

HINGHAM HIGH SCHOOL

2015-16 School Improvement Plan Update

Review and expand the health curriculum

This goal was one of the steps necessary to implement the new graduation requirement approved by the school committee last year. That requirement, a full semester course specifically in health, will go into effect for the Class of 2020.

The expansion of the program will allow for the addition of such topics as drug-abuse prevention, personal safety, technology--both its safe use and as a tool to promote personal health, and life skills (health insurance, finding health care providers, health screenings and family history). Current health units that will be expanded include relationships and sex education, stress management and mental health, first aid and safety, analysis of on-line resources and legal health issues. Karen Beatty, the health resource teacher, has been developing this curriculum and is prepared to implement it next year.

Begin the self-study in preparation for our NEASC reaccreditation visit in the fall of 2017

HHS Assistant Principal Jennifer Henriksen has volunteered to assume the leadership of the reaccreditation process. Under her direction, preparation for the team's visit in September of 2017 was the focus of faculty meetings and released time in the second half of school year 2015-16. Our liaison from NEASC came in February to meet with the faculty in order to review the process and the 2011 standards for accreditation. A chair for each standard committee was chosen, the steering committee was formed, and each member of the faculty then was assigned to a standard committee. The individual committees have begun the preliminary review of indicators for each standard.

Develop and pilot 2-4 new homework assignments for each course that are either personalized to meet different student needs or can be implemented in a flipped classroom

Identifying and reducing sources of student stress was a goal in the 2014-15 School Improvement Plan. When students were surveyed, the results indicated that for many students, the time they are spending on schoolwork outside of school is a significant stressor. 55% of students indicate that they spend more than three hours a day on homework, and almost 40% said that having too much homework was the most stressful aspect of school for them. "Getting good grades" and homework were the most frequently cited sources of stress. Consequently, a goal for this year's plan involved homework assignments.

Teachers worked in their departments during common planning time or released time to develop some alternatives to traditional homework assignments. Flipped assignments were the most popular. (According to Flippedlearning.org, **flipped learning** is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

EDUCAUSE.edu describes the **flipped classroom** is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions.)

At each faculty meeting, one or more teachers shared best practices with the whole faculty. Teachers were given professional development time to develop some alternate assignments. Using technology was a major thrust of several assignments. Some teachers shared websites or applications they used. Many designed assignments that asked students to watch a video clip or visit a specific website before the topic was addressed in class. For example, some teachers planned virtual field trips the students could take on their own time. Study guides to complement a reading assignment are a common homework activity. Some teachers allowed students to skip the study guide as long as they maintained a certain average, thus showing they could master the material without having to complete a written component.

Below is an example of a World History I assignment that gives students choices about what they would like to do for homework. Note that they can avoid any written homework by taking a quiz.

The Age of Chivalry

Read section 13.3 in your text and complete ONE of the following activities:

A. Create an illustrated vocabulary list for the terms below. For each term, write a short definition and draw a picture or symbol.

- chivalry
- vassal
- knight
- tournaments
- troubadors
- The Song of Roland
- trebuchet

B. Use [this template](#) to take notes on the section. Make sure your notes are COMPLETE and DETAILED for full credit. Complete parts A and B.

C. Use [this guide](#) to take notes on the section.

D. Read "Analyzing Art" on pg. 365 and complete the skillbuilder question. Read "Science and Technology" on pg. 366. Answer the "Connect to Today" questions.

E. Read "Analyzing Primary Sources" on pg. 368. Answer the two document-based questions that follow.

F. Take [the reading quiz](#). You can only take it once, so choose your answers wisely!

This assignment was posted on the teacher's website with hyperlinks to the resources students needed to complete

Tonight's assignment requires you to consider three philosophies that have had a significant impact on life in China: Confucianism, Buddhism, and China.

First, read [this article](#) and fill out [the chart](#). You may write by hand or type directly into the document, but either way, bring a copy of your chart to class tomorrow.

Then, watch the video below. As you watch, please consider how is the philosophy described in this video different from your personal philosophy? How is it similar?

Below are two examples from health class that involve independent exploration and analysis of information available online.

Sex Education Web Site Exploration Evaluation

You will explore the web sites listed and answer the following questions. You can access the web sites through the Health department web site (via the HHS site/academics) or through the link provided to you on Edmodo.

Visit the site www.sexetc.org

Check out the section *Sex in the States*.

What kind of information do you find there? _____

Compare the information about Massachusetts to some of the other states.

List one fact that you learned *from this comparison*. _____

List one other fact that you learned *from this entire site*. _____

Visit the site www.goaskalice.columbia.edu

Describe *the format* of information you find there. _____

List one fact that you learned from this site. _____

Visit the sites www.youngmenshealthsite.org and www.youngwomenshealth.org

Who produces these sites? _____

List one fact that you learned from these sites. _____

Visit the site www.teenshealth.org

List one fact that you learned from this site. _____

Which site (of the five listed above) would you recommend to a friend and why?

Current Events in Health

It's important to stay abreast of current news and research in health topics in order to help you make informed decisions and to prevent you from being misled and harming yourself. Search for a health-related news story that peaks your interest. You will read one from the local news sources and another from a national news source. Answer the following questions on each of the news stories. Use additional paper if necessary.

Title of news story: _____

Source/Web site: _____ Is this a local or national news site? (circle one)

In no more than 4 sentences, summarize the information you found in the article:

How does the topic of the article relate to or impact you or your town, state, country or world? Think about the ways health issues impact people and provide a brief explanation of a link. (Note: the story wouldn't be in the news if it didn't link to some area!). Examples might be that new research on a disease might mean more cures are on the way; or something might increase/decrease a group's access to health care; something might have financial or political ramifications; the information might change the way people take care of themselves (eat differently, get vaccines, choose a workout, keep themselves safe, etc).

Was the article easy to understand and/or interesting to read? Why or why not?

Describe any additions that helped make the article more understandable/interesting? (such as graphics, links, pictures, etc.)

What (if any) other questions do you have about the topic or story?

In a foreign language class, the following assignment gives students choices about how they practice their use of new vocabulary words.

Choice Activities for Lesson 2, Dialogue 1:

Vocabulary List: pgs. 43-44

- Use each word in a grammatically correct sentence in Chinese.
- Write a short story using at least ten words from the vocabulary list .
- Go to quizlet and find the deck for L2D1. On quizlet, choose *test*. Take the test that appears and print it out to hand in.
- On schoology in the Lesson 2 folder, watch the video *The Complicated Family Tree*. Write down three things you learned, two things you found interesting, and one question you still have.

Recommend 2-4 practical changes to the school infrastructure that would both reduce the school's environmental impact and lower costs.

1. Retrofit all lights with more efficient light-emitting diodes (LEDs). All older lights should be replaced with LEDs in order to reduce energy consumption, thereby lowering the school's carbon footprint and reducing spending on electricity.
2. Improve insulation at all doors. The elimination of gaps with new weather stripping would prevent substantial heat loss and thus reduce heating costs.
3. Restore the solar panels that were damaged in a storm several years ago. The school still has those nine panels in storage and could re-install them on the roof at a minimal cost. This would yield educational gains (since they could be monitored by science classes) as well as financial savings.
4. Explore the installation of solar canopies in the far parking lot. Analysts at Brightergy (the company now completing the state's largest such project at UMass/Amherst) assert that this location is ideally suited for maximum energy production and would deliver excellent savings. Deals with solar companies like Brightergy can be structured under a Power Performance Agreement (PPA) so that HPS would face no out-of-pocket costs. Beneficial in a number of different ways, solar parking canopies can
 - reduce snow plowing demands in the winter
 - reduce maintenance cost to the parking lot
 - provide a powerful visual reminder of the school's commitment to sustainability
 - reduce electricity costs by up to fifty percent.

Reduce solid waste by ten percent

By expanding (and boosting compliance with) the school's recycling and composting programs, HHS has steadily decreased the volume of its waste. The reduction has exceeded the ten percent goal set for the 2015-2016 school year. In fact, data collected last year by the HHS Green Team demonstrated that the school could eliminate one of its three trash dumpsters. That third trash dumpster (formerly emptied three times a week) was recently replaced with a single-stream recycling dumpster, thereby reducing the school's environmental impact while also cutting unnecessary spending on trash hauling.