

Monomoy Regional High School

School Improvement Plan 2021-2024

Our Focus Areas, Objectives, and Goals are aligned with the researched-based 2020 [New England Association of Schools & Colleges \(NEASC\) - Standards for Accreditation](#). The *Focus Areas* and *Goals* connect directly to the NEASC standards and their definitions, *Objectives* are directly connected to the NEASC Principles of Effective practice, and the *Descriptors* serve as examples of what each objective looks like in practice – they act as guidance or benchmarks.

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FOCUS AREA 1: Learning Culture [NEASC 2020 Standard 1 / Page 3-4]

GOAL: *Learning Culture The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community.* [NEASC 2020 Standard 1 / Page 3-4]

Objective/Principles Of Effective Practice	Descriptors For Effective Practice	Evidence/Measure/Product	Timeline
<p>The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought. <small>[NEASC 2020 Standard 1.1 / Page 3]</small></p>	<p>The school community:</p> <ul style="list-style-type: none"> • demonstrates a culture of learning focused on the strengths of both students and adults • creates policies and protocols to define and support respectful treatment of all members of the school community • ensures all learners are known and valued and have equitable access to a full range of school programs and services • identifies learning gaps and social disparities and develops programs and initiatives to address them • ensures individuality among all community members is a positive opportunity for extended learning and growth • actively emphasizes and strengthens understanding of, and commitment to, equity and diversity • supports a diversity of opinion and personal experience. <p><small>[NEASC 2020 Standard 1.1 / Page 3]</small></p>	<p>-Develop a better understanding of how our current policies, practices, and procedures connect our students to learning outcomes and opportunity</p> <p>-Examine our full range of school programs to better understand the obstacles and barriers to equitable access for all learners</p> <p>-Develop a plan to maintain our partnership with Cape Cod Voices to continue our professional development work on equity and IBT</p>	<p><u>2021-22</u> Establish baseline knowledge</p> <p><u>2021-22</u> Establish baseline knowledge</p> <p><u>2021-22</u> Develop PD Plan</p>
<p>The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources. <small>[NEASC 2020 Standard 1.2/Page 4]</small></p>	<p>The school community:</p> <ul style="list-style-type: none"> • develops a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success 	<p>-Develop a MRHS Vision of the Graduate as recommended in the NEASC 2-year plan. <i>*recommend a K-12 process for development</i></p>	<p><u>2021-23</u></p>

FOCUS AREA 2: Student Learning [NEASC 2020 Standard 2 / P.10]

GOAL: *Student Learning practices encourage each student to take ownership of their learning.*

[NEASC 2020 Standard 2.5, 2.6 / Page 10]

Objective/Principles Of Effective Practice	Descriptors For Effective Practice	Evidence/Measure/Product	Timeline
<p>Students are active learners who have opportunities to lead their own learning. [NEASC 2020 Standard 2.5/Page 10]</p> <hr/> <p>Learners regularly engage in inquiry, problem-solving, and higher order thinking skills. [NEASC 2020 Standard 2.6 / Page 10]</p>	<p>Learning that is personalized, relevant, and authentic:</p> <ul style="list-style-type: none"> opportunities for students to determine learning outcomes application of knowledge and skills to authentic tasks student discourse and reflection on learning student choice, pursuit of personal interests, and opportunities for creative expression <hr/> <p>Inquiry, problem-solving, and higher order thinking skills require learners to engage in:</p> <ul style="list-style-type: none"> questioning, analysis, and synthesis activities that prioritize deep understanding, analysis, synthesis, creativity, making connections, and understanding relationships 	<ul style="list-style-type: none"> -Utilize staff meeting calendar to establish and define "student-centered learning" -Develop School-wide PLC goals to focus on improving student discourse in the classroom and increasing opportunities for students to take ownership in their learning -Develop a School-wide action plan with measurable and observable tasks (What does it look like and what skills are we measuring) -Develop a Principal's Advisory Council to foster more opportunity for student voice/choice -Pre-AP training for all core content teachers -Analyze baseline data related to analysis, synthesis, and critical thinking 	<p><u>2021-22</u> Establish baseline knowledge</p> <p><u>2021-22</u> PLC goals established</p> <p><u>2021-23</u> Plan developed, data collected & analyzed</p> <p><u>2021-22</u></p> <hr/> <p><u>2021-24</u> Professional Development in all core content areas</p> <p><u>2020-21</u> Establish baseline data</p>

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	<p>-critical and creative thinking skills</p> <p>-deliberately designed learning and assessment experiences that are cognitively challenging and require learners to develop and exercise a full-range of thinking skills and learning dispositions.</p>	<p>-Develop action plan for implementation of Pre-AP instruction</p> <p>-Analyze student data and progress monitor after implementation</p>	<p><u>2021-22</u> Action Plan</p> <p><u>2021-24</u> Analysis of progress</p>
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FOCUS AREA 3: Professional Practice [NEASC 2020 Standard 3 / Page 13-15]

GOAL: Professional Practices ensure that educators are continuously engaging in professional development to improve their practice and examine evidence of student learning [NEASC 2020 Standard 3 / Page 13-15]

Objective/Principles Of Effective Practice	Descriptors For Effective Practice	Evidence/Measure/Product	Timeline
<p>Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being. [NEASC Standard 3.2, p.13-14]</p>	<p>Educators, individually and collaboratively:</p> <ul style="list-style-type: none"> -engage in authentic professional discourse for reflection, inquiry, and analysis of teaching and learning -engage in formal collaboration -engage in formal and informal professional development -engage in peer observation -engage in supervision and evaluation using effective and timely feedback to improve practices that result in increased student learning -apply the skills and knowledge gained through professional learning to their practice. 	<ul style="list-style-type: none"> -Restructure PLC's to ensure formal professional collaboration -Develop a school-wide PD plan that connects to SIP. -Develop a process for IL to engage in peer observation (align instructional practices to ensure more consistency in like courses). 	<p>2021-22 Define PLC expectations</p> <p>2021-24 Develop plan</p> <p>2021-23</p>
<p>Educators examine evidence of student learning and wellbeing to improve curriculum, instruction, assessment</p>	<p>Educators, individually and collaboratively:</p> <ul style="list-style-type: none"> -examine a range of evidence including 	<ul style="list-style-type: none"> -Development of data teams to systematically analyze student 	<p>2021-22 Establish data teams</p>

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<p>practices, and programs and services. [NEASC Standard 3.3, p.14-15]</p>	<p>student work</p> <ul style="list-style-type: none"> -common course and common grade-level assessments -data from a variety of formative and summative assessments -achievement data, disaggregated by subgroups -feedback from a variety of sources, including students, other educators, supervisors, families, and the school community. -use the examination of evidence to improve curriculum, instruction, and assessment practices - analyze data to identify and respond to inequities in student achievement -ensure that grading and assessment practices are aligned with the school’s beliefs about learning. 	<p>work and performance data</p> <ul style="list-style-type: none"> -Develop a culture of decision-making based on student data from a variety of sources -Implementation of MAP in grades 8-10 -Develop a course survey process for students to provide feedback -Develop a grading task force to ensure practices are aligned (school-wide) 	<p>2021-24 ongoing</p> <p>2021-24 Training and implementation</p> <p>2021-24 ongoing</p> <p>2021-23</p>
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