS) serves 765 students from grades 9-12, which is a decrease from an enrollment of 828 students in October 2018. There are 69 teachers with 98.6% licensed in their teaching assignment. DRRHS offers 7 Chapter 74 Certified Programs within our Career and Technical Education (CTE) Programs open to all students in our comprehensive high school. Additionally, DRRHS houses a preschool as part of the Early Childhood Career Pathway, which currently serves of 8 PRE-K students.

Enrollment by Race/Ethnicity (2018-19)			
Race	% of School	% of District	% of State
African American	1.1	1.1	9.2
Asian	0.8	1.3	7.0
Hispanic	3.9	4.5	20.8
Native American	0.1	0.1	0.2
White	92.1	89.6	59.0
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	1.9	3.4	3.8

Title	% of School	% of District	% of State
First Language not English	0.8	1.2	23.4
English Language Learner	0.0	0.4	10.5
Students With Disabilities	11.4	15.3	18.2
High Needs	23.8	28.5	50.9
Economically Disadvantaged	17.3	17.7	36.6

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2018-2019 Improvement Progress Overview: DRRHS made substantial progress on the 2018-2019 School Improvement Plan. Understanding that a key area for growth was our school's need to meet the needs of all learners, including students with disabilities, faculty and staff worked collaboratively with three education consultants. First, Dr. Harris evaluated the school's co-teaching model, provided training on best practices in developing our faculty's pedagogy around inclusive educational strategies, and modeled how to foster executive functioning skills in students. Second, faculty worked with consultants from Keys to Literacy to learn strategies to embed literacy teaching practices across the curriculum. Third, faculty collaborated with Dr. Kristen Rodrigues from the Literacy Academy, a consultant specializing in Universal Design for Learning. In sum, the entire school community worked toward developing individual and collective efficacy in meeting the needs of all learners. The results are encouraging. In 2019, The Massachusetts Department of Secondary and Elementary Education's (DESE) [2019 Official Accountability Report](#) designates Dighton-Rehoboth Regional High School's overall classification is "not requiring assistance or intervention" and making "[substantial progress toward targets](#)," which is a significant improvement over the previous designation, 2018, "partially meeting targets." DESE calculated DRRHS's 2019 annual criterion-referenced target percentage at 84%, as compared to the previous year, 2018, 58%. DESE weights the 2019 cumulative criterion-referenced target at 60% and the 2018 score at 40%, which brings the high school's overall cumulative criterion-referenced target percentage score to 74%. This is 1% away from DESE's highest designation, meeting or exceeding targets.

Reflecting on our performance, we recognize that DRRHS would have earned the DESE next highest classification "meeting or exceeding targets," if our 2019 cumulative criterion-referenced target score, 84%, was the single criterion. However, the score is a composite representing the 2018 score, 58%, (x40) and the 2019 score of 84% (x60), to yield the 2019 composite of 74%. Given this context, we are looking at the 84% as our baseline for the 2019-2020 school year, holding ourselves accountable to maintain our gains and continue to grow. Therefore, DRRHS is setting a 2020 target of "meeting or exceeding targets" by earning a criterion-referenced target of 90% this year. The 2019-2020 School Improvement Plan is our map toward meeting that goal.

Context to understand Dighton-Rehoboth Regional High School's (DRRHS) accountability rating and achievement scores: For the past three years, Massachusetts Comprehensive Assessment System (MCAS) tests have migrated from Legacy tests to Next Generation tests. Whereas the elementary and middle schools have tested with the Legacy tests since 2017, and have [three years for comparison](#), at the high school level, the 2018-2019 data provides the first set of scores evaluated entirely with the Next Generation tests. As a result, the high school does not have an annual comparison for ELA or Math.

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MCAS Tests of Spring 2019 Percent of Students at Each Achievement Level for Dighton-Rehoboth Regional High School

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		No. of Students Included	CPI	Avg.SGP	Included in Avg.SGP
	School	State	School	State	School	State	School	State	School	State				
GRADE 10 - SCIENCE AND TECH/ENG	91	74	31	30	60	44	8	20	2	5	199	96.6	N/A	N/A

NOTE: Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in the state, district, or school from fall of grade 9 through spring of grade 10 are included in state, district, or school results.

2019 MCAS Achievement: As shown in the achievement data below, in 2019, DRRHS outperformed the state on all three assessments: ELA (+15%), math (+10%), and science (+17%). Additionally, the mean SGP for all students taking ELA and math MCAS was 55%, both within the typical growth-high category.

Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Avg. Scaled Score	Avg.SGP	Included in Avg.SGP	Ach.Pctl
	School	State	School	State	School	State	School	State	School	State					
GRADE 10 - ENGLISH LANGUAGE ARTS	76	61	14	13	63	48	23	31	1	8	204	513.9	55.0	193	73
GRADE 10 - MATHEMATICS	69	59	9	13	59	45	30	33	1	9	201	508.9	55.1	193	64

Advanced Placement Scores 2019

Overall, DRRHS students' achievement remains steady. Of the 146 AP students, 71.9% scored a 3 or higher on the exam. This was a slight increase from the 2018 results that showed 69.2% of tests % of students with a 3 or higher on an exam. The data point to pay attention to, though, is the decrease in the number of students enrolled in AP courses, which declined by 36 students from 2018 to 2019

Advanced Placement 5 year summary from College Board



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Using data to inform 2019-2020 goals: Reflecting on our performance, we recognize that DRRHS would have earned the DESE next highest classification “meeting or exceeding targets,” if our 2019 cumulative criterion-referenced target score, 84%, was the single criterion. However, the score is a composite representing the 2018 score, 58%, (x40) and the 2019 score of 84% (x60), to yield the 2019 composite of 74%. Given this context, we are looking at the 84% as our baseline for the 2019-2020 school year, holding ourselves accountable to maintain our gains and continue to grow. Therefore, DRRHS is setting a 2020 target of “meeting or exceeding targets” by earning a criterion-referenced target of 90% this year. The 2019-2020 School Improvement Plan is our map toward meeting that goal.

DRRHS 2019-2020 Goals:

School Goal #1-Student Achievement

DRRHS school community will provide all students with a rigorous, relevant, and engaging 21 century education. Students will evidence their learning through

achievement scores, engagement in advanced educational opportunities, and graduation rates.

School Goal #2- Using Data and Technology

DRRHS school community will continue to build capacity in students, faculty, staff, and administrators with regard to using data and technology to increase student achievement.

School Goal #3- Strengthening Teaching and Learning (Professional Development)

DRRHS school community supports high academic, personal, and professional standards for all members. To support all DRRHS community members in reaching these standards, the district and school leadership teams actively seek and make available high-quality, relevant, and timely professional development opportunities. Wherever possible, DRRHS capitalizes on the capacity of its existing faculty and staff to lead, thereby building capacity in all members.

School Goal #4-Creating Safe Schools/Culture and Climate (MTSS Supports)

DRRHS will continuously create and sustain the conditions that foster student success. All students will benefit from a school climate and culture built on principles of mutual respect, inclusivity, and the embrace of diversity.

School Goal #5-Infrastructure (Facilities)

DRRHS school community takes collective responsibility for monitoring the maintenance of the facilities and making recommendations for repairs and improvements to the appropriate people in a timely manner. District leaders and community members will collaborate to create a funding formula to support needed upgrades to facilities.

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School Goal #1 Student Achievement	Person(s) Responsible	Assessment/Measurement of Attainment
<p>DRRHS will provide all students with a rigorous, relevant, and engaging 21 century education. Students will evidence their learning through achievement scores, engagement in advanced educational opportunities, and graduation rates.</p>	<p>Faculty Students Administration Support Staff Department Leaders</p>	<p>1. MCAS achievement scores, Growth Scores, and Gap Closure ELA: Increase the percent of students E and M from 77% to 82% ; Increase the percent of students E from 14% to 19%; Decrease the percent of students PM from 23% to 18%; Decrease the percent of students NM from 1% to</p>

<p>Action Plan</p> <p>1. Achievement, growth, gap closure</p> <p>1. Faculty will analyze the ELA MCAS Item by Item Results , Math MCAS Item by Item Results, and Science Item by Item MCAS Results to identify gaps in the current 9th and 10th grade ELA, math, and science curriculum to ensure students have multiple opportunities to master the Standards assessed by the MCAS 1.2 Faculty will review the ELA, Math, and Science MCAS Item by Item Results to identify standards that posed challenges to most students in the 2019 cohort; faculty will plan for reteaching the most challenging standards</p> <p>1.3 Cross-curricular faculty will engage in Literacy Academy training this year; the cohort will train their departments in cross-curricular literacy strategies; Department chairs and administrators will monitor implementation of strategies</p> <p>1.4 Department leaders and administrators will identify and share evidence-based high yield teaching strategies to support teaching challenging content</p> <p>1.5 School counselors will audit the high needs students' schedules to identify time where students may receive additional support</p> <p>1.6 Faculty will provide targeted 1:1 and small group support to</p>	<p>Professional Development</p> <p>1. Ongoing study of the Massachusetts frameworks during department meetings</p> <p>2. Literacy Academy team composed of cross curricular departments will engage in year 2 of the MTSS Literacy Academy</p> <p>3. Literacy Academy team members will share best practices in department meetings and in other professional learning communities</p> <p>4. Special educators will share best practices in serving high needs students in department meetings and in Professional Learning Communities</p>	<p>0% 1.2. ELA: For all students, Increase Typical Growth-High from 55 to 60, Exceed Typical Growth; ELA: Improve the growth of Lowest Performing students from Low Growth (35%) to High Growth (50+ SGP)</p> <p>1.3 ELA: Close composite performance index achievement gaps between all students in the aggregate (99.6%) and the lowest performing (99%), high needs (96.7%) students' performance.</p> <p>1.4 Math: Increase the percent of students E and M from 68% to 73%; Increase the percent of students E from 9% to 14%; Decrease the percent of students PM from 30% to 27%; Decrease the percent of students NM from 1% to 0%</p> <p>1.5 Math: For all students, Increase Typical Growth-High) from 55 to 60, Exceed Typical Growth; Improve the growth of Lowest Performing students from Low Growth 43 SGP to Typical Growth High 50 SGP</p> <p>1.5 Math: Close the composite performance index achievement gaps between all students in the aggregate (97%) and the lowest performing (90%), high needs (82.1%) students'</p> <p>1.6 Science: Increase the percent of students scoring advanced from 31% to 36 %; Increase the percent of</p>
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		<p>students scoring proficient from 60% to 63%; Decrease the percent of students scoring Needs Improvement from from 8% to 3%; Decrease the percent of students Warning/Failing from 2% to 0%</p> <p>1.7 Science: Earn a High Growth rating through student increased achievement from 2019 to 2020</p> <p>1.8 Science: Close the composite performance index achievement gaps between all students in the aggregate (96.6%) and the lowest performing (87.7%), and high needs (84.5%) students' performance to 99%, 93%, and 90% respectively.</p> <p>2. Participation in Advanced Coursework</p> <p>2.1 The 2019 accountability advanced coursework completion rate dropped from 67.1% in 2018 to 61.9% in 2019. The goal is to increase participation to 70%.</p> <p>2.2 Increase participation in Chapter 74 Cooperative classes to from .2% to 10% of CTE students by 12th grade</p> <p>2.3 Increase participation in AP classes from 67% to 75%</p> <p>3. Graduation Rates</p> <p>The 4 year graduation rate declined slightly for all students between 2017 and 2018. It went from 93.8% to 92.4%. There was a slight decline (-1.4%) from 2017-2018. Students in the High Needs category incurred the highest rate of decline in graduation rate from 85.9% in 2017 to 73.3% in 2018, marking a -12.6% decline.</p> <p>3.1 Based on the most recent data, our goal is to increase the overall graduation rate to 95% as we increase the graduation rate of students in the High Needs category to 90%</p>
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<p>students to students with learning differences and those classified as high needs</p> <p>2. Participation in Advanced Coursework</p> <p>2.1 Administrators, in collaboration with the CTE program faculty, will market their programs to incoming freshmen. Marketing can include creating an engaging web page, video, and social media posts.</p> <p>2.2 Administrators, in collaboration with the CTE program faculty, will visit the local middle schools to advertise their offerings</p> <p>2.3 Administrators, in collaboration with the CTE program faculty, will host informational sessions for students and families in the fall and spring</p> <p>2.4 School counselors will meet with every rising junior and senior in the spring of 2020 to help the students identify advanced coursework opportunities</p> <p>2.5 Administrators will collaborate with school counselors to identify and execute a plan to inform parents of rising juniors and seniors of the advanced coursework opportunities available to their children</p> <p>2.6 Faculty serving as advisors in DRRHS's new advisory program will reinforce the opportunities available by following college and career readiness curriculum provided monthly</p> <p>2.7 Administrators and school counselors will monitor SAT exam participation and achievement in order to encourage a college-going culture</p> <p>2.8 Administrators, school counselors, and school council will review the school's AP policy to determine if the current policy should be amended to allow enrollment without an exam. DESE does not require students to take the AP exam in order to be counted among advanced coursework participants.</p> <p>2.9 Administrators and school counselors will monitor Dual</p>	<p>5. Administrators and school counselors will continue to build capacity with EWIS, SIMS, and College Board platforms</p> <p>6. CTE faculty and staff will collaborate with Coop partners to build capacity in offerings for students.</p>	<p>3.2 Extended engagement rate was 96.9% in 2017. There was a slight decline (-.03%) from 2017-2018 The goal is to Increase the extended engagement rate to 99% until the graduation rate reaches 100%</p> <p>3.3 Dropout rate was .5% in 2018. The dropout rate for High Needs students dropped from 6.3 to 1.7%, a significant improvement; The goal is to continue to remediate the dropout rate to 0%</p> <p>Budget Implications</p> <ol style="list-style-type: none"> 1. Content resources, including textbooks, online platforms, consumables, and materials 2. Training 3. Cost for substitutes 4. Expenses to sustain existing and build new CTE programs
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<p>Enrollment participation and plan to communicate this opportunity to students in fall,winter,and spring 2.10 Administrators will verify current reporting CT practices. DESE counts “enrollment in a Chapter 74 approved vocational technical secondary course that meets statewide articulation agreement requirements, reported in SCS09 as course level ‘04’” as counting among advanced coursework</p> <p>3.1 Administrators will continuously monitor the EWIS system to identify students needing support</p> <p>3.2 Administrators will act upon the EWIS report indicators to collaborate with students, families, and school counselors to provide targeted support (academic, attendance, behavioral, medical) as needed</p> <p>3.3 Administrators will identify the students on their rosters who are among the High Needs cohort in order to coordinate student supports under the MTSS umbrella. Planning and implementing a Student Support Plan (SSP) will include some or all of the following people as appropriate: the student, their parents, administrators, teachers, special educators and liaisons, school counselor, school psychologist, social worker, nurse, and coaches.</p> <p>3.4 School counselors, in conjunction with special educator liaisons as appropriate, will facilitate the SSP by bringing in the student and their circle of support to devise an SSP and follow up quarterly</p> <p>3.5 Administrators will create and maintain an MTSS referral calendar and hold weekly meetings to provide ongoing structure, support, and follow up.</p> <p>3.6 Administrators and school counselors will monitor student course completion and provide credit recovery options in a timely manner designed to support the student in recapturing the credits they need</p>		
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Goal #2 Using Data and Technology	Person(s) Responsible	Assessment/Measurement of Attainment
<p>DRRHS school community will continue to build capacity in students, faculty, staff, and administrators with regard to using data and technology to increase student achievement.</p>	<p>District leaders and designees Building administrators Faculty Staff Students</p>	<ol style="list-style-type: none"> 1. Faculty and staff will successfully identify areas of student need based on common online assessments, MCAS scores, EWIS, and SIMS information. 2. Faculty will design learning opportunities to remediate learning gaps where they exist based on the data
<p>Action Plan 1. Administrators, district leaders, and faculty will continue to allocate resources to improve the school’s technology use, including upgrades to infrastructure, purchasing of equipment, and professional development designed to build teacher efficacy in emerging ed-tech strategies and blended learning</p>	<p>Professional Development 1. Training in online education platforms, including MyPerspectives and AP College Board, among others 2. Training in the use of ed tech platform such as Google Classroom 3. Training in best practices for incorporating technology into the classroom</p>	<p>Budget Implications 1. technology resources 2. substitute teachers to cover training 3. online resources for classes offered</p>

Goal #3: Strengthening Teaching and Learning	Person(s) Responsible	Assessment/Measurement of Attainment
<p>DRRHS school community supports high academic, personal, and professional standards for all members. To support all DRRHS community members in reaching these standards, the district and school leadership teams actively seek and make available high-quality, relevant, and timely professional development opportunities.</p>	<p>District leaders School administrators Department Leaders Faculty Staff DESE partners</p>	<ol style="list-style-type: none"> 1. Formative assessment feedback tools for training and professional development 2. ongoing support and monitoring of learnings as evidenced in classroom practice 3. Faculty and staff will meet their professional goals as they relate to

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<p>Wherever possible, DRRHS capitalizes on the capacity of its existing faculty and staff to lead, thereby building capacity in all members.</p>		<p>teaching and learning</p>
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<p>Goal #4: Creating Safe Schools/Culture and Climate</p>	<p>Person(s) Responsible</p>	<p>Assessment/Measurement of Attainment</p>
<p>DRRHS will continuously create and sustain the conditions that foster student success. All students will benefit from a school climate and culture built on principles of mutual respect, inclusivity, and the embrace of diversity.</p>	<p>District leaders School administrators Faculty Staff Students Parents Community members</p>	<p>1. The attendance rate will increase from 93.5% to 98% 2. The chronic absenteeism rate will decrease from 16.8% to 9% or lower. 3. The out of school suspension rate will decrease from 2.8% to 1.5% or lower 4. Students will be recognized on a weekly basis through the PBIS Committee awards (e.g., High Five Club and DRX)</p>
<p>Action Plan In order to create a safe, supportive, and nurturing school climate: 1. Administrators will align school reporting practices with DESE regulations, which will be updated in the student handbook 2. All faculty will take attendance in every class every day 3. Working under the MTSS umbrella, a PBIS Committee will plan, execute, and collect data on school culture-building initiatives including DRX awards and High Five Club as we identify</p>	<p>Professional Development 1. Teachers and faculty will engage in Aspen X2 training as needed to build capacity for accurate attendance taking 2. Under the MTSS umbrella, faculty, staff, and administrators will engage in ongoing professional development opportunities geared toward social-emotional learning. 3. Faculty and staff will receive on-going professional development in advisory best practices</p>	<p>Budget Implications 1. The MTSS Committee will need a working budget to plan for celebrations of students</p>

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<p>PBIS initiatives 4. Faculty will engage students in a monthly advisory program designed to build relationships and foster student success</p>		
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Goal #5: Infrastructure	Person(s) Responsible	Assessment/Measurement of Attainment
<p>DRRHS school community takes collective responsibility for monitoring the maintenance of the facilities and making recommendations for repairs and improvements to the appropriate people in a timely manner. District leaders and community members will collaborate to create a funding formula to support needed upgrades to facilities.</p>	<p>1. Central Office leaders, including Superintendent and his designee(s), building administrators, facilities manager, custodians, and coaches</p>	<p>District leaders will receive ongoing updates from the appropriate school and community partners.</p>
<p>Action Plan 1. Administrators, district leaders, and facilities managers will collaborate to identify and remediate challenges, including daily maintenance as well as to plan for long-term, larger facilities needs, including repairs and upgrades needed to the school structure as well as athletic fields and grounds.</p>	<p>Professional Development 1. District leaders, their designees, and community members charged with budgeting and funds allocation, in order to ensure compliance with local, state, and federal guidelines, will seek guidance from local, state, and federal regulatory bodies as appropriate.</p>	<p>Budget Implications 1. District leaders, their designees, and community members charged with budgeting and funds allocation will plan for, create budgets, and monitor the bidding process when appropriate in order to ensure timely maintenance and improvements.</p>