

Concord-Carlisle High School School Improvement Plan 2016-2017

The goals and key actions below are informed by:

- Direct faculty feedback (April & May Faculty Meetings)
- School leadership team meetings (DCG) Meetings (multiple throughout April, May and June)
- Re-accreditation NEASC recommendations
- SAC Meetings (throughout 15-16; focus during April, May and June)

Goal 1: *Continue to foster an inclusive, mindful, positive, and compassionate school culture that promotes growth and well-being for all.*

Key Actions	Process Benchmarks	Outcome Benchmarks
Ensure that students are engaged in decision making that impact school culture	<ul style="list-style-type: none"> • Continue inclusion of students in school decision-making bodies (e.g. Homework Working Group) • Student representatives will visit Advisories 2-3 times in 2016-17 • Use of advisory to get student input on a variety of issues 	<ul style="list-style-type: none"> • Greater student participation on committees (e.g. Time & Learning)
Engage in open and direct communication around decision-making <i>(NEASC recommendation)</i>	<ul style="list-style-type: none"> • Continue utilizing the “DCG Loop” to keep Faculty informed on pending discussions and decisions in a timely fashion • Find more common meeting time for the entire Faculty to discuss relevant issues • Utilize Faculty Meeting feedback / evaluation sheets to gauge effectiveness of communication and to identify items that are important to Faculty members 	<ul style="list-style-type: none"> • Educators will report out on Faculty feedback sheets that issues important to them are addressed
Ensure that every student has at least one adult in the school who they can go if they have a problem	<ul style="list-style-type: none"> • Implement suggestions coming out of Advisory program review 	<ul style="list-style-type: none"> • Every student, 9-12, will have at least indicate in a survey that they have at least one adult they can go to for support in the building
Investigate successful strategies at other schools that address issues of equity, and create a culture where all students feel	<ul style="list-style-type: none"> • Visit other schools to examine programs that strengthen school culture • Continue research on effective practices 	<ul style="list-style-type: none"> • Share best practices with student leaders and educators findings from visits to other schools • Hold diversity-based events and/or school-wide assemblies

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respected	for understanding and addressing issues of equity in the community <ul style="list-style-type: none"> ● Plan student-led diversity events and/or assemblies ● Promote IDEAS as resource for adults 	(tentative dates: Nov/Dec & Apr/May)
Ensure all students and staff have a school-wide schedule that creates the conditions for optimal learning & well-being, and so that faculty to have collaborative time during the school day <i>(NEASC recommendation)</i>	<ul style="list-style-type: none"> ● Reconvene Time & Learning Committee to: <ul style="list-style-type: none"> ○ take into account K-12 School Start Time committee findings ○ review work to date (2014-15 schedule(s)) ○ involve parents in the process 	<ul style="list-style-type: none"> ● New schedule considered for the 2017-18 school year
Create conditions to connect as an entire group of CCHS educators & administrators	<ul style="list-style-type: none"> ● Develop school-wide: <ul style="list-style-type: none"> ○ Service opportunities ○ Summer reading ○ Department breakfasts ○ Topical gatherings 	<ul style="list-style-type: none"> ● 50% or more of teachers participate in one of these events
Engage in collaboration between all stakeholders in the CCHS community to reduce student stress levels	<ul style="list-style-type: none"> ● Facilitate meetings with representative group of educators, parents, community members (in process) ● Work with Challenge Success program leaders to: <ul style="list-style-type: none"> ○ evaluate student survey data ○ generate ideas for potential implementation 	<ul style="list-style-type: none"> ● Implement research-based recommendations following the Challenge Success work (e.g. homework)
Convene a committee to focus on making the core values, beliefs, and learning expectations, as supported by the CCHS learning outcomes, a more recognized part of the school community and ensure that they are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom and guide the school's policies, procedures,	<ul style="list-style-type: none"> ● Bring school and community stakeholders together to revise or create a new core values, beliefs and learning expectations document 	<ul style="list-style-type: none"> ● The creation of a new or revised CVBLE for 2017-18

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decisions and resource allocations. (<i>NEASC recommendations</i>)		
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Goal II: *By June 2017, all students at CCHS will master end-of-course standards*

Key Actions	Process Benchmarks	Outcome Benchmarks
Continue to employ a variety of assessments to analyze, and make adjustments to practices in order to increase achievement of all, but especially high needs, students	<ul style="list-style-type: none"> • DCG implements the school-wide intervention strategies developed in 2015-16 • Chairs and teachers review underperforming students on quarterly basis • Faculty work to create a student “menu of self advocacy” (define reasonable steps a student can take and accommodations he or she can request from a teacher) • Discuss self-advocacy in Advisory • Publish and promote DCAP • Continue efforts to provide greater inclusion in all disciplines 	<ul style="list-style-type: none"> • 5% reduction on number of students on underperforming student list • CCHS’s CPI and SGP for all students and all High Needs cohorts will be on or above DESE established targets when reported out in the fall of 2017 • 98% Advanced/Proficient on ELA MCAS in grade 10 • 97% Advanced/Proficient on Math MCAS in grade 10 • 100% Competency Determination for every graduating member of the Class of 2017 • The 2016-17 DCAP will be widely distributed (students, parents & teachers)
Continue curriculum mapping in ATLAS (<i>NEASC recommendation</i>)	<ul style="list-style-type: none"> • Continue to provide professional training and support for teachers on utilizing ATLAS platform 	<ul style="list-style-type: none"> • All accommodations & modifications are integrated into courses & sequences maps (in ATLAS)
Formalize the curriculum review cycle (<i>NEASC recommendation</i>)	<ul style="list-style-type: none"> • Coordinate with the K-8 Concord and Carlisle schools on vertical articulation (curricular sequencing and staging, topical gaps and redundancies) • Identify and prioritize which curricula need attention 	<ul style="list-style-type: none"> • A plan, with a multi-year timeline, for curricula review will be created
Apply Next Generation Science Standards in Science	<ul style="list-style-type: none"> • Identify where Standards are currently aligned and addressed • Integrate Standards into courses 	<ul style="list-style-type: none"> • NGSS integrated in ATLAS maps

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Goal III: Utilize student work to drive targeted innovations and/or adjustments in teaching and learning

Key Actions	Process Benchmarks	Outcome Benchmarks
Educators analyze student work within and across courses to develop targeted areas for innovations an/or adjustments	<ul style="list-style-type: none"> All educators examine student work / data (assessments / surveys / other appropriate datum) and plan for adjustments or interventions 	<ul style="list-style-type: none"> All educators will demonstrate at least one adjustment made to their instructional / support practices based on analysis of student work by uploading evidence to MLP
Support students to deliver effective presentations	<ul style="list-style-type: none"> DCG and Faculty define effective presenting / communication skills (“what makes a good presentation or effective communication of ideas / how can we support students’ growth in this area with some commonality across all courses?”) Teachers share best practices on presentation techniques Identify community resources to support this effort (e.g. juried panels) Classroom teachers provide grade-level appropriate instruction of agreed upon skills 	<ul style="list-style-type: none"> A baseline of student performance level in area of effective presentation / communication skills will be established through use of a school-wide measurement tool
Foster interdisciplinary work among departments <i>(NEASC recommendation)</i>	<ul style="list-style-type: none"> Continue to foster K-12 STEAM initiatives Provide support for interdisciplinary course development Provide opportunities for cross-disciplinary observation to learn best practices, curricula, and standards 	<ul style="list-style-type: none"> 1-2 new interdisciplinary courses will be developed and offered for the 2017-18 school year (contingent budgetary staffing levels)
Employ technology tools, as appropriate, to address and enhance students’ Learning <i>(NEASC recommendation)</i>	<ul style="list-style-type: none"> Utilize support of new K-12 Digital Literacy Administrator Implement professional development to further teacher learning on the effective use of 1:1 laptops 	<ul style="list-style-type: none"> Teachers will create opportunities for innovative use of laptops in their classrooms to enhance student learning Students will report via a survey an enhanced learning experience (establish baseline for 2017-18)

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	<ul style="list-style-type: none">• Utilize 1:1 Program Evaluation to implement adjustments• Every teacher will use Aspen as a tool for keeping parents up-to-date on their students progress	
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Goal IV: *Generate a culture of sustainability throughout the school community*

Key Actions	Process Benchmarks	Outcome Benchmarks
Partner with students (Green Team) on projects	<ul style="list-style-type: none"> ● Identified projects may include: <ul style="list-style-type: none"> ○ reducing paper use ○ milk station at lunches ○ outdoor space for reflection (garden) ○ composting ○ explore solar opportunities 	<ul style="list-style-type: none"> ● Implementation of at least two of these projects
Be active stewards of our new space	<ul style="list-style-type: none"> ● Identify and create spaces on the campus (e.g. garden) and in the building for creative work, reflection, and meeting spaces ● Work with student leaders and with members for the school community to foster sense of responsibility for common spaces in the school 	<ul style="list-style-type: none"> ● Creation of spaces for creative work and reflection ● Building Service Workers will report common spaces are cleaner and straightened up

CCHS School Improvement Plan 2015-16

End-of-Year Report On
District & School Goals

District Goal

Increase achievement for all students and narrow the achievement gaps for identified student groups

School Goal

By June 2016, all students at CCHS will master end-of-course standards

Key Action: Continue to employ formative and summative assessments to analyze, and make adjustments to practices in order to increase student achievement

- ❁ DCG reviewed data from results of midyear and related common assessments
 - ❁ Analyzed school-wide assessment outcomes to make adjustments to instructional practices
 - ❁ Identified student presentation skills as area for growth
- ❁ DCG analyzed "D&F list", program changes
- ❁ Teachers further differentiating instruction to support diverse learners
 - ❁ PD day work on differentiating homework
- ❁ Rich conversations about formative and summative assessments
 - ❁ Teachers identified need for additional time for further analysis & adjustment
 - ❁ Rec: modify schedule for common planning time

Key Action: Implement Common Core State Standards (CCSS) in English & Math, and across additional relevant curricula

🌸 English

- 🌸 Continued to incorporate comprehensive representation of fiction, non-fiction and informational text
- 🌸 Added new writing pieces for non-fiction

🌸 Math

- 🌸 Ongoing CCSS alignment
- 🌸 8th grade: engaged in vertical articulation
- 🌸 Transition from Alg I to Alg II (skills)
- 🌸 Increased rigor CII Algebra I
- 🌸 Alg I & Geometry: continued alignment (further work summer 2016)

🌸 Multi-disciplinary

- 🌸 AP Research

Key Action: Heighten awareness of Next Generation Science Standards in Science (adoption pending in MA)

- ❁ K-12 Science committee meetings 2015-16
 - ❁ Examined exist curr. / compared to NGSS
 - ❁ Committee presented to School Committee in March 2016
 - ❁ Alignment will be completed (summer 2016)
- ❁ Enhancing current courses & adding new ones
 - ❁ Engineering
 - ❁ AP Physics
 - ❁ AP Environmental Science
- ❁ K-12 STEAM Committee
 - ❁ Collaborative, year-long effort with WPI
 - ❁ Created comprehensive plan to integrate STEAM

District Goals

Foster a respectful and inclusive school culture that promotes growth and well-being for all.

Build support, consensus, and community engagement around the district mission, core values, challenges, and accomplishments, and critical decisions using multiple communication strategies.

School Goal

Foster an inclusive, mindful, positive, and compassionate school culture that promotes growth and well-being for all.

Key Action: CCHS educators communicate openly and directly around decision-making

❁ Homework Working Group

- ❁ Conducted collaborative, open decision making process to generate new school-wide guidelines
- ❁ Information shared with all teachers throughout the process
- ❁ Group comprised of educators from every area of the school

❁ DCG

- ❁ DCG reported that communication flow is better (Increased use of "DCG Loop" to gather teacher input)

Key Action: Ensure that all students have a connection/context where their voices can be heard

- ❁ 20% of Homework Working Group consisted of students
 - ❁ All students included in survey: feedback drove recommendations
- ❁ Wellness Committee: 4 students
 - ❁ Shaping Health Week
- ❁ Student Voice
 - ❁ SAC
 - ❁ School Committee
 - ❁ Principal: weekly meeting with Senate Moderator
- ❁ Rivers & Revolution
 - ❁ students learn feedback skills to build confidence talking to adults in authentic ways both in and out of Rivers
- ❁ Advisory:
 - ❁ Every student has designated adult for support
 - ❁ 84% report that they feel a connection with their Faculty Advisor (recent survey – percentage reporting Strongly Agree or Agree)

Key Action: Address issues of equity and diversity on a school-wide basis

- ❁ ADL “World of Difference”
 - ❁ Training new student leaders
 - ❁ Curriculum delivered through Sophomore Advisory
- ❁ Professional development to strengthen teaching for English Language Learners (ReTell courses)
- ❁ Diversity Week
 - ❁ Student Government: planning & organizing
 - ❁ 3 days: focusing on different forms of diversity

Key Action: Collaborate with community organizations to promote complementary programming

🌸 English Department:

- 🌸 Justice Project challenges students to research, collaborate, and share on important community/world issues

🌸 Math Department:

- 🌸 Scientific community connection
- 🌸 Bio Stats relationship with MIT's Broad Institute; students working with authentic data

🌸 Art Department:

- 🌸 Concord Art Association & local artists

🌸 Rivers & Revolutions Program

- 🌸 10+ Stewardship projects with community organizations

🌸 STEM Committee collaborations with Worcester Polytechnical Institute (WPI)

🌸 Health and Fitness—*Student Health 101* newsletter

Key Action: Collaborate with community organizations to promote complementary programming – cont.

- ❁ K-12 Mental Health Team & Center for Parents & Teachers – stress / mindfulness workshops
- ❁ CCHS Wellness Committee
 - ❁ Health Week March
 - ❁ REACH Beyond Domestic Violence (teen dating violence prevention)
 - ❁ Health & Fitness Dept:
 - ❁ REACH Beyond Domestic Violence
 - ❁ Peer mentoring program
 - ❁ Mindfulness in Advisory & Grade 9 H&F
- ❁ Parent Association: Julie Lythcott-Haims program students and parents

District Goals

Provide students with a rigorous, coherent, and aligned curriculum that includes a variety of authentic learning experiences, high student engagement, innovation, interdisciplinary units, differentiation, and increased use of digital tools.

Effectively implement the new Educator Evaluation system with a focus on continuous improvement in teaching and learning.

School Goal

School year, administrators and department chairs will lead all educators in examining innovative practices to improve student learning.

Key Action: Implement CCHS 1:1 Laptop Initiative

- ❁ Principal led CCHS Instructional Tech Specialist
 - ❁ Successful distribution to students & parents
 - ❁ Met goal: every CCHS student has a laptop
- ❁ On-going Professional Development for teachers
 - ❁ Four differentiated options on PD day
- ❁ Google Classroom implementation
- ❁ Conducting Program Evaluation in fall 2016-17

Key Action: Examine and implement practices that promote conditions for more equitable learning experiences and stronger achievement outcomes

- ❁ Homework Working Group:
 - ❁ Essential school-wide practices
 - ❁ Google Cal
 - ❁ Assessment days
 - ❁ Homework free vacations: nothing due until Thurs.
- ❁ Transition Specialist
 - ❁ Working with students & families (Info Night)
- ❁ Social Studies & Science Departments
 - ❁ Working across curriculum to increase use of alternative assessments / project-based assessments

Key Action: Examine and implement practices that promote conditions for more equitable learning experiences and stronger achievement outcomes

🌸 World Languages

- 🌸 Project based learning in Chinese, French, Latin Spanish. Languages
- 🌸 Tutor support for first-time language learners (new position 15-16)

🌸 MARC (Math Resource Center)

- 🌸 Integrated and targeted support for all students from content expert and tutors

🌸 “Algebridge”

- 🌸 Supporting students to enroll in upper level classes

🌸 Socratic Seminars

- 🌸 English and World Language teachers creating conditions for students to lead classroom conversations by developing deep questions and engaging in essential discussions

Key Action: Engage Faculty in action-research on best practices around homework

❁ Homework Working Group

- ❁ Conducted literature review for evidence-based practices, as well as a review of faculty best practices
- ❁ Data: guidelines developed, timeline outlined
- ❁ Implementation of school-wide essential and recommended practices
- ❁ PD day for teachers: dedicated to putting research into action

❁ DDM's

- ❁ Teachers research through the collection of student data

Key Action: Identify and provide needed professional development school-wide & for individual educators

- ❁ Targeted opportunities for individual teachers
 - ❁ Teachers as Scholars
 - ❁ EDCO
 - ❁ Workshops & conferences
- ❁ Concord Fellows
 - ❁ Faculty supporting newest teachers with expertise in targeted areas
- ❁ School-wide for innovating homework & 1-to-1
 - ❁ In-house: Google Classroom

Key Action: Prepare CCHS educators for NEASC Visiting Committee in Nov 2015

- ❁ Teacher voice anchored the Self-Study
- ❁ Visiting Committee in Nov. 2015
 - ❁ Feedback
 - ❁ VC provisioned with all requested documents
 - ❁ Logistics well organized
- ❁ Rivers and Revolutions
 - ❁ Program invited to present at NEASC Model Schools Conference Fall 2015

Improving School Climate 2015-16

❁ Process

- ❁ Teacher feedback solicited at Fall 2015 Faculty Meetings
 - ❁ Qualitative information
 - ❁ Open responses: what can each individual do to make improvements?
 - ❁ Adjusted prompts to ask respondents to speak about their own experience
 - ❁ Processed with school's leadership team (DCG)

❁ Results informed

- ❁ Faculty Meeting planning & agendas
- ❁ Development of school-wide PD
- ❁ Focus on concrete action: Homework

Improving School Climate 2015-16

- ❁ Homework Working Group
 - ❁ Committee: teacher & student voice
- ❁ New Courses for Students
 - ❁ SAC: student needs identified
 - ❁ Teacher proposals supported by Admin
- ❁ New Building
 - ❁ Responded to teachers' FFE needs
 - ❁ Copiers
 - ❁ Furniture
 - ❁ Storage
- ❁ Concord Fellows (professional development)
 - ❁ Teachers input shaped program

Improving School Climate 2016-17

- ❁ Time to collaborate and lead together
 - ❁ With colleagues
 - ❁ Curriculum, Instruction & Assessment
 - ❁ Achievement Gaps
 - ❁ School-wide
 - ❁ Provide opportunities to confer on initiatives, challenges & celebrate successes
 - ❁ Need to be on par with other schools (Boston Mag Top 25)
- ❁ Time & Learning Committee
 - ❁ Input from teachers to develop improved schedule
 - ❁ Tremendous potential for improving climate