

## Priority Area For Growth #1:

Complete the process of writing curriculum driven by our Core Values and Beliefs for remaining content areas (Physical Education, Health and Wellness, and the Performing Arts). Fully embed the Profile of a Graduate capacities and rubrics into the MPS Board of Education adopted curriculums.

Standard 1, Principle 1.1 and 1.2

Standard 2, Principle 2.1

Standard 4, Principle 4.1 and 4.2

Reasoning:

Because the core values and beliefs statement and Profile of a Graduate capacities and rubrics have been reviewed and updated, the current learning expectations need to align and provide students with increasingly more challenging opportunities prior to graduating Daniel Hand High School. Additionally, to meet Foundational Element 2.2a, Daniel Hand High School needs to complete all curriculums in a common format to ensure high-quality instruction.

*Teachers will.....*

Curriculum

- Complete the process of curriculum writing for the Physical Education, Health and Wellness, and Performing Arts departments. Standard 4 (Recommendation #1)
- Embed skills and competencies necessary to attain mastery of the school's Profile of a Graduate capacities in board-adopted curriculum documents.
- Deliver common assessments that ensure consistent and equitable learning opportunities across courses and adhere to board-adopted curriculum with fidelity.
- Utilize the curriculum revision process to reflect on and revise current practices to meet the needs of our students for all content areas.

Profile of a Graduate

- Incorporate Profile of a Graduate criteria into all written curriculums. Standard 2 (Recommendation #4)
  - Review current board-adopted curriculum to ensure that Profile of a Graduate capacities are reflected in Stage 1 of curriculum documents.
  - Revise current rubrics to reflect Profile of a Graduate capacities.
  - Recode written curriculums in EduPlanet to reflect Profile of a Graduate capacities.
- Ensure the alignment of learning activities, assessments, and PBAs to support progress toward mastery of Profile of a Graduate capacities.
- At the start of each unit of study, communicate to students the school's Profile of a Graduate capacities and related unit-specific learning goals to be assessed.

### Resources Needed:

What will be needed to support the task in terms of training, materials, etc.?

- Scheduled time, including half-day and/or full-day professional development, allocated for teachers to collaborate, reflect on, and make curricular revisions
- Time and funds for curriculum writing projects, including:
  - Completion of PE, Health and Wellness, and Performing Arts
  - Revision of Stage 1 curriculum documents to reflect Profile of a Graduate capacities
  - Revision of rubrics, learning activities, and coded standards to reflect Profile of a Graduate capacities
- A tool to track student data specific to Profile of a Graduate capacities

### Measures of Success:

What will you see if this step has been successful? With students? In the classroom? With teachers?

- Curriculums for PE, Health and Wellness, and Performing Arts will be completed, board-adopted, and implemented
- Data will indicate student growth relative to Profile of a Graduate capacities
- Data will indicate student and parent/guardian awareness of newly adopted curriculums and Profile of a Graduate capacities
- Curriculum development will be informed by student performance data

## Priority Area For Growth #2:

Improve the structure of PLCs to support curriculum development and revisions, analysis of student data, action research on instructional strategies that support all learners, and collaboration among team members.

Standard 1, Principles 1.4 and 1.5

Standard 2, Principles 2.7, 2.8, and 2.9

Standard 3, Principles 3.2, and 3.4

Standard 4, Principles 4.5

Reasoning:

Although collaborative time has been allocated weekly, the use of this time is inconsistent and minimally focuses on student data. Beginning in the 2022-23 school year, an effort is being made to minimize disruptions to scheduled collaborative time over the course of the school year. Consequently, the reimagined use of this time will provide teachers with necessary professional development opportunities focused on instructional strategies, including leveraging the use of technology to meet the ever-changing needs of our students.

*The leadership team will...*

- Ensure consistent meeting time for Professional Learning Communities (PLC).
- Develop and implement structures and protocols to support PLCs in analyzing data and evidence of student learning, collaborating and coordinating curriculums, sharing and researching instructional strategies, and improving programs and services. Standard 3 (Recommendation #6)
- Provide professional development opportunities relevant to PLC practices.
- Create a system to track student performance for PLC review.

*Teachers will.....*

- Use PLC time for common planning, grading calibration, and alignment of practices and programs. Standard 3 (Recommendation #7)
- Collect and analyze data to inform instructional practices and promote student learning and well-being. Standard 3 (Recommendation #5, #6)
- Collect data to measure student growth and development relative to Profile of a Graduate rubrics for each student.
- Utilize a system to track student performance for PLC review.

### Resources Needed:

What will be needed to support the task in terms of training, materials, etc.?

- Professional development to define and guide best practices for schoolwide PLC work
- Time designated for PLC meetings
- Time and funds to observe active PLC programs in comparable schools
- Time for collaboration between program coordinators/department leads and PLC groups to inform revisions to programs and services and reflect on data collection relevant to Profile of a Graduate capacities
- A tool to track student data specific to Profile of a Graduate capacities

### Measures of Success:

What will you see if this step has been successful? With students? In the classroom? With teachers?

- The school-wide calendar will include designated PLC meeting time
- Schoolwide processes will be adopted
- Teachers will be able to define the purpose and engage in the processes of PLC work and how it correlates to student outcomes
- Student performance will be documented and used to drive PLC work and instructional changes
- Assessments and grading practices will be consistent across common courses
- Implementation of Stage 3 learning activities will be informed by student performance
- PLC meeting minutes will be maintained

### Priority Area For Growth #3:

Develop plans to address the limitations of the physical layout for specialty areas to meet the needs of all learners, curriculums, and programs.

Standard 5, Principles 5.1, 5.3, and 5.4

Reasoning:

While our building currently supports all programs, updates, and upgrades to various aspects of our building, including the HVAC system and furniture, this goal will help address any limitations to our physical plant to guarantee that we have the appropriate spaces available to deliver high-quality instruction.

*Administrators will.....*

- Investigate software applications that may be available to manage the use of facilities.
- Develop a system for faculty and staff members to view availability of and reserve shared spaces (the stage, Dining and Assembly Hall, gymnasium, auxiliary gym, gym classroom, turf, Polson gym).
- Oversee improvements to the functionality of the HVAC system to ensure consistent, safe, and comfortable temperatures and air flow throughout the building. Standard 5 (Recommendation #2)
- Oversee upgrades to the lighting system for the Dining and Assembly Hall.

*Teachers will...*

- Utilize the software application to reserve shared spaces.

#### **Resources Needed:**

What will be needed to support the task in terms of training, materials, etc.?

- Time to investigate software programs and develop a system for viewing availability of and reserving shared spaces
- Funding to upgrade the HVAC system
- Funding to upgrade the lighting system in the Dining and Assembly Hall

#### **Measures of Success:**

What will you see if this step has been successful? With students? In the classroom? With teachers?

- Temperature and air flow will be consistent and comfortable in the building
- Teachers will report that the use of shared spaces is consistently communicated via a functioning online system
- The use of shared spaces will support all programs without scheduling conflicts
- All relevant parties will have access to the software application for scheduling
- Data will indicate ease of scheduling for all program areas