New England Association of School and Colleges, Inc.

Commission on Public Schools

School Summary Report for Sample School

ABC XYZ, Principal

School and Community Summary

School and Community Summary

Sample is a historic city known for its complex and diverse culture. Education and the arts are a part of the city's fabric with XYZ University and other educational institutions in the area. The city borders three surrounding towns, has multiple access to several highways, and is located X miles from ABC, the state's capitol.

Sample's population was estimated at 131,014 in 2017, of which 43 percent is white, 33 percent is Black or African American, 0.3 percent is American Indian or Native American, and 30.04 percent is Hispanic or Latino. With 63.6 percent of the population in the civilian labor force, the median household income in 2017 was $39,191. People living in poverty represent 25.6 percent of the population; 34.9 percent of persons aged five and up speak a language other than English at home.

The property wealth in the city is $74,833. The median household income is $39,191.

The allocation of the current general fund budget for the Sample Board of Education is $35,219,217. Per pupil allocations vary by the school as each site may have unique special funds or varied student/resource ratios. Sample Public Schools serves X students. In the student population, more than 50 percent are low-income and nearly 17 percent are English Learners. In addition, approximately 13 percent of students require special education services.

Sample taxpayers pay almost 28 cents of every dollar of the education budget. Sample's local contribution amounts to $4,854 per student. Sample Public Schools spends $18,091 per student. In the spring of 2018, the city of Sample faced increasing fiscal challenges. As a result, the city has decreased school funding.

Sample serves 949 students in ninth through twelfth grades. Of the 949 students, 594 are Black/African American, 295 are Hispanic/Latino, 46 are Caucasian, 8 are Asian, 2 are Native American, and 4 are unspecified. Of the student population, 216 students have a special education identification, 171 are English learners, and 35 have a 504 plan in place. Sample students originate from 32 countries and speak 12 languages.

In the 2016-17 school year, 177 females were chronically absent, which is 43.7 percent of the female-student body; and 207 males as chronically absent, which is 38 percent of the male student body. Of the two combined, 224 students were Black/African, 131 Hispanic/Latino, and 25 Caucasian. Overall, 41.2 percent of the student body, or 384 students, were chronically absent. Under the state statute, 723 students qualified as chronically absent. In the 2017-2018 school year, the chronic absenteeism rate was 36.1 percent, compared to the district rate of 19.9 percent. Chronic tardiness is an issue, especially for the first two periods of the school day.

Since 2017, the new school administration has made efforts to expand Pre-AP and AP course offerings to give students an opportunity to gain the skills and experience colleges recognize. Starting in the last school year, Sample has been offering early college courses to prepare students for college work. There was a 70 percent increase in the enrollment of students for the program. The long-standing tradition of athletic excellence has been a part of the school's identity for a long time.

Core Values, Beliefs, and Vision of the Graduate

Core Values: Growth, Equity, Collaboration, and Innovation

Vision: Home of Opportunity and Unified Student Engagement

Mission: Sample School strives to create a home that is a welcoming, safe, and culturally responsive environment where students have the opportunity to explore college and career pathways. We, the Academics, are committed to creating a unified school community with a deep understanding of our diverse social and political identities. Our students will be empowered to become critical thinkers capable of solving real life challenges in an ever-changing world.

Vision of the Graduate

Academic Competencies: problem-solving and critical thinking, accessing and analyzing information, clear and effective communication, being able to predict cause and effect, being to apply learned information to real life situations, being responsible to pursue learning (self-advocacy), and communicating in English.

Social Competencies: initiative, self-direction and accountability, ability to get along with others, demonstration of appropriate social behavior, handling of stressful situations, appreciation and acceptance of differences, kindness, honesty, and respect, and positive interpersonal relationships.

Civic-Minded Competencies: citizenship and civic and environmental responsibility, and awareness of legal rights.

School Improvement/Growth Plan

The school improvement/growth plan is attached.

Related Files

Standards & Principles

Foundational Element 1.1a - Learning Culture

The school community provides a safe environment.

FOUNDATIONAL ELEMENT 1.1A

Sample School meets the criteria of this element. The school community maintains policies and processes to ensure the safety of learners and adults. Custodial staff opens the Sample School at 6:30 a.m. They lock the school after all activities conclude for the night. The building has eight sets of doors leading to the outside. At the main entrances in the front and the back, the school stations security guards at all times. Students have access to the building through these two entrance points and must walk through a metal detector prior to entrance. Visitors access the building via the front entrance, ring the doorbell, and must walk through the metal detector prior to entrance. Visitors who have permission to access the main building sign into a visitor log and receive a visitor badge. Most students and faculty of Sample have identification cards and some faculty wear their identification cards throughout the day; however, there is no initiative requiring this. Faculty can access the building using their identification badge's chip reader. There are 151 cameras in various locations throughout the school, directed towards hallways and exits, allowing for continuous monitoring. During transition times, teachers and administrators monitor the halls.

Other safety policies and processes in place include fire drills and lockdown drills. During a fire drill, paraprofessionals assist and/or carry nonambulatory students down the staircase to safely exit the building. The school requires the posting of fire drill routes in each classroom by the door. In the event of a lockdown, teachers shut windows, close blinds lock all doors, and cover the door's window; students find a place in the room that is not visible in which to gather are remain silent. Teachers are not to open their door until an all-clear is given by the same individual who called the code. Teachers keep sign-out sheets to keep a record of students' comings and goings.

RATING

Meets the Standard

Foundational Element 1.2a - Learning Culture

The school has a written document describing its core values, beliefs about learning, and vision of the graduate.

FOUNDATIONAL ELEMENT 1.2A

Sample school meets the criteria for this element. Our core values mirror the core values of Sample Public Schools adopted in 2009 through the School Change Initiative. School Change is a nationally recognized initiative that is helping public schools improve academic achievement, graduation rates, and college and career outcomes. Collaboration, growth and innovation, and equity drive our educational institution to provide students an education that extends beyond graduation and prepares students to be the next generation of leaders, innovators, and problem-solvers.

The school proudly displays the core values throughout the building and on the school's website, in the student handbook, and in the program of studies.

The vision of the graduate states that a Sample graduate is to be able to: problem-solve and think critically, access and analyze information, clearly and effectively communicate, predict cause and effect, possess initiative, self-direction, and accountability, get along with others, demonstrate appropriate social behaviors, exemplify citizenship and civic responsibility, and possess environmental and global responsibility.

The school community has a written document describing its core values, beliefs about learning, and vision of the graduate.

RATING

Meets the Standard

Foundational Element 2.2a - Student Learning

There is a written curriculum in a consistent format for all courses in all departments across the school.

FOUNDATIONAL ELEMENT 2.2A

Sample school does not meet the criteria for this element. The written curriculum is not in a consistent format for all courses in all departments across the school. All departments have their curriculum on Google Docs and all contain similar features, such as units of study with guiding/essential questions, concepts, content, and skills, instructional strategies, assessment practices with suggested/required formative and summative assessments. Electives in these courses do not have uniform curricula, nor are they posted. In addition, the TESOL content area did not previously have a curriculum. With the assistance of a consultant however, the department is now creating curricula for ESL classes. This work is ongoing. With the continued assistance of the consultant, this work will continue through June 2019 or later, if necessary.

RATING

Does Not Meet the Standard

Foundational Element 3.1a - Professional Practices

The school has a current school improvement/growth plan.

FOUNDATIONAL ELEMENT 3.1A

Sample school meets the criteria of this element. The school has a plan that includes school-specific goals and informs decision-making in the school. The former SIP, which was written under a previous administration, does not reflect our current core values, beliefs about learning, nor the vision of the graduate since those were written with the new team in 2017. The current administrative team chose three focus areas in which to improve upon--chronic absenteeism, ninth grade academic and achievement growth, and SAT performance. The administration team included faculty, students, parents, and community members in creating a new three-year school improvement plan.

RATING

Meets the Standard

Foundational Elements 4.1a - Learning Support

The school has intervention strategies designed to support learners.

FOUNDATIONAL ELEMENTS 4.1A

Sample School meets the criteria of this element. The school provides a range of intervention strategies for students and a process to identify and refer students who need additional assistance. The school identifies students who need specific services, allowing them to receive a range of timely, coordinated, and directive intervention strategies specific to their identified needs according to their Individualized Education Program (IEP) or 504 Plan. The school assigns each student a case manager and/or paraprofessional and school social worker with the paraprofessional support for students who need this additional resource. Related services, including, but not necessarily limited to, school social workers or speech and language pathologists may be part of a student's support for both academic and social/emotional needs.

Teachers and staff may suggest a student is at-risk if the student demonstrates social or emotional needs concerns. The classroom teacher can recommend students for social and emotional services by referring the student to the Student Support Team (SST). The team creates an intervention plan in order to address the student's needs. The Sample School has two full-time social workers, one full-time school psychologist, one part-time school psychologist, five certified/licensed counselors in guidance. Youth Help, an outside community-based intervention program, seeks to reduce justice involvement and improve the outcomes of students. Families, especially those in need, receive information about available support services through the school counselors, teachers, administrators, and informational sessions throughout the school year.

RATING

Meets the Standard

Foundational Element 5.1a - Learning Resources

The school site and plant support the delivery of curriculum, programs, and services.

FOUNDATIONAL ELEMENT 5.1A

Sample School meets the criteria of this element. The community and district provide a school building and facility that ensures a safe, secure, and healthy environment. It is clean, well maintained, and complies with all applicable federal, state, and local fire, health, and safety regulations. The district provides adequate funds and resources to ensure appropriate maintenance, repair, and cleanliness of the school plant; however, the district still needs to address additional repairs. Equipment is adequate, properly maintained, and cataloged. Following the current upgrade, technology should be widely accessible to students, faculty, and staff. There are sufficient classrooms for all programs and space for special programs. Science labs are adequate to implement the curriculum and the library media center can accommodate classes and can provide technology to students.

RATING

Meets the Standard

Priority Area 1

Strengthen school climate through a shared vision and community building inside and outside of the school.

To strengthen the school climate, the freshmen teachers received an introduction to restorative practices. During two sessions in August and one in November 2018, teachers learned what restorative practices are and practiced a variety of strategies to use with students. Teachers learned how to develop effective questions to promote interpersonal and intrapersonal understanding and foster voluntary cooperative behaviors. Teachers had the opportunity to see how effective questioning can enhance the circle experience for students. The sessions focused on understanding the whole child and building relationships with our students. Teachers were able to connect their learning to the Comer Model as they prepared for the year. Additionally, teachers spend a great deal of time learning about the power of restorative practices in promoting positive behavior and how Maslow's Hierarchy of Needs functions in behavior. From this training, teachers were equipped with several strategies to build relationships with students and foster positive discussions/cooperative behavior.

On two days in August, freshman students engaged in a variety of activities to deepen their understanding of restorative practices and circles. Taking part in circles gave students the opportunity to learn about Maslow's Hierarchy of Needs. They applied their learning to create skits about conflict, determine the needs underlying the conflict, and brainstorm restorative solutions. During these sessions, students also created norms for circles, learned about affect, and watched/deconstructed videos to better understand human behavior.

There are key action steps that will be taken in order to improve restorative practices at Sample. The first of these action steps is to offer continued training for ninth grade teachers and sophomore teachers, who will receive last year's freshmen. The training will take place in the summer of 2019 and will increase the knowledge of the faculty regarding how to effectively implement restorative practices both inside and outside of the classroom. The next key action step in Summer 2019 will be for the principal to identify space in the building for support staff to implement restorative practices. A third action step is for the faculty to implement restorative circles in freshman advisory and possibly, sophomore advisory as well. This will take place for the duration of the school year. The desired outcome is a shared understanding of and appreciation for restorative circles for both students and faculty.

Sample has also made efforts to improve culture and climate in the building. The school has created a group called the school culture and climate committee (SCC) in order to address various issues that will help to improve school climate and build a positive culture. The group, consisting of faculty and staff, focuses on efforts related to beautification, school spirit, events, communication, and fundraising. Thus far, the committee has organized and executed a cleaning of the school's courtyard, the creation of a wall mural to highlight our culture, and improved upon school communication via our new school website. There are currently plans to establish other forms of communication using social media, school newsletters, and other innovative ways to spread the word about what is occurring at Sample. The group is committed to meeting and discussing both long and short term issues within the building while brainstorming, planning, and executing ways to improve the Sample experience for all stakeholders. Currently, the group is in the process of creating subcommittees that will each concentrate on one of the focus areas of beautification, school spirit, events/communication, fundraising. Each subcommittee will have a leader to facilitate the implementation of the initiatives the focus areas choose to improve upon and communicate the progress to the faculty and school stakeholders. To measure progress, we will use the individual action plans created by each focus area, and a school-wide climate survey given to faculty, students, and parents.

The SCC will focus on three key action steps. The first action step will be for the committee to create action plans for each subcommittee for the 2019-2020 school year. This step will be completed in spring 2019 and will allow the committee to create a structured plan to improve the school's climate and culture for the 2019-2020 school year and beyond. The second action step for the SCC is to increase communication of the SCC initiatives to all stakeholders. The committee will address this step throughout the year with the desired outcome being that it will improve the communication of initiatives on social media and through the sharing of meeting

minutes of the school's website. The third action step for the SCC is to increase school funding through fundraising from spring 2019 to spring 2020. The fundraising subcommittee will focus its efforts on reaching fundraising goals that will help to support the SCC's initiatives as well as other learning opportunities for students.

In addition to these areas of improvement, the school is planning to create a school planning team. While different iterations have previously existed, the school plans to relaunch this newest attempt in the spring of 2019. Teachers, administrators, students, parents, and support staff will comprise the new planning team. The first action step for the committee in summer 2019 will be to create a meeting schedule for the 2019-2020 school year. The desired outcome of this step will be to distribute this calendar to SPT members, school faculty, and central office faculty. The next action step will be to participate in training with a consultant from the summer of 2019 through the fall of 2019. The goal of the training dates will be to develop a shared understanding of SPT protocols and procedures for all SPT members.

EVIDENCE Please upload, link, or explain any evidence that you examined to determine growth in this priority area.

Related Files

Priority Area 2

All students show measurable growth by the end of the year in reading comprehension as measured by the Scholastic Aptitude Test and Reading Inventory.

In April 2018, the Instructional Leadership Team (ILT) began working with a consultant in order to identify one academic focus that the school could implement school-wide during the 2018-2019 school year. After analyzing SAT data, the freshmen Reading Inventory scores, and teacher input on skills which need to be improved upon, the faculty identified a school-wide focus of reading comprehension. Specifically, teachers would use annotation strategies to increase students' comprehension.

Since our first meeting in April, we have met once a month with our consultant and once a month as a team. Thus far we have . . .

1. Established an Instructional Leadership Team (ILT) with one representative from each department and two administrators.
2. Identified and implemented a school-wide instructional focus to strengthen core instruction.
3. Deepened professional collaboration teams to improve teaching and learning by providing teachers a scheduled time-- professional learning communities by department to convene and talk about the instructional focus, effective teaching and learning practices, and analyze data and internal measures within the instructional focus.
4. Developed a targeted professional development plan that builds expertise through selecting specific evidence-based practices to implement in every class, every day, with every student, to strengthen core instruction.
5. Created and monitored an internal accountability system growing out of student learning goals (SMARTe) that promotes measurable student gains in learning for every student and eliminates achievement gaps.

Areas we will address during the 2019-2020 school year include . . .

1. Realigning resources (time, people, and money) to support the instructional focus.
2. Engaging families and the community in supporting the school-wide instructional focus.
3. Having/allowing time for administrative teams to spend 50 percent of the instructional day in classrooms and having conversations with teachers centered on their teaching and learning practices.
4. Having central office administrators support the school around the aforementioned expectations by providing leadership, coaching, support, supervision, resources, and creative problem solving to ensure that the schools demonstrate dramatic growth in student learning.

There are several key action steps for the ILT going forward. The first is the creation of a PD calendar that will be distributed to the ILT members, school faculty, and central office staff. All Sample faculty members are more than welcome to attend the ILT meetings. One major focus of the ILT will be to communicate the instructional focus to parents and community members. This focus will continue throughout the duration of the year; the goal is for all parents and community members to understand the instructional focus and be able to support the instructional focus at home.

In addition to the school-wide instructional focus of reading comprehension to increase SAT and RI data, the administrative team created SAT Preparation classes in English and math, which is a requirement for all students of junior standing. Each junior takes a semester of English SAT Prep and then switches to a semester of Math SAT Prep or vice versa.

There are six SAT-aligned skills that the College Board sanctions, which the SAT exam specifically measures. Every skill and question on the SAT Reading Test include one or more of the following skills: words or phrases in context, comparing and contrasting, summarization, analysis/close reading, command of evidence, and main idea/purpose. In the SAT English elective at Sample, teachers focus on teaching these skills individually, or in tandem with each other, in order to provide a holistic and skills-based approach that is

relevant for all modes of the students' academic experience. This is done through the following activities: individually tailored Khan Academy practice, reading and annotating various news articles in order to explain the purpose and main idea and cite supporting textual evidence, reading and annotating SAT Reading passages, identifying the question types (one of the six mentioned above), answering these questions, reviewing strategies (identifying wrong answer choices, why they are wrong, and using annotation as a time saving strategy), summarizing various texts and discussing elements that are similar and dissimilar in order to discern how they are related to each other, or identifying common words that have different contexts and discussing their various meanings and with what words students can replace them.

In the Math SAT Prep course, topics include but are not limited to linear equations, systems of linear equations, creating expressions, equations, and inequalities to represent relationships between quantities and to solve problems, rearranging and interpreting formulas, creating and analyzing relationships using ratios, proportions, percentages, and units, describing relationships shown graphically, summarizing qualitative and quantitative data, creating, analyzing, and fluently solving quadratic and higher order equations, and purposefully manipulating polynomials to solve problems. English learners in the class, focus on gaining language, specifically algebraic language.

Each department's PLCs meet twice a week. The PLCs focus on a combination of department-wide initiatives and the implementation of the school-wide initiative of reading comprehension. Department members who sit on the ILT facilitate these PLCs and create each agenda based on how the individual department is implementing the school-wide instructional focus. The facilitator creates all of the agenda and communicates the minutes to the department and administration after each meeting via e-mail.

During the 2018-2019 academic year, the English department has been working with a consultant group to identify areas of needs in the classroom and to create a plan and structure by which to improve them. Currently, the English department has chosen the use of evidence as a focus, and are currently implementing strategies to improve students' use of evidence. The social studies department supports the school-wide instructional focus of reading comprehension by focusing on the gist section of the school-wide annotation strategy. We believe that if we consistently foster inquiry around resources, because students need to understand, summarize and synthesize information, then students will apply their skills making gist statements to expand and ask questions of their own. The TESOL PLC is focusing on the implementation of the new ESL 1, 2, and 3 curricula and increasing reading comprehension through individual student interventions via a modified SRBI model. The Special Education PLC the Resource Department has been working diligently to support the school-wide focus on reading comprehension utilizing annotation strategies and vocabulary development via resources including Readworks.org and core reading activities. In addition to implementing our school-wide use of annotation strategies, the world language department has been teaching strategies to make inferences to support their instructional focus of reading comprehension.

Similar to the 2018-2019 school year, the PLCs will take similar action steps for the 2019-2020 school year by first identifying the areas of improvement for each department, which they will address during the PLC time. Each PLC will have two focuses for the school year. In addition, the PLCs will create a meeting calendar for the duration of the school year. This calendar will be distributed to the department members, ILT and administrative team. This will assist in the ILT members to align the focuses of the individual PLCs to the instructional focus and school-wide professional development.

In addition to the aforementioned focuses for the 2019-2020 school year, the administrative team wants to focus on building and implementing a Student Staff Support Team (SST). First, the administrative team will identify an SST committee which will include teachers, administrators, and support staff. The SST committee will create a common meeting time, which will meet biweekly. The SST will distribute this calendar to the administrative team, school faculty, and central office faculty. The SST will create a school-wide referral system, a protocol it will communicate to all faculty; the SST will ensure that the referring faculty member will be aware of any decisions made throughout the referral process. The SST will receive training on SST processes to ensure that the team is as effective as possible in addressing faculty referrals and student needs.

Another area of focus is to improve the use of assessment data and informing instruction. The school counseling team and the assistant principal responsible for instruction will create a state-wide, district-wide, and school-wide assessment calendar for the school year. We will strengthen the 2018-2019 data teams by utilizing assessment data to improve instruction and create interventions within each department.

Lastly, the administrative team will create a Scientific Research-Based Interventions (SRBI) committee to oversee the implementation of SRBI for Sample in the spring of 2019. The team will include teachers, administrators, and support staff who can oversee, monitor, and implement SRBI within the incoming freshmen class. Teachers will receive school-wide professional development on the SRBI processes in order to understand how to identify a student needing SRBI services and how to refer students for tier two and three interventions. In addition, freshmen students will have an intervention period within their schedule--if needed. Every freshman who needs tier two and three interventions will have the intervention period built into their schedule. Teachers providing tier 2 and tier 3

supports outside of the classroom will receive training on how to effectively implement those supports. It is imperative for the district to provide funding for this professional development for the SRBI program's success.

EVIDENCE Please upload, link, or explain any evidence that you examined to determine growth in this priority area.

Related Files

Priority Area 3

PRIORITY AREA Please list your priority area goal.

Increase the percentage of students who are college and career ready as measured by the Connecticut Performance Report Card.

ACTION - IMPACT - GROWTH Please describe the actions you have taken to achieve your goal, the impact it has had on student learning or the school community, and your next steps or questions regarding this priority area.

In September 2018, the administrative team introduced the idea of the continued development of the Career and Technical Education (CTE) program. The four CTE teachers will create and plan electives in a career pathway. This will provide students the ability to focus within a specific area, which builds upon itself and is linked to the students' future plans, rather than taking random electives. Thus far, the administration has ensured the alignment of College and Career Pathways within the school and district vision, mission, and goals; engaged partners in analysis of business community/state labor market information to refine pathways; conducted research on various formats of pathways to determine if they meet the school needs; developed ongoing communications to update and orient partners to pathways concepts and its impact on students. Although the initial planning was to be implemented within the 2018-2019 school year, planning and professional development have not yet taken place due to the approval of the budget.

If there is an approval of the budget for the CTE program, the following steps will be taken between the approval and beginning of the 2019 school year. The administrative team will conduct a faculty certification review. CTE teachers, school counselors, administrators, and district support staff will determine career pathway themes by clustering in-demand career pathways for incoming freshmen students. Next, the aforementioned group will develop course sequences for each academy pathways using the Southern Regional Education Board's (SREB) recommended program of study which included an academic core, academic concentrations, and career concentrations.

The school counseling team will create a course selection guide by programs of study for each pathway including postsecondary links. This step includes six substeps, which are determine new courses to add/drop, realign courses to fit academic sequences, determine academy capstone courses, work with community/technical colleges to develop crosswalks, dual credit opportunities, work with CTE teachers and advisory councils to identify industry-recognized credentials and certifications, and establish a system for continuous improvement to support the review of academic course changes as student needs and employment outlooks change. The last three steps will be implemented over time with administrative and district support, as the program develops. In addition, the school counseling team will have all incoming freshmen complete the course and pathway selection process, including English Learners and special need students based on student interests and aptitudes, while including parents in the process.

It must be noted, that without the district approving the appropriate funding and budget, this program will not be able to be implemented within Sample School, and it will be extremely difficult, if not impossible, for the school to meet Priority Area 3.

The senior capstone, which is overseen by the senior English teachers and implemented in the senior English classes, has been re-evaluated and improved upon to better align to students' future goals. The seniors will take the Career Interest Profile through Naviance, which will identify an interest in a career path. The students will research the career, acquire a mentor in the specific field, and present their completed project to their peers, and a panel of teachers, administrators, and community members.

Our parent liaison has increased the level of support to families through the Sample Parent University, by decreasing the information gap between parents and the school community on college deadlines. In addition, the parent liaison increased the number the seminars for parents in order to increase communication between the parent and child, and how the parent can better support the child's education in the home through encouraging sustained silent reading for a minimum of fifteen minutes a night and asking open-ended questions about their daily learning.

To continue growth within increasing the number of students prepared for college and career, we will focus on the student success plan, embedding the vision of the graduate, continuing to improve attendance, and refining the advisory period.

The student success plan is created freshmen year and follows the students throughout their four years in high school. To increase the use of the plan, we will embed Naviance within the advisory curriculum. Students will have time built into the advisory period to grow their success plan. In addition, there will be training in Naviance for all members of the faculty in order to guide the students through the process during advisory. Parents and students will also receive training on the Naviance app and how it can support learning and college/career building. This will allow families to work towards their goals in and outside of the school day.

Sample currently has a vision of the graduate that was created in October 2017. There are posters of the vision of the graduate posted around the school with the purpose of creating a shared understanding of what a graduate from Sample will be at the end of their high school career. The goal for a shared understanding of the vision is currently not being met, as the implementation of the vision was never fully developed in classrooms. One of the key action steps for the vision of the graduate is to develop a unified and collective understanding of what our definition of the vision of the graduate is during the spring through the fall of 2019. This will require professional development and time to collaborate as teachers, counselors, administrators, and support staff make this more of a focus on the school and how to implement it within classrooms and curriculum. This will address the second action step for the vision of the graduate, which will be the implementation and embedding of concepts into the curriculum and culture/climate of Sample. This will take place the summer through the fall of 2019.

Attendance is an important focus area for Sample. As the school struggles with issues relating to attendance, there is an increased need to create effective plans to address these problems. The first action step to address attendance is to create an attendance campaign in preparation of the 2019-2020 school year. The administrators will work together during spring 2019 in order to create this campaign with the goal of increasing buy-in for attendance initiatives for all stakeholders. This campaign will be communicated through newsletters, social media, robocalls, and the school website. The second key action step for attendance will be to create structures for constant communication on attendance with parents, students, and teachers. This will take place for the duration of the year as the administrative team works to implement these structures. The outcome desired is the increased awareness of attendance issues for all stakeholders.

The Sample advisory is an area of improvement that the school needs to focus on in order to help improve many aspects of the school related to academics, climate, and culture. One key action step is for the school counselors to identify a structure for advisory for each grade level and to create a curriculum that will be sent out to teachers a week in advance of each meeting time. This will take place during the summer of 2019 and throughout the duration of the school year. The goal of this action step is to create a comprehensive scope and sequence for advisory that is easy to follow for all stakeholders. The next action step will conduct training on Naviance for all members of the faculty. The school counselors will plan and execute this training for the duration of the year. The desired outcome will be that faculty members will be able to guide students through their use of Naviance in advisory. The last key action step will be for the administrative team to create a calendar of advisory meeting dates. This calendar will be created during the summer of 2019.

EVIDENCE Please upload, link, or explain any evidence that you examined to determine growth in this priority area.

See uploaded Capstone 2019 below.

Related Files

Priority Area 4

PRIORITY AREA Please list your priority area goal.

Write all curriculum in a consistent format for all courses in all departments that include units of study with guiding/essential questions, concepts, content, and skills; instructional strategies; and assessment practices.

ACTION - IMPACT - GROWTH Please describe the actions you have taken to achieve your goal, the impact it has had on student learning or the school community, and your next steps or questions regarding this priority area.

The majority of the curricula is written at the district level and all curricula are still not written in a consistent format. However, steps are being taken in each department to address this priority area under the assistant superintendent for instruction. The district has identified this as a priority and is already working on a plan to align the curriculum to Foundational Element 2.2a.

All departments have put the curriculum on Google Docs for easy accessibility as a first step. Previously, the TESOL content area did not have a curriculum. With the assistance of a consultant group, the curricula were created for ESL 1, 2, and 3.

EVIDENCE Please upload, link, or explain any evidence that you examined to determine growth in this priority area.

The curriculum is uploaded as evidence of some growth in this priority area.

Related Files

Principle Rating Changes

Please list any principles that you feel may have changed ratings on the Principles of Effective Practice Rubric since the Collaborative Conference based on your work in your priority areas or other areas of the school. List each principle with a very brief explanation of the work that has been done.

PRINCIPLE

Standard 5 Principle 3

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL

Initiating

EXPLANATION

We have moved down from "Developing" to "Initiating" due to losing two assistant principals, who were not replaced due to budget constraints. The following areas will be problematic given this situation. Each administrator has a larger teacher caseload (25 per administrator) for teacher evaluation; it is extremely difficult for the administrators to observe each teacher and provide effective feedback in a timely manner. This greatly impacts the educators' ability to improve upon teaching and learning. The two remaining assistant principals are responsible for two grade levels each. They are responsible to address every higher-level discipline issue and attend all PPT and 504 meetings within their two grade levels. It is impossible to address all discipline issues, attend all accommodations/ modifications meetings, and support the teachers, all while attending their required supervision posts (e.g. lunch waves and hallway sweeps). In addition, it is extremely difficult to safely run Sample with only a principal and two assistants. Historically (the past twenty years) there have been five or more administrators running the building, except for this year.

Since August 2018, we have lost one of two art teachers, the band teacher, and a CTE teacher. W have not been able to hire for vacant math or special education positions. Due to the inability to hire teachers, we have had to consolidate classes, which increased class sizes and decreased the number of elective options from which students may choose. In addition, the losses impacted student schedules because students had to change classes after the first marking period.

Furthermore, it has been extremely difficult to effectively run after school programs due to budget constrictions. This has led to programs being cut and/or inconsistent implementation of programs.

PRINCIPLE

Standard 5 Principle 4

RATING AT COLLABORATIVE CONFERENCE

Initiating

RATING AT DECENNIAL

Not Yet Evident

EXPLANATION

We have moved down from Initiating to Not Evident due to losing the numerous maintenance needs. Some of the maintenance needs were addressed. However, the identification and mitigation of mold in classrooms displaced teachers for a time. There are more leaks in the ceiling. There are exposed wires throughout the building. The general aesthetic upkeep of the building has not been improved upon recently; for example, unpainted stairwells, installing up-to-date drinking fountains, fix the crumbling walls and ceiling in the gym and toilets in the student's bathrooms.

Part 4 - Capacity for Continuous Growth as a Learning Organization

Please evaluate your school's capacity for growth as a learning organization based on the four criteria below - conceptual understanding, commitment, competency, and capacity.

> **CONCEPTUAL UNDERSTANDING Is there a shared understanding of what optimal or effective learning looks like in the school? How do you know?**

Effective teaching begins and ends with a commonly communicated, understood, and implemented vision of the graduate. The school bases its vision of the graduate, in part, on the attainment and transfer (across disciplines and throughout one's life) of transferable skills--knowledge, attitudes towards work/dispositions which are all necessary for future success (college and/or career).

While the school *has* created a vision of the graduate that emphasizes the attainment of transferable skills, the school is in the early stages of embedding it into curricula and classroom instruction and, thus, school culture.

Students demonstrate this vision-driven (and all) learning via a variety of assessments that inform instruction and curriculum. This variety of assessment opportunities are, again, driven by high order, critical thinking assessments that include the opportunities to speak, collaborate, and actively listen. Within these assessments, effective learning also means that students have multiple opportunities to demonstrate their learning, receive corrective feedback, and use feedback in meaningful ways to support their learning.

In order to best learn and demonstrate their higher-level learning, students should have ready access to information needed to solve these (real-world, relevant) problems and use tools to analyze them; this would include, but not necessarily be limited to accessing information via technology in all classes/disciplines, as such access serves as a means to support, enhance, and demonstrate their learning. Many teachers at Sample *do* incorporate technology into the classroom, including but not necessarily limited to use of Google Chromebooks and Google Classroom. Access to Chromebooks, however, is unevenly distributed and online communication via Google Classroom, teacher websites and similar online tools are done at an individual level and are not part of any school-wide effort/initiative. Unreliable connectivity to school-wide WiFi remains a consistent problem.

Using said resources, students who are learning optimally should be able to present their findings through oral, collaborative, clearly communicated presentations; simultaneously, students should be actively listening through note-taking protocols for which they are held accountable via post-presentation reflections, as outlined in grades 9-10 and 11-12 Common Core Standards.

Effective learning involves the cross-discipline promoting of reading. The staff conceptualizes that the teaching of reading is a skill that is transferable. Effective teaching of reading means assessing students as to where they are via baseline examinations including, but not limited to SRI testing and (P)SAT-like baselines and assessments. In line with NEASC's standards, the teaching of reading is based on depth, rather than breadth of topics. The staff believes that in order to effectively teach reading, school-wide goals and related initiatives must not change year-to-year; instead, we must have a long-term plan with short-term benchmarks across several years.

Secondly, the staff believes that learning is meant to be engaging, relevant, and self-directed. These criteria for effective learning are best taught through the project-based learning (PBL) process (and other multiple, similar avenues of assessment), so to increase relevancy and connection to real-world problems. When surveyed, teachers reported using PBL. Some staff members' responses included that effective learning can *only* be accomplished via project-based learning so that students can conceptualize how learning fits into a larger ecology of learning that includes cross-disciplinary learning demonstrating true conceptual understanding in real-world contexts.

This focus on PBL begins with student-generated and driven inquiry in which students ideally identify issues that exist in the real world and that are relevant in their lives. Only then should students carry out PBL that demonstrates problem-solving ability, critical thinking, and the ability to make connections between curricula/lessons taught *in* school and real-world issues *beyond* the physical classroom/school.

Engaged learning, in addition to fostering engagement through relevant learning and student-centered inquiry, means fostering independent engagement. Staff notes, as evidence, that our current school-wide initiative to increase reading comprehension through

active annotation means to be a vehicle towards increasing independent engagement and increasingly more proficient reading comprehension. Providing multiple avenues (assessments) through which students may demonstrate learning is a key component of ensuring engaged learners, too.

Many staff members add that effective learning involves the gradual release of responsibility for learning to students, allowing teachers to focus more on clarification. Scaffolding to independence is inherent in the Workshop Model, which may look like any of the following models: (1) The I Do, We Do, You Do progression, (2) Collaborative discussion based on focal questions, (3) independent assessment of learning, (4) synthesis/application with/to outside texts/real-world contexts, and (5) Reflection on Learning.

In addition to a school-wide, consistent, long-term focus on reading comprehension, engagement, and independence via PBL and similar processes, the staff conceptualizes ideal learning as based on higher order critical thinking. The staff conceptualizes effective teaching as lessons that explicitly and implicitly teach/are based on Bloom's Taxonomy; students should demonstrate critical thinking by responding to questions at increasingly higher levels of Bloom's Taxonomy as to ensure a rigorous standard for learning. Teachers must hold students accountable for their learning and measure it regularly through occurring common formative assessments (CFA's).

Despite not meeting this standard, there are several positive measures indicative of learning that the staff prioritizes inquiry-based learning, problem-solving, critical thinking, and development of knowledge that is deep and not just wide. Most students report engaging in PBL in their classrooms. English teachers report using laddered questions that include literal and inferential learning as well as questions that ask for real-world connections. Capstone projects are built into senior English classrooms with most AP classes requiring students to complete these independently. The school has re-branded honors classes as Pre-AP classes and is implementing Pre-AP curricula after teachers receive professional development. The school encourages students to take these Pre-AP and AP courses by basing enrollment on an open door philosophy that emphasizes students' willingness to take on the rigor of the class and teacher recommendations and not using gatekeeping protocols such as standardized testing scores when populating classes. The school has *some* intervention strategies designed to support learners. These include individualized Education Programs (IEPs), 504 plans, Tier 1 Interventions (teacher-implemented support, including referral to the Student Support Team (SST), social workers, counselors, and/or Youth Assist. Other interventions include Read 180. Furthermore, past after-school programs for student support, namely Super Tutor, have been cut due to inadequate funding.

Finally, effective teaching is reflective. Students should reflect on their learning and the impact of social and emotional influences on said learning before, during, and after completion of assignments.

Effective teaching is, too, is responsive to the academic, social, and emotional needs of students as learned by teachers through his/her own reflection and observation; such reflection occurs in professional learning communities (PLCs) and through regular opportunities to reflect on professional development opportunities. Most students feel that they have access to at least one adult who cares for them; most students and staff feel that they address/care about the social and emotional needs of students.

To improve, the school as a whole must conduct a strategic review of SAT Data to develop plans to improve student mastery. The staff does note that the process for SAT improvement began in the 2018-2019 school year with the creation and implementation of SAT classes for juniors in both English and math. Additionally, since 2018, there has been a school-wide initiative in annotation meant to engage students in active reading in the hopes that they will apply various annotation strategies when taking the SAT. The English department, for example, has implemented a PIECES strategy to aid students when determining the meaning of words in context on the SAT. Data from the 2017-18 school year showed growing proficiency in this area across English classes. The school plans to further develop, implement, and monitor a common SAT plan including data processes to ensure more individualized instruction.

Beyond the SAT, some staff members note that expectations for our population of students and their mastery of skills, as given by curricula, are not always realistic. One reason for this is that curricula are not uniformly aligned across disciplines and do not exist, especially for electives. The school does employ curricula that use common features, including, but not necessarily limited to essential questions and enduring understandings, conceptual and skill-based learning, quarterly, formative, and summative assessments, but these common features do not exist across disciplines and across both core and elective classes.

Beyond the core and elective classrooms, Sample needs to develop a system to provide additional support for college and career readiness. The staff concurs that additional support is needed to ensure college and career readiness, noting that Naviance exists to help students reflect on and prepare for college and career readiness, but because of the cancellation of seminar classes, no current system exists where students can work on Naviance in school; evidence suggests that few students navigate Naviance on their own. Some teachers want to retool the current use of advisory, which meets irregularly and infrequently, as a place in which students can complete Naviance.

Many staff members note that even in cases when effective, uniform curricula do exist that some curricular expectations remain unrealistic due to consistently poor student engagement and continued, rampant problems with student discipline; here, the staff emphasizes that effective teaching cannot exist when organizational expectations and implementation of effective discipline policies do not exist.

COMMITMENT To what extent are members of the school community committed to the school's vision of the graduate? To what extent are members of the school community committed to a growth mindset for students? For adults? For the school? To what extent is the school community committed to alignment with the Standards for Accreditation?

The members of the school community, in general, are unable to be committed to the school's vision of the graduate because the vision is vague and was never fully implemented. At the beginning of the 2017-2018 academic year, during a school-wide staff meeting, all faculty members collaborated to create a vision of the graduate. After this meeting, however, the vision was not addressed or implemented into classrooms or curriculum. It was supposed to be iterated to students during advisory, but there was no follow up afterward. Regardless of this, all faculty members are dedicated to seeing students graduate and are committed to aiding students on this path.

This dedication to seeing students graduate as prepared members of the community, in lieu of having an implemented universal vision of the graduate, is apparent in many ways. It is shown through at least two to three grade-level assemblies every year, and more for seniors. Grade level assemblies share requirements for all grade levels and ensure that students know about the credits they need to graduate. Information about college classes is disseminated (students can take college-level courses at Local Community College, Somewhere State University, and XYZ University beginning in their junior year) so that those who want to challenge themselves in other ways can do so. In addition, grade level assemblies are where students learn about Pre-AP and AP courses, electives in subjects that they are passionate about, after-school certification programs, (such as the Certified Nursing Assistant Program), and competitive summer programs (such as the XYZ Summer Session or the Citizens, Thinkers, Writers Program, also through XYZ). Students who learn about these opportunities at assemblies are reminded of them through advisory periods, announcements, and faculty members who follow up with individual students who they think will be interested in taking advantage of these academic endeavors. Faculty members not only push students to expand their horizons, but help them prepare applications, write recommendations, and review requirements with them so that students can successfully build critical thinking and self-advocacy skills that will be with them after high school.

The commitment to seeing all students graduate and well-equipped for college or otherwise is also present in classrooms. The measures that faculty take in their individual classrooms stems not only from their personal teaching methods but from school-wide initiatives that are implemented through staff meetings that have a purposeful progression over several months. This professional development is linked, steady, and committed to improving reading comprehension in all disciplines. The theory is that the better students can understand what they are reading or what they are presented with, no matter the subject, they are successful in higher education and be able to pursue careers or trade school because they will have sharp critical thinking skills. What is more, the idea that strong reading comprehension leads to more critical thinking opportunities is an integral element of that plan.

The measurable aspects of that plan promote reading comprehension through annotation, use of evidence, and the Gradual Release model. How to annotate across disciplines has been widely focused on all year. The school-wide strategy has been modeled for the faculty, and there are posters in every classroom outlining the strategy for students and teachers to reference. Moreover, several teachers in all departments have shared their own reading comprehension strategies that they use in tandem with the school-wide strategy. They do so during small breakout sessions during staff meetings, where teachers can decide which session to attend. In these sessions, teachers have diverse choices to choose from in order to get the assistance and resources they need to implement the

annotation strategy more effectively and on a regular basis. The use of evidence and the Gradual Release model are also implemented on a regular basis. Often, staff development opportunities center around using student annotation and inferences in tandem with evidence, in order for students to prove their responses across disciplines. This all goes hand in hand with the Gradual Release model.

Although the school does not have a concrete vision of the graduate, the idea of students becoming self-advocates and more independent as time goes on signifies the school's dedicated stance on preparing graduates to be on their own. The annotation strategy, use of evidence, and other practices are all inherently structured to ensure that students do more on their own - over time and with the proper support and practice. This all harkens to the faculty and administration focus on not only getting all students to graduate but to engrain the necessary skills in students' minds and values so they can be successful beyond high school.

The commitment to equipping graduates with these skills is not linked to a focus on growth mindset within the school. There is no rhetoric or initiative around the growth mindset in the school, in staff meetings or otherwise. There are individual teachers who focus on this in their own classrooms due to their personal interests and knowledge in the subject. These teachers recognize that failure is inevitable at times, and is a learning experience. Also, they recognize that intelligence is not predetermined and that there is no smart standard to aspire to. In this way, students in these classrooms do not become discouraged if they do not understand something quickly or accurately. Instead, they persist in their academic endeavors. This practice exists only intermittently, and even so, some teachers promote that culture without calling it growth mindset or explicitly teaching it. Therefore, most students do not know what growth mindset is and do not have that conscious mentality.

The school is committed to meeting all the Standards of Accreditation, although at times it is not something that everyone works toward intentionally. Everyone is dedicated to helping students graduate, and they work together collaboratively to ensure the success of students. This is done despite the lack of resources or capacity to fully meet all the Standards of Accreditation. The shortcomings of aligning to the Standards of Accreditation are outlined in the four priority areas. The school is committed to alignment with all Standards of Accreditation, but struggle with Standards 2, 3, 4 and 5, in different principle areas. Standard #3, involving all stakeholders in the development and implementation of the school improvement plan, is identified as Priority Area #1. The school is dedicated to striving to involve all stakeholders in the implementation of the school improvement plan, beginning in the 2019-2020 academic school year. This will be done through purposeful agendas during staff meetings to ensure that everyone knows what the plan is, as well as strategies to share it over time with all students. Lastly, methods and programs will be implemented and expanded upon so that the school can meet all goals in the improvement plan.

For Standards 2 and 4, staffl is dedicated teaching students transferable skills and knowledge that are necessary for their future success, and that they have the proper strategies to do so. The school is striving to do this under Priority Area #2, through reviewing SAT data. The school reviews SAT data, as well as RI data, and uses that information to guide curriculum planning and PLC focus areas and strategies. This year, the school began examining SAT data very closely and even implemented SAT Math and English classes that every junior takes so that students receive more individualized and skills-based SAT practice. This data drives future goals and strategies for all subject areas.

For Priority Area #3, which pertains to standards 2, 4, and 5, the school is working to aligning itself to developing a system to provide additional support for college and career readiness. As outlined above, individual staff members do this on a daily basis; however, the goal is to develop a systematic approach to doing so. The school aims to be more organized and prepared to have a comprehensive plan so that students are successful after high school.

COMPETENCY To what extent does the school community understand and acknowledge the changes that need to be made in order to align with the Standards? To what extent do faculty members, staff members, and school and district leaders have the skills, knowledge, and dispositions necessary to help students achieve the school's vision of the graduate? What additional professional learning will be required for the school to align with the standards?

The school community understands and acknowledges the changes that need to be made in order to align with the Standards. Upon the selection of the priority areas, the school leaders have created a school improvement plan, which reflects the core values, beliefs, and vision of the graduate. All priority areas are currently being addressed.

Faculty members, staff members, and school district leaders have the skills, knowledge, and dispositions necessary to help students achieve the school's vision of the graduate. The district and school leaders have made it a commitment to provide time for teachers to collaborate. Teachers discuss student progress and analyze data to inform their instruction. For example, the world language department, with the assistance of the consultant group, is working to equip teachers with knowledge and tools to serve as data team members and facilitators, knowledge of and experience with protocols for looking at student work/data and for looking at adult practice data. In doing so, the world language PLC has identified an instructional problem of practice around teaching students how to make inferences. A theory of action was then developed they are setting SMART goals and developing an action plan to teach students strategies to make inferences to support the schoolwide instructional focus of reading comprehension.

Unlike past years' professional development opportunities, this year's meetings seem to be centered on improving teacher instructional competency. More content areas have professional learning communities, and PLC meetings are great opportunities for teachers to learn from one another and practice new skills. Professional development sessions that we participate in as an entire staff are focused on instructional improvements. We have fewer meetings that are just around policies and faculty concerns. Instead, we focus on getting better as a team and how we are all responsible for making those changes. The school community has been helpful with an understanding of changes. The teacher-led workshops and PD are probably the most beneficial as an educator. Peer instruction is beneficial and seems weighted more when dealing with professionals who understand the issues within the building and students first hand. Teachers are invited to participate in in-service training and PLCs with the view of sharing data and effective strategies that work for all students. Teachers receive support through administrative visits and constructive criticisms.

While most teachers feel that the PLCs are moving in the right direction as being more teacher-driven and actionable, much of that is hampered by a school culture and climate that is really just beginning to make changes. Administrators have been listening to teachers in regards to professional development but the school community still does not understand the impact one class has on the next or how the lack of consistency affects the culture and climate. Some staff indicates that they feel unsupported in some areas concerning technology training, lack of mentoring from experienced teachers, and accountability.

The vision of the graduate is unclear, however, with a faculty that has persisted throughout the last several years of constant administration changes, layoffs, and a frozen budget, it is clear that the school community is adaptable and dedicated. The school needs to clarify what that vision is without necessarily the assistance of the district. The vision includes academic, social, and civic-minded competencies that are still informally included in the teaching. The school has yet to have a system to communicate student progress towards achievement or a clear process on how to communicate student progress to the community.

CAPACITY Does the school have the time, resources, and support needed to make progress on its identified priorities?

There has been a significant effort in which the school has demonstrated its capacity to improve in the priority areas. We have instituted an Instructional Leadership Team with the assistance of a consultant group to develop a school-wide focus that aims to develop plans to improve student mastery of the SAT. In staff meetings, teachers participate in colleague-led workshops with the goal of learning new strategies that they will be able to implement in their own classrooms. Four departments are also working with another consultant group to create authentic data using research-based strategies and developing an on-going action plan that address the school-wide reading comprehension initiatives. Teachers regularly meet in content professional learning communities (PLCs). Work in these communities tends to vary from department to department. Although resources are limited, teachers have time to share and discuss student progress on a regular basis, often at least two times per week. While most teachers feel that they are moving in the right direction, there is a need to spend PD time more effectively and be consistent on any strategy that is being implemented or is being planned to be implemented. Anecdotal evidence suggests teacher frustration with initiatives that last for only one academic year versus a multi-year, multi-step/faceted progression that works towards the same goal year to year.

Related to this goal, the school is now regularly allocating time in the fall, winter, and spring for all grade 9, 10 and 11 students to complete the Reading Inventory assessment. That data is distributed to each teacher with the implied understanding that teachers will use Lexile data to inform instruction and to better create differentiated lessons within the classrooms. Beyond this implied understanding, there is a review of student reading levels and scores in various staff development sessions and PLCs, further

solidifying what is being done in classrooms. Thus, staff has a chance to see how students are improving and make gains even stronger.

Resources, time, and support via newly created classes guarantee that every junior takes a one-semester SAT English Prep course and a one-semester SAT Math Prep course, which outline and prepare students for the specific skills in these sections of the test. In this way, students get more practice reading, annotating, writing, and analyzing both fiction and non-fiction texts. For math, students have more time to practice and strengthen skills that they are already learning but need to solidify or review in order to strengthen their basic math skills. What is more, the school-wide annotation strategy, implemented in every subject area, is, in part, meant to strengthen students' comprehension levels that are then tested on the SATs.

Beyond the school's reading comprehension efforts, the development of a system to provide support for career and college readiness is in progress. There has been some confusion and inconsistency in this area due to the fact that almost every counselor is new this year; thus, there has been a struggle to ensure that the counseling department runs smoothly and efficiently. In addition, there is no longer a stand-alone career center or staff, whereas in years past there were dedicated resources, staff, and physical school space dedicated to this.

Some existing resources and staff *do*, however, exist. Workshops for seniors and their parents are scheduled throughout the course of the school year. These informational sessions, run by the school counselors, cover topics such as the Common Application, FAFSA, scholarships, and SAT/ACT registrations. The counseling department invites also college admission and job readiness representatives to meet with students, arranges college and tech school visits, and works closely with Workforce Alliance, Jobs Corps, and other groups.

One important career and college readiness resource that no longer exists during the school day is the time needed to complete Naviance. Formerly, through a regularly scheduled Seminar class, students in grades 9-12 would complete Naviance as a means to explore colleges and careers, set related goals, and complete tasks including, but not limited to writing college essays, logging community service hours, setting academic and personal SMART goals, and drafting resumes. While advisory classes exist as of 2018, they do not meet regularly and, thus, are not currently a viable option in which to complete Naviance. Thus, the completion of Naivance has been left up to students to do outside of class, a necessity that the school has not regularly communicated. In sum, the use of Naviance as a priority for all students has not happened. Currently, seniors use Naviance as part of their CAPSTONE project which will reflect their interests in future career paths. Naviance is only used as storage for their senior essay, surveys, and journals.

For the students who plan a career in the technical field, the school introduced the Career and Technical Education Program in September 2018. Our four CTE teachers will create and plan electives in a career pathway. This will provide students the ability to focus within a specific area, which builds upon itself and is linked to the students' future plans, rather than taking random electives. Although the plan is to be implemented within the 2019-2020 school year, planning and professional development have not yet taken place due to the approval of the budget. This funding will increase the number of already established courses and add new courses with a concentration in the STEM fields.

Curriculum concerns, in general, need to be addressed at the district level. Elective courses in departments where curricula have been created at other schools still need to be transferred to Sample. Not having a common curriculum has caused teachers to create their own units of study, which may not be in a consistent format across the school. Limited funding has made it difficult to address the changes that need to be made. Resources for the classrooms such as textbooks, stronger WiFi, and limited supplies have been a challenge.

Part 5 - Planning for the Decennial Visit

In preparing for the Decennial visit, the steering committee should identify any areas, in addition to the priority areas, that the school would like the visiting team to look at and provide feedback on. Also, the steering committee should begin to brainstorm possible activities they will plan during the visit to demonstrate growth in their priority areas.

ADDITIONAL AREAS OF FOCUS Please provide information on any particular areas for the visiting team to review more deeply concerning the current priority areas or any areas of growth for the future and suggest any specific areas of focus for the team's classroom observations.

N/A

VISIT PLANNING What activities are you planning for the decennial visit to demonstrate growth in your priority areas?

To demonstrate growth in the school's priority areas, there will be teacher interviews and constituent group meetings.