Foundation of School Improvement Plan

- Strategic Planning Committee
- District Improvement Plan Goals
- NEASC Review (Fall, 2018/Fall, 2021)
- Work completed by faculty during 2021-2022 to consider the transformation of education
  - Review of documents listed above
  - Work on what is possible to achieve in what timeframe
  - Develop understanding of student centered learning as the umbrella for authentic learning, DEI and SEL
- School Council Input and Approval (Spring, 2022)

NEASC Process

- Accreditation Process
  - 2020 Standards (New in 2018) - Vision for Learning
    - Foundational Elements
    - Standards, Principles
    - Self Reflection Reported submitted Fall, 2019
  - 11/2019 Collaborative Conference Visit
    - Met all Foundational Elements except one - Development of Vision of Graduate
    - Visiting Committee provided priority areas for action, impact and growth
    - Report can be found on District website
  - 11/2021 Decenille Conference Visit
    - Review of work on Foundational Elements
    - Feedback on progress on priority areas
    - Capacity for Continuous Growth as a Learning Organization
    - Commendations and Recommendations
  - Next Steps
    - 1 year, 3 year, 6 year reports of progress with evidence

Curriculum and Use of Data

- Curriculum at the high school is written into living documents that are housed in Aspen. All core subjects are tied to state standards.
    - Example: Recent change to World Language Standards
- Curriculum maps will be updated to reflect changes as a result of our work with the Vision of the Graduate.
- Data from MCAS Scores and AP Scores guide our updates and decision making.
    - Fall 2021 State of the Schools Presentation provides an example of review
        - ELA Areas of Improvement
        - Math Areas of Improvement
    - AP Scores and curriculum are reviewed annually by AP teachers.
        - Areas of concern are identified on a school level and collaboratively discussed
        - Curriculum is updated as changes are made by College Board

Student Centered Learning and Authentic Assessment

- ○ Addresses the distinct needs, interests, aspirations, or cultural backgrounds of individual students
- ○ Students are given opportunities to make choices about their own learning and contribute to the design of learning experiences.
- ○ Connecting what students are taught in school to real-world issues, problems, and applications.

District Strategic Initiative I

- Explore and implement student portfolios to measure student progress toward the achievement of the skills and disposition of the Vision of the Graduate

- Review of report card comments and best practices to provide meaningful feedback of student learning and growth tied to Vision of the Graduate skills and dispositions

- Identify and implement opportunities for interdisciplinary learning and assessment to bring relevance for student learning (new courses and development assessment opportunities between courses)

District Initiative 1

- Implement robust review of SCORE (student internship) to serve as capstone experience that reflects achievement of the skills and dispositions of the Vision of the Graduate.

- Adopt common protocol for review of student work across departments to provide common assessment practices and measures of the Vision of the Graduate

Strategic Initiative 2

- Increase understanding of SEL and Trauma Informed Practices connected to meeting the needs of individual learners as defined in Student Centered Learning Definition

- Develop and implement faculty advisor to provide opportunities for a connected to a trusted adult with the goal to review, discuss and reflect on learning and development and skills of the Vision of the Graduate

Strategic Initiative 3

- Review curriculum to expand content and authors that include under-represented groups to promote diversity, equity and inclusion

- Continue implementation of ADL World of Difference Program

- Work on DEI goal with Michael Eatman aimed at meeting the distinct needs, interests, aspirations, and/or cultural backgrounds of individual students in an effort to promote greater equity

- Implement purposeful outreach for hiring of faculty and staff from under-represented groups

Strategic Initiative 4

- Look for efficiencies to reduce spending by department
- Review personnel structure to improve or adjust the delivery of the program
- Review program of studies and related staffing to assure efficiencies of personnel use

2022 - 2024 Road Map - Working Groups

- Portfolios - prepare to pilot with grade 9 9/2023
- Report Card Comments - implement 9/2023
- Interdisciplinary Learning & Assessments - implement 9/2023
- SCORE Revision - implement Spring, 2024
- Protocol for Review of Student Work - pilot/implement 9/2023
- Faculty Advisor - Implement Fall, 2023 (grade 9)
- Curriculum Review & Study Group - ongoing
- Update curriculum maps - Spring 2024

Teacher Professional Practice Goal to be aligned to a working group

Portfolios - Two Groups

- Review MEFA pathway as a platform for portfolio development
- Reach out to schools that currently create student portfolios - schedule visits either virtually or in person
- Consider how/when/which work will be added to the portfolio
- Consider how each piece of work will be tied to an element of the Vision of the Graduate
- Consider common protocol for review of student work to provide feedback tied to the Vision of the Graduate
- Consider how teacher feedback tied to the Vision of the Graduate will be tied to each piece of work

Future: Student Goal Setting based on items in the portfolio

Report Card Comments

- Review report card comments
- Develop new report card comments based on the Vision of the Graduate
- Consider regular and systematic use of comments to report student progress of achievement of the skills and dispositions of the Vision of the Graduate
- Connect report comments to review of student work protocol

SCORE Revision

- Review SCORE requirements and process
- Explicitly connect outcomes of SCORE experience to the Vision of the Graduate
- Consider how the student portfolios may be connected to SCORE projects as a capstone project

Interdisciplinary Learning & Assessment

- Reach out to other schools to see what/how they offer courses
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Post 2024

- Expand portfolio development
- Expand advisor program
- Continue to review curriculum maps
- Implement review of student work