

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet[X] Choice

Name of Principal Mr. Derek Atherton
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hopedale Junior Senior High School
(As it should appear in the official records)

School Mailing Address 25 Adin Street
(If address is P.O. Box, also include street address.)

City Hopedale State MA Zip Code+4 (9 digits total) 01747-1237

County Worcester County

Telephone (508) 634-2217 Fax (508) 634-4319

Web site/URL
https://www.hopedaleschools.org/o/hjshs E-mail datherton@hopedaleschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mrs Karen Crebase E-mail kcrebase@hopedaleschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hopedale Public Schools Tel. (508) 634-2220

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs Kristy Brytowski
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
1 Middle/Junior high schools
0 High schools
0 K-12 schools
- 2 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	70
8	91
9	63
10	69
11	78
12 or higher	65
Total Students	436

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 1 % Black or African American
 - 11 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 81 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1, 2021	471
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic,Chinese,Crioulo,Hindi,Mandarin Chinese,Portuguese,Russian,Serbian,Spanish,Thai

English Language Learners (ELL) in the school: 2 %
9 Total number ELL

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 11

8. Students receiving special education services with an IEP: 20 %
Total number of students served 86

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>14</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>22</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>25</u> Specific Learning Disability
<u>10</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 10 %
Total number of students served: 43

10. Number of years the principal has been in the position at this school: 12

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	19
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	93%	97%	96%	96%	96%
High school graduation rate	95%	94%	98%	95%	98%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	81
Enrolled in a 4-year college or university	70%
Enrolled in a community college	4%
Enrolled in career/technical training program	4%
Found employment	6%
Joined the military or other public service	6%
Other	10%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Hopedale Jr Sr High School (HJSHS) is a community dedicated to providing all students the opportunity to actively pursue the knowledge and skills necessary to participate in society as informed citizens and lifelong learners.

17. Provide a URL link to the school's nondiscrimination policy.

https://www.hopedaleschools.org/documents/school-committee/policies/section-a_-_foundations-and-basic-commitments/326452

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2888/HPS/2112022/ACE.pdf

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2888/HPS/2112020/AC_Non-Discrimination_Policy_Including_Harassment_and_Retaliatio.pdf

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

HJSHS participates in the Massachusetts School Choice Program. Each spring the school choice application forms are posted to the schools website. Because space is limited, the school committee and superintendent determine how many seats are available per class. If there are more applicants than seats available, the school conducts a lottery. Under the law an applicant of a currently enrolled sibling will receive preference. Applicants are notified by mail whether or not they have been accepted. Once accepted, all students are entitled to remain in the school district until they graduate; they do not have to reapply each year.

PART III – SCHOOL OVERVIEW

Located in the heart of Massachusetts' Blackstone Valley, the small mill town of Hopedale, which is 5.3 square miles, has played an important role in the history of American industrial development. Hopedale was first settled in 1669.

In 1855, textile industrialists George and Ebenezer Draper founded a machine shop that manufactured equipment for the country's burgeoning textile industry. For over 100 years, the Draper Mill Corporation was the center of the community and Blackstone Valley region. Although the mill closed in 1985, its philosophies of hard work, ingenuity and empathy for others continues to be the fabric and driving ideologies of today's 6,000 community members and Hopedale Jr -Sr High School student body.

Originally called General Draper High School, the school was renamed Hopedale Jr -Sr High School in 1950. Known as the Hopedale Blue Raiders, our school of 460 public school students proudly graduates a senior class that averages eighty students each year. It is our goal to help them succeed with a variety of authentic learning opportunities, which includes a rigorous and diverse curriculum, varied assessment methods and a robust offering of extra curricular activities.

HJSHS students are required to take four years of English, Math, Science, and History, and at least two years of a foreign language. In addition, students take quarter-based courses that include but are not limited to, College and Career Readiness I and II and Music Appreciation. Students' core and elective courses range from honors, college prep or Advanced Placement. Each student must meet all graduation requirements and complete ten hours of community service. We also offer Virtual High School, dual enrollment, capstone and internship opportunities.

Our goal is to develop lifelong learners. We work with students to become inquisitive, good listeners, creative thinkers, and problem solvers. Embedded in our curriculum are the skills that promote independent research, the pursuit of knowledge, self reflection and motivation, transcending across all disciplines and career pathways. They include creativity, problem solving, collaboration, communication, resilience and adaptability.

HJSHS recognizes the need to transform education and adapt to the demands of today's workforce. Students prepare to enter a modern workforce that requires them to work collaboratively, communicate clearly, problem solve and be adaptable to changes. Workforce and career preparation is assisted through the Innovation Pathways Program, which allows students to participate in a hands-on innovative curriculum, connect to careers, participate in real world experiences and enroll in post secondary dual enrollment courses with Massachusetts Universities. Currently we offer pathways in both the Business and Biomedical fields.

We also understand that not all students learn the same way or at the same pace. In addition to our special educational supports, we offer additional support to struggling students. Our multi-tiered approach starts with core subject area teachers who offer extra help after school or during an academic flexblock. The school's counselors and administration hold bi-weekly Student Intervention Team Meetings (SIT). Teachers refer struggling students to the team and they discuss the best plan of action. In addition tutoring and academic support time is organized by the schools administration and teachers for those who need targeted academic support and interventions.

Our students' physical and mental health is equally as important as their academic success. Students in all grades participate in health and wellness courses and the school offers activities which address mental health, teach coping strategies and communicate available resources to families and students. Through partnerships with local health organizations, our school counselors and teachers provide information that promote the Social Emotional Learning competencies found in the Casel Frameworks.

One strategy we use to promote students socially, physically and emotionally is through the promotion of the school's core values. We encourage students to get involved in extracurricular activities. Active

Citizenship is one of the school's core values. We offer over fifty activities that encourage participation, collaboration, promote good physical and mental activity, and community service and cultural awareness. The Spanish and International Clubs' increase in membership and activism shows that our school understands the value of cultural awareness. HJSHS's award winning Student Council (STUCO) spearheads many school and community activities, like New Student Orientation, Community Dinners and New Staff Appreciation Tea. These student leaders define our school's culture. Over one hundred students participate in STUCO with a goal of building community and positive school environment.

HJSHS is a leader in the implementation of the My Career and Academic Plan. The Massachusetts MyCap curriculum prepares students for College, Career and Civic readiness when engaging students in postsecondary planning focus on students' skills, interests and individual talents. Students are empowered to enroll in courses and participate in opportunities like internships, capstones or dual enrolment courses that support their career interests.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Hopedale Jr. Sr. High School's English department focuses on the importance of fostering a love of reading and writing in students, as well as helping them to develop critical and creative thinking skills. Through the curriculum, teachers share the value of literary and cultural diversity, and aim to create an inclusive environment that welcomes and respects all students.

With dynamic and engaging lessons that challenge students to think critically, analyze texts, and express themselves clearly and persuasively, our goal is to foster lifelong learners. The curriculum includes a wide range of literature, from classic to contemporary works designed to help students develop an appreciation for the power of language, communication, and the written word.

Assessment of these goals are based upon the 21st Century Learning Expectations as outlined in our school's core values and vision statement. The major goals of the English curriculum involve: thinking critically and creatively; developing reading comprehension skills for fiction and non fiction texts; discovering connections between self and others; composing authentic writing assignments (narrative, expository, and persuasive); incorporating research using MLA citation format; sharing ideas in class discussion respectfully; and reflecting on one's performance and setting goals

We use both formative and summative assessment data, and access both commercially developed and teacher and department developed assessments. Our English department uses iReady assessment in order to get a true understanding about what students know and are able to do in each learning standard. We use the personalized learning modules to support and enhance our lessons and curriculum and as a resource to address any learning gaps. We meet regularly as a department to review assessment tools that we have developed based upon our unit plans and lesson plans. We use a standardized data analysis protocol to review all data that we collect. We use the assessment data to recommend students to our "after school boot camps" for additional support during our Blue Raider Block, and to provide "just in time supports" within our classrooms. Our focus is on student growth and progress, ensuring that we address the personalized needs of our students.

1b. Mathematics curriculum content, instruction, and assessment:

The primary goal of the Mathematics department is to provide each student with skills in mathematical computation and logical reasoning. In addition, many of the courses in the curriculum provide opportunities for our students to develop an awareness of and an appreciation for the power of mathematics to solve real world problems. Students achieve mathematical competence through our strong mathematics program that emphasizes problem solving, communicating, reasoning and proof, making connections and using multiple representations.

Our curriculum follows the Massachusetts Curriculum Frameworks with Junior High consisting of seventh and eighth grade standards along with Algebra 1 for the accelerated learners in eighth grade. Depending upon their eighth grade course, students enter ninth grade and take a path consisting of topics in Algebra 1, Geometry, Algebra II and Pre-Calculus throughout their four years of high school. In addition, all freshmen take a course on data and statistics. Senior year students have options of statistics, calculus and financial algebra including options of AP Statistics, AP Calculus AB and AP Calculus BC.

Math classes are taught through a variety of methods including lecture, inquiry-based tasks, and technology-based activities. Students are assessed using both summative and formative assessments. Our Math department uses iReady assessment in order to get a true understanding about what students know and are able to do in each learning standard. We use the personalized learning modules to support and enhance our lessons and curriculum and as a resource to address any learning gaps. For teacher developed assessments,

our summative assessments consist of standard tests from the text we are using, quizzes, and long-term projects. Formative assessments consist of concept checks, activities, and investigations. Our philosophy in the Math department is that students learn by making mistakes so we allow corrections and re-taking of assessments to enhance student learning. In addition, we use a standardized data analysis protocol to review all data that we collect. We use the assessment data to recommend students to our “after school boot camps,” for additional support during our Blue Raider Block, and to provide “just in time supports” within our classrooms.

1c. Science curriculum content, instruction, and assessment:

The Science department strives to build an understanding of the scientific process through the use of data sets, inquiry labs, and state-of-the-art equipment. Junior High Science is a spiraled curriculum with students engaging in physical, earth, and biological science studies in varying topics. In ninth grade, students have the option of taking an introductory Physics or Biology course. From those foundational skills, our sophomore students progress to deeper understandings in Chemistry or Engineering Design. In their junior and senior years, students may opt for an advanced Physics course or a Geology course. For our students who seek to pursue science at the secondary level, we offer AP Biology and AP Chemistry.

In addition to our traditional science program, we offer an Innovative Pathways Biomedical program which includes Biomedical Sciences, Human Body Systems, and Medical Interventions. The science department has implemented several elective courses, including Computer Science, Astronomy, Exercise Science, and Nutrition, which meet the needs of our students’ varied interests.

In an effort to provide our students with an exceptional science education, we applied for and received grant funding to purchase an Anatomage Table, which is the most technologically advanced anatomy visualization system available. It is both a virtual library of human and animal cadavers, and a clinical diagnostic tool by visualization of any Medical CT, CBCT or MRI scan. The table is being used in a number of our science classes and Innovative Pathways program to provide students with state-of-the-art technology, hands-on learning, and real life experience.

Classes are taught through a variety of methods including lecture, labs, inquiry activities, and technology-based simulation activities. Students are assessed using an equally varied set of approaches such as standard tests, multimedia projects, presentations, and lab reports.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The HJSHS high school History department teaches students U.S. history over a period of two school years, beginning in ninth grade and then culminating in the 11th grade and while in 10th grade students take a year-long World History survey course. In ninth grade, students learn about the American Revolution and the creation of the Constitution through World War I and the Progressive era. The 11th-grade curriculum spans from the post-WWI years in the U.S. through the September 11th terrorist attacks. The 10th-grade World History survey course is taught thematically with key areas of focus on the impacts of revolution, industrialization, and nationalism in modern history. In addition to these core classes, the department also offers four semester-long electives: Psychology, Sociology, Holocaust and Genocide, and Social Justice and Debate. As a department, HJSHS history teachers utilize the instruction and reinforcement of key skills, most notably critical thinking, writing, and the sourcing and analysis of primary source documents. Our assessments reflect this focus on skill-based learning by incorporating a variety of formative and summative assignments, ranging from traditional exams to collaborative projects, in order to gauge students’ grasp of key skills while highlighting strengths and weaknesses within each student’s repertoire.

1e. For schools that serve grades 7-12:

HJSHS believes that education is changing, and that in addition to covering the traditional core subject areas it is our responsibility to prepare students to identify possible career pathways before they graduate. As a grades 7-12 school, HJSHS introduced the Naviance program to students in grades seven and eight. School counselors help our students develop long term goals, research careers and develop skills for college and

career readiness. As students enter high school, they take both quarter year explore and half year elective courses which include College and Career I, College and Career II, Financial Literacy I, College and Career Planning, and Financial Literacy II. Students are introduced to a curriculum that helps them identify career pathways and specific skills associated with that career. Students work on interview skills and resume building, attend job fairs, participate in job shadow days, have internship, capstone and dual enrolment opportunities with local business and universities.

As participants in the Massachusetts Innovation Pathways program our students are required to enroll in an internship program or dual enrollment. HJSHS has teamed up with the Blackstone Valley ED Hub, a local organization that helps schools find internships and vocational courses for students. The BVExcel Collaborative, made up of area high schools, combines resources to offer vocational courses such as welding, computer science, engineering and manufacturing.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The benefits of our arts curricula at HJSHS are multi-faceted. We incorporate activities that teach independent critical thinking skills as well as group activities which lead to improved decision-making, time-management, and relationship building. Musical performance art and visual art are project based. Students learn how to create artwork through a cycle of discovery, creation, critique, revision and growth while developing an innovative mindset. An additional benefit of our arts curriculum is the incorporation of mindfulness and self-awareness activities that evolve during regular increments of time for self-expression and creativity.

Additionally, we focus on transferable skills through independent work such as adaptability, self-motivation, self-regulation, curiosity, setting goals, perseverance, attention to detail, problem solving, and adaptive thinking through analysis. Knowledge of the cultural significance, relationship to other disciplines, awareness of aesthetic traditions, and technical proficiency of our subject matter is evidenced by the quality of student work outcomes.

A rotating five drop one schedule, is designed with equal duration and frequency for all scheduled courses in every discipline. Our four quarter-long “Explore Courses” reach every student in grades seven and 10 for visual art; and grades eight and 11 for music. Our high school elective courses (13 offered per year) are one to two semesters. Musical performance and visual arts build self-reliance and the belief that one is capable of success. Inspiration, ingenuity, and wisdom come from authentic activities which demand the real-time application of creative thinking and personal development.

2b. Physical education/health/nutrition

Physical activity and health concerns have an important place in an individual’s development, and it is an integral part of the educational process at Hopedale Jr./Sr. High School. The Wellness Program is intended to meet the needs and interests of all students through both required and elective course offerings. The health component of the curriculum is founded upon the concepts of responsible decision making and developing high self-esteem. Through various activities, resources, speakers, and research, students will explore skills necessary for productive and meaningful lives. Students develop understanding, attitudes, and skills relevant to personal, home, and family life. Physical education provides students with a planned, sequential, grades seven to twelve standards-based program of curriculum and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-

efficacy and emotional intelligence. It is the belief of the Hopedale School Department that physical education and health programs play a vital role in fostering a healthy physical, mental and social individual.

2c. Foreign language(s), if offered (if not offered, leave blank)

Students in our World Language classrooms have the opportunity to immerse themselves in different cultures through a variety of topics such as cultural family traditions, student life and extracurriculars, holidays, traditional meals, and much more. Students learn various skills that allow them to describe and compare their own experiences with others in the target language of the class. Instruction in the World Language classroom is delivered through four main components: listening, speaking, writing and reading activities that include, but are not limited to, videos and audio clips, infographics, and authentic articles. Students are assessed on these four main components through interpersonal and presentational speaking assignments, interpersonal and presentational writing assignments, audio interpretation exercises, and reading interpretation exercises. Because all of our students participate in our district World Language program from grades four to six, we are able to accelerate the learning of our students when they enter the HJSHS. The Foreign Language department also recognizes those students who qualify for the Massachusetts Seal of Biliteracy, an official designation for demonstrating proficiency in both ELA and Spanish. These students are celebrated at the Senior Awards Night and graduation.

2d. Technology/library/media

Our Computer Science pathway is designed to expose all students to technology-related pathways that they can pursue after graduation. In middle school, students spend a quarter of each year exploring basic programming concepts and computational thinking through project-based assignments. Elective courses are offered to high school students who want to dive deeper into programming languages and cybersecurity topics. Virtual High School courses are available to students who wish to learn more about specific languages or take an Advanced Placement course.

Assistance with technology integration is offered to faculty members who want to enhance their current lessons and prepare students for the digital world. Teachers can request resources, training, or one-on-one collaboration to help make their curriculum more accessible and engaging for their students.

HJSHS's Media Center is an essential part of our learning community that fosters a creative, flexible environment to support students in all grades academically and socially. The goals of the program are to ensure that students and staff are effective users of ideas and information and to empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. Daily collaboration with teachers and students for book acquisitions, database instruction and retrieval, research skills, and digital literacy is on an as-needed basis.

2e. Any other interesting or innovative curriculum programs you would like to share

We have developed an innovative approach to inter-district collaboration in the area of workforce training. We are working with surrounding towns to ensure we develop alternative pathways to jobs and certifications, opportunity for hands-on learning, real work force experience, and innovative opportunities for students. Our local school districts have joined resources and funding and have collaboratively developed workforce course opportunities. Our students are gaining workforce skills through evening courses, field trips, job shadowing, and internships. Over the past three years, our students have been able to attend courses in welding, manufacturing, video game design, health career and care essentials, cybersecurity, and robotics. By establishing a network of career development programs, leveraging existing pathways, and expanding in the areas indicated by local industry leaders, our school is attempting to expand the number of graduates in our region ready to fill positions in critical needs fields. As our communities, colleges, and industry needs continue to evolve, we believe it is critical to provide all students in our district with these extended opportunities, which would be nearly impossible in isolation. This programming looks different from the traditional path of high school students and the development of this program and shared courses is exciting.

3. Academic Supports

3a. Students performing below grade level:

Through multiple paths of intervention to meet the needs of all learning and student profiles, HJSHS utilizes comprehensive data analysis to identify students and then target support. The district is committed to, and has included as an integral part of the Strategic Plan, the Accelerated Roadmap and just in time supports. With a three-year implementation plan (now in year two), many of the goals have already been accomplished. The SIT team meets bi-weekly to review students identified at risk and a targeted plan is developed along with a check-in review of progress (academic, emotional, behavioral, and trauma support). The team consists of administration, guidance, related service providers, special educators and school adjustment counselors. Professional development with iReady has been a focus in order to not only review the grade and individual data but to then create intervention groups during the weekly Blue Raider Block and After School Tutoring. Reading interventions are provided for all at risk students. Full summer programming is offered for all identified at risk students and support is targeted to identified weaknesses and gaps. The areas of support include intensive reading support (fluency and comprehension) and real world application of math skills. In addition, social groups and consistent emotional regulation support is provided throughout the summer with counseling staff.

3b. Students performing above grade level:

During the weekly Blue Raider Block, students who need additional support receive assistance but this block is regularly used for enrichment as well. It is an opportunity for teachers/students to discuss innovative ideas, and project-based, self-directed learning for high achievers. Students have the opportunity to participate in a fourth quarter internship. HJSHS also supports the exploration of off-campus educational programs, including online courses, dual enrollment courses for credit, global learning experiences, and other opportunities to learn outside the traditional classroom. These courses are used to introduce motivated students to the college experience, help prepare students for the transition to college, and to allow students to begin to accumulate credits prior to entering college.

Advanced Placement courses are available for students who demonstrate the willingness to meet the challenges of college level curriculum, and present with a high degree of academic skill, independence, and motivation. In addition to our AP courses, HJSHS offers a variety of Virtual High School courses. This diverse online program enables our school to expand its curriculum and provide classes that are not offered on campus. Students who take online courses are gaining many of the skills such as multimedia presentation skills, online collaboration and communication, and assessment of online resources which are essential to the 21st Century learner.

3c. Students with disabilities:

HJSHS aims to support all students, through meaningful and rigorous educational opportunities while meeting the diverse needs of all students. Highly trained staff provides data driven, specialized instruction that creates a learning environment in which students can independently gain skills in academics, functional life skills, and lifelong learning. Tiers of support include programming focused on individual student growth and engagement in the community. Small group and individualized delivery of content is provided in a fully inclusive environment. Work experience exposure, inclusion academics and community-based programs aim to prepare students with disabilities to be fulfilled, happy and productive citizens in their local communities. Hopedales' special education programming is driven by students' post secondary visions and transition to adulthood. Instruction progresses from classroom to community based as the student approaches graduation in order to facilitate a transfer of skills from theory to practice. Families are always an integral part of the learning team, however their participation and communication becomes more critical during the transition to DDS, MRC, etc,

HJSHS has a special educator at each grade level in addition to grade level support staff. The Bridge Program services students returning from hospitalization or with significant mental health concerns. Through trauma informed support and constant communication with families and school staff, our students

have met with great success in the Bridge Program. The program's schedule allows participation during the Blue Raider Flex Block, after school tutoring and comprehensive supportive programs, and a quiet therapeutic regulation space staffed with a School Adjustment Counselor or Board Certified Behavior Analyst (BCBA).

The schools' Summer Hopedale Academic Program for Excellence (SHAPE) includes all identified special education, at-risk, and ELL students in a full four day program. The SHAPE program progress data has demonstrated great student growth in reading and social skills in addition to the maintenance of skills.

3d. English Language Learners:

HJSHS has a comprehensive and community connected ELL program that includes two full time teachers for approximately 12 students. The delivery of support is divided into both direct instruction in language development and acquisition in a separate setting as well as ELL staff supporting students who attend content courses in the inclusion setting. Through ACCESS and WIDA assessments, students are consistently evaluated to identify level of support and methodology. The ELL Department district-wide meets with administration monthly to review systems and share improvements to practice to best meet the needs of the students. The ELL staff has been trained and utilize the iReady Spanish instructional practice as well as Imagine Learning. Curriculum is continually reviewed for cultural proficiency by all HJSHS content teachers. Students in the ELL program participate in experiential learning in the community and vocational internships. The students created and shared a personal presentation with an autobiography of their origin, culture, language and interests. The ELL department holds a Family Night twice a year (Fall and Spring) and invites all families. Interpreters and child care are available to ensure full access and participation of our ELL families.

3e. Other populations, if a special program or intervention is offered:

Similar to other schools, HJSHS has experienced a dramatic increase in students requiring hospitalization for trauma and mental health concerns. In order to respond to the complex needs, the Bridge Program not only offers transitional support to re-engage returning students safely into school, but its staff is also working proactively to assess and address the emotional health of all students through six week intervention groups. Topics and groups are determined through SEL screening tools given to all students at least twice a year. In addition, the school has provided extensive professional development in the area of SEL and trauma informed instruction, hired a SEL Responsive Coordinator to work with the building SEL teams, and has aligned support throughout the district with connected SEL curriculum, community connection and family support.

Over the past three years, another significant area of need is transition to post-secondary plan or adult services. In order to support families, the special education staff, transition specialist, Special Education Parent Advisory Council (SEPAC) and administration meet with families individually to inform them about adult services, state agencies and funding and how to mediate through the transition process. In addition, HJSHS creates and promotes vocational opportunities for our students. For example, The Daily Grind is a full service coffee and food cart created and run by the students who require vocational support. Twice per week these students open their cart for business, selling coffee and snacks to staff.

When developing our post pandemic recovery plan, HJSHS identified the need for additional mental health support. Through securing a competitive mental health grant we hired additional counseling support, which has allowed us to offer additional therapy groups and therapy dog visits to students.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

HJSHS prioritizes a positive environment by creating a welcoming and inclusive community, promoting inclusion and diversity, personalized learning, and community partnerships. The staff at the school helps to motivate students by offering various academic and extracurricular programs that cater to different interests. We also encourage student participation in leadership opportunities, such as STUCO or peer mentoring (LOOP), which can help develop communication, collaboration, and problem-solving skills. Supporting the emotional well-being of students is a vital component of creating a positive and safe environment for students with programs such as Making Connections (advisory program) and SEL focused curriculum in all grade levels. Hopedale provides mental health and counseling services, as well as resources for students who may be struggling academically, such as tutoring or access to our BRIDGE program. We promote college and career readiness by offering college and career exploration courses, dual enrollment, virtual learning, capstones, and Innovation Pathways in Business and Biomedical. The school maintains strong partnerships with families, community organizations, and local businesses to provide students with a wide range of opportunities to explore their interests and passions including internships and job shadowing experiences. These partnerships also help to connect students with mentors and resources that can support their academic and career goals. This helps students to develop the skills and motivation necessary to succeed in college and in their future careers.

2. Engaging Families and Community:

HJSHS understands that student success and improvement relies on the cooperation and teamwork of all stakeholders. Faculty, parents, community members and organizations unite to support student needs. HJSHS is fortunate to have strong parent groups that collaborate with the school's faculty and administration to support student interests. For example the HJSHS PTO, School Council and After Prom Party Parent Committee is made up of both parents and faculty members who support our students in and outside the classroom.

Hopedale Friends of Music and Hopedale Cultural Council provide funding, scholarships and enrichment opportunities like concerts, plays and out of state music festivals. SEPAC supports our students with disabilities, working collaboratively with special education teachers and parents to help ensure students get the support, education and recognition they deserve. The Boosters Club, with the assistance of the schools' coaches and Athletic Director, raise funds for new uniforms and equipment, organize activities and awards ceremonies that honor the achievements and hard work of the school's athletes.

We are fortunate to have a strong alumni base. The Hopedale Alumni Association supports the school and its students through generous grants, scholarships and civic minded activities that promote the constitution and democratic process. Our Performance Arts program is supported by Hopedale Friends of Music and Hopedale Cultural Council. These parent and community groups all formed strong relationships with the school's faculty and administration to support students and families.

In today's school a student's success can be measured in a variety of ways including their post graduation plans, college path or entry into the workforce or trades. HJSHS school has forged relationships with local agencies that support alternative career pathways. The Blackstone Valley Education Foundation and Education Hub work with the principal, teachers and families to support student career education.. These groups offer students internships, job shadow and skills training that help students meet their post secondary goals.

Student mental health is a priority for HJSHS. We partner with organizations that provide students and teachers the resources they need to support a strong mind and body. Community Impact is a local counseling group that has formed a strong relationship with HJSHS and collaborates with school counselors and teachers to support adolescents and their families, offering counseling, coping strategies and preventative lessons to students and families.

3. Creating Professional Culture:

The administration at HJSHS trusts the faculty, allowing them to grow and innovate, and offers them professional development (PD) opportunities to improve their teaching strategies and licensure obligations. We create a professional work environment supporting each other and share best practices and materials.

This approach to leadership by our administration offers teachers support by allowing the freedom to make choices with guidance, without micromanagement. It promotes professionalism and ultimately autonomy to succeed. Department heads observe their team using the same tool that administrators use during the evaluation process.

HJSHS department heads are assigned the task of overseeing the revision of curriculum lessons and units and input new resources and assessments. For example; our Math department recently created a new course called The World Through Data. The History department researched and purchased the History Alive curriculum and the Science and Business department teachers worked together on the Innovative Pathways school to career program. Teachers are consistently encouraged to research new opportunities or take academic risks in the classroom by presenting new books or lessons, organizing online and out of school field trips, bringing in guest speakers, and researching and purchasing new materials.

Professional development leads to fresh outlooks on curriculum and pedagogies and keeps the faculty on a path of continual progress. The principal consistently shares PD opportunities such as online PD course offerings that help us prepare for recertification. The school administration encourages faculty to present on PD days or share information. Empowering teachers to be part of the change and help lead the school is always evident from the school's administration.

The HJSHS administrative team recognizes the skills in their leadership team and asks for them to help in individualistic ways. HJSHS administration varies the leadership teams intentionally to allow for more diverse viewpoints. We have opportunities for teachers to lead their peers in Professional Learning Community (PLC) Leadership and Department Head positions, or sitting on the Curriculum Council. Additionally, we established committees for protocol development and school-wide initiatives, such as the Teacher Evaluation Committee, Health and Safety Committee, School Reopening Committee (after the COVID pandemic), Scheduling Committee, DEI Committee, SEL Committee, IP Planning Committee, Making Connections point person, and NEASC Evaluation Committee. In addition the school's administration values positive and fun school culture, as evidenced by our faculty volleyball, cornhole, bowling tournaments and social gatherings.

4. School Leadership:

HJSHS has a leadership team consisting of one principal, assistant principal, athletic director, department heads for each subject area including special education and two grade level team leaders that support grades seven and eight. The leadership team's philosophy centers around creating an atmosphere of support and maximizing opportunities for faculty, staff, students and families. The principal is the instructional leader of the school and is assisted in this role by the assistant principal. The assistant principal also helps to maintain a safe climate in the building by addressing student behavior and allegations of bullying. The assistant principal also recognizes good behavior and academic success by celebrating the senior of the week, sending positive behavior letters home to parents, recognizing a class of the month for high achievement, accomplishments, and displaying our core values. Our department heads are the curriculum leaders in their content area and assist in ensuring academic rigor, teacher supervision and support.

The principal and assistant principal share the role of evaluating faculty. Department heads and teachers are encouraged by the principal to seek new programs and initiatives, such as Innovation Pathways, Project Lead The Way and MyCap.

Policies are regularly updated in our Parent Student Handbook which include a focus on student achievement. For example, we have included criteria that requires mandatory academic sessions for students to increase academic achievement. Strong relationships are built through PLCs instituted by our leadership

team and PLC discussions focus on resources aimed at student achievement.

In recent years, the administrative role of the principal and assistant principal have shifted to more direct involvement in personalized learning. Leadership has placed stronger emphasis on social emotional learning and individual needs of students, specifically in the area of college and career readiness. The principal has become directly involved in developing career opportunities and college exploration, applying for grants and restructuring the school's schedule so it supports career exploration and internships.

5. Culturally Responsive Teaching and Learning:

One of the four goals in Hopedale's Strategic Plan is to embrace and advance a culture and climate that supports diversity, equity and inclusive practices that lead to knowledge, appreciation, and respect within the Hopedale Community and beyond. HJSHS consistently develops lessons, plans, activities, and experiences that meet the diverse needs of every level of learner within our district.

Curriculum and materials are consistently assessed to ensure cultural proficiency and awareness. Professional development sessions were provided to all school and district support staff with staff discussion and reflection on daily practices. The principal and the school's curriculum leaders include Diversity Equity and Inclusion (DEI) on their monthly department head meeting agendas and as an ongoing topic of discussion in both PLC and individual department meetings.

HJSHS offers Family Night for all ELL families twice a year. Multiple translators are available in Arabic, Spanish and Portuguese. To support communication, staff use a variety of translation services including on demand phone calls with contracted translators in any additional language. Students and faculty are encouraged to organize activities that promote the diverse cultures of our school. Students from the Spanish Club presented at an open house Curriculum Fair where they shared information about their culture and background. These students and their advisers are also planning an International Fair and cooking exposition to promote their culture and heritage.

In an effort to promote cultural differences and experiences the school's counselors and ELL teachers created digital biographies and encouraged ELL students to participate in the Innovation Pathways program. A component of the program is to promote and encourage the participation of all students to enroll in the program. Members of the school's LGBTQ community were encouraged to attend and presented a workshop at the annual Connections Conference held at a neighboring high school. In an effort to promote a more inclusive school setting where students can feel safe, supported and accepted, HJSHS is supported by the district Responsive Coordinator who supports the staff's efforts to promote a more diverse curriculum which includes SEL and DEI standards.

PART VI - STRATEGY FOR EXCELLENCE

Hopedale Jr Sr High School prides itself in working with students to help them identify their future path and to prepare them for life after high school. We understand that all our students are unique and that includes how they learn and process information. With that always in mind, the HJSHS faculty and administration need to be flexible and patient, be willing to take risks in the classroom and be prepared to adjust their practice based on the students in front of them. Our goal is to excite them about learning with a challenging and engaging curriculum, promote a positive growth mindset and develop the skills that support a lifelong learner.

The words opportunity and experiences come to mind as reasons for our success. Having a faculty and staff that understands creating varied opportunities and experiences for students is an important teaching strategy. Being able to scaffold information, curriculum and skills over a period of time, then offer a culminating activity that requires students to use their creativity, communication and problem solving skills in authentic learning opportunities or experiences is vital to their success. For example, before graduating all students will participate in a Financial Fitness Fair where students learn how to live within their assigned budget. Lessons like this create impactful teachable moments that students will remember.

For the student whose goal is to attend a traditional four-year college, we offer rigorous courses that challenge and prepare students for the college classroom experience. Those who wish to enter the workforce can be supported with lessons in employability and career exploration. Students who wish to learn a trade may enroll in vocational courses like engineering, construction or take off-campus courses in manufacturing, carpentry or welding. Regardless of their goal, all HJSHS students are encouraged to take an internship or capstone project before graduating. These authentic experiences are beneficial for all students regardless of their post secondary plans. Students have the opportunity to implement employability skills like collaboration, critical thinking and problem solving in an authentic learning environment.