

**Algonquin Regional High School
School Improvement Plan
2021-2024**

Action Plan
for the School Year 2023-2024



Portrait of a Graduate



Public Schools of Northborough and Southborough
EDUCATE • INSPIRE • CHALLENGE

Mission

Educate, Inspire, and Challenge

- Integrity
- Empathy
- Inclusivity
- Equity
- Perseverance
- Respect

Profile of a Graduate

Our Students Will Be:

Collaborators

- Enrich the learning of self and others through teamwork.
- Solicit and respect diverse perspectives and contributions.
- Seek, contribute, and react to feedback to achieve shared outcomes.
- Recognize and leverage strengths to build collective commitment, action, and understanding.

Critical and Creative Thinkers

- Transfer and connect knowledge and skills to deepen understanding.
- Demonstrate thinking that is clear, rational, open-minded, and informed by evidence.
- Use disciplinary knowledge and skills in routine and innovative ways.
- Make informed decisions, solve problems, and use a variety of tools to deepen learning.

Communicators

- Articulate thoughts and ideas using oral, written, and non-verbal communication skills for a range of purposes and audiences.
- Listen to decipher meaning, including knowledge, values, attitudes, and intentions.
- Use technological skills and contemporary digital tools to explore and exchange ideas.

Socially and Civically Engaged

- Demonstrate personal, civic, and social integrity through ethical and empathetic behaviors.
- Recognize individual and communal impact on others and the natural world.
- Value and embrace diverse cultures and unique perspectives through mutual respect and open dialogue.

Growth-Oriented

- Cultivate positive attitudes and habits about learning.
- Pursue one's own interests and curiosity to experience new learning.
- Consistently improve the quality of one's own thinking by skillfully analyzing, assessing and reconstructing.
- Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals.

Healthy and Balanced

- Develop and demonstrate awareness, sensitivity, concern, and respect to connect with self and others' feelings, opinions, experiences, and cultures.
- Use reflective practices to understand one's personal strengths, challenges, and passions.
- Make choices to support a lifestyle that is healthy, both physically and mentally.
- Demonstrate resilience through the ability to manage emotions, stress, and challenges.

Algonquin Regional High School Mission Statement

Algonquin Regional High School is a community committed to providing a safe, supportive, and challenging learning environment which fosters critical and creative thinking. We believe respect, responsibility, and collaboration are essential to individual growth and academic achievement.

Academic Expectations

Students at Algonquin Regional High School will:

- Read critically, by analyzing, interpreting and evaluating text
- Synthesize information from diverse sources, to produce coherent summaries, arguments and positions
- Speak and write effectively, using standard English in a manner appropriate to purpose and audience
- Acquire and apply mathematical and technological skills, to interpret information and to solve problems
- Explore, develop and express individual creativity; set goals and objectives; and manage time effectively
- Demonstrate competencies in all curriculum areas identified by the Massachusetts Department of Education
- Be challenged in an intellectually stimulating and engaging environment

Social Expectations

Students at Algonquin Regional High School will:

- Develop the skills to work both independently and cooperatively
- Demonstrate respect for themselves and others, as well as for diversity in the school community
- Be active participants in the school community

Civic Expectations

Students at Algonquin Regional High School will:

- Become aware of their roles and responsibilities as members of local, national and global communities
- Contribute to these communities as active participants

***School Council Membership
2023-2024***

Kevin Fruwirth, School Resource Officer

Gregory Manousos, Parent

Leslie Rutan, Community Member

Melissa Shields, Parent

Kumu Sirvarajan, Parent

Ed Wiser, Parent

Mark Yusikones, Parent

District Strategic Objective 2020-2026	District Strategic Initiatives 2020-2026	
<p><i>1. Empowering Learners: Implement instructional practices that engage students in developing and demonstrating their knowledge and skills through rigorous, innovative, and relevant learning experiences.</i></p>	<p>1.1 Cultivate a shared understanding and common vision of high-quality instructional practices that develop all students toward the profile of our ideal graduate.</p> <p>1.2 Collaborate within and across schools to ensure consistent implementation of high-quality instructional practices.</p> <p>1.3 Systematically promote opportunities for innovation in learning and teaching.</p> <p>1.4 Provide opportunities for students and educators to use technology to solve problems, learn and communicate.</p>	
<i>ARHS Action Steps 2023-2024</i>	Person Responsible	Date
<p>Educate members of all departments on DLCS power standards, focusing on if/how they can advance their instruction.</p>	<p>SBLT members Applied Arts department chair Instructional Technology Specialist</p>	<p>Fall 2023</p>
<p>Promote “DLCS Toolkit” to staff as a powerful tool for consultation as they seek ways to skillfully incorporate digital learning and computer science into their classes. “DLCS Toolkit” will also be placed in a central location easily accessible to staff to utilize.</p>	<p>SBLT members Digital Literacy Leaders (Do these exist anymore. If not delete) Instructional Technology Specialist</p>	<p>Fall 2023</p>
<p>Starting with the Class of 2027, grade appropriate lessons will be integrated into courses that support the current curriculum, develop key research skills, which provide foundations for future, more complex, independent research at higher grade levels and post graduation.</p>	<p>Library Social Studies Department (Research Paper, Grade 9 and Civic Action Project, Grade 11) English Department (Library orientation, card catalog, research lists) Science Department (article reviews)</p>	<p>Full year</p>
<p>Departments will collaborate on the curriculum mapping process to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall student experiences of a course of study.</p> <p>District leaders and SBLT members will investigate standardized curriculum formatting options.</p>	<p>All departments SBLT members District leaders</p>	<p>Full year</p>
<p>Develop and implement a plan for training all staff in the core principles of UDL to identify and address barriers to learning and engagement.</p>	<p>UDL Ambassadors (2022-2023 cohort, 2023-2024 cohort) Department Chairpersons</p>	<p>Fall</p>
<p>Develop an understanding of the features, benefits, and potential impact of the data dashboard.</p>	<p>All departments SBLT members District leaders</p>	<p>Spring</p>

District Strategic Objective	District Strategic Initiatives	
<p>2. <i>Equity of Opportunity</i>: Provide all students access to challenging and culturally responsive learning experiences that meet their individual needs.</p>	<p>2.1. Develop and implement coherent systems for collecting and using student learning data to better understand the needs of individuals and groups of students.</p> <p>2.2. Develop and implement consistent systems to identify and address students’ individual needs for the full range of learners.</p> <p>2.3. Foster culturally responsive and inclusive communities and environments that provide equal access.</p> <p>2.4. Ensure excellence in the continuum of educational programming for Student Support Services.</p> <p>2.5. Ensure, quality, coherence and equitable access for courses and programs.</p>	
<i>ARHS Action Steps 2023-2024</i>	Person Responsible	Date
<p>Refine common summative assessments in like courses, using the resulting student work to identify ways to potentially close achievement gaps between typically performing and underperforming students</p> <p>Through the use of common and specific data analysis forms, teachers in PLCS, department meetings and SBLT will periodically review student performance and achievement with standardized testing, mid terms and common assessments to make curriculum determinations and adjustments to ensure equal access to the curriculum.</p>	<p>District Leadership Building Leaders All Staff (teachers, specialists, student support, custodians, admin assistants etc.)</p>	<p>2023-2024</p>
<p>Examine varied school and teacher practices and their impact on student achievement through a close analysis of student data (including common assessments), seeking to identify best practices for better serving members of historically underperforming subgroups.</p>	<p>Data Team PLC Building Leaders</p>	<p>2023-2024</p>
<p>Define Multi Tiered Systems of Support (MTSS) and provide professional development for staff that continues the work in Tier 1 interventions using UDL strategies such as our DCAP and introduction of “Schlechty’s Levels of Engagement”.</p> <p>Expand our work in UDL by introducing “Schlechty’s Levels of Engagement to faculty and seek to identify potential value in classroom instruction (best practices).</p>	<p>Administration SBLT</p>	<p>2023-2024</p>

Formalize mechanisms that empower students of under-represented populations to address school issues, while simultaneously fostering a safe and inclusive environment that embraces and cherishes diverse cultures, promoting their understanding and appreciation.	District Leaders Building Leaders All Staff	2023-2024
Through the renovation of the school's athletic complex, expand the access to and safety of our facility for all members of the school community.	Athletic Complex committee Principal Facilities director Town officials	Winter 2024

District Strategic Objective	District Strategic Initiatives	
3. <i>Healthy and Balanced Learners:</i> <i>Prioritize social, emotional, and physical well-being of students.</i>	3.1 Develop and implement a coherent and systematic approach to social and emotional learning (SEL) Pre-K-12. 3.2 Develop a comprehensive approach to health education Pre-K-12.	
<i>ARHS Action Steps 2023-2024</i>	Person Responsible	Date
Develop and implement professional development opportunities to support SEL implementation using the CASEL framework	SEL Director SBLT Members	Fall 2023
Inventory state health curriculum standards and coordinate with educators to identify what is being addressed through existing curriculum and instruction as well as gaps between current curriculum and standards. Plan next steps to revise course content and curriculum for future years..	District Wellness Coordinator and Nurse Leader, District Health Curriculum Committee SBLT Members Health and Fitness Chair	Ongoing
Gather comprehensive and accurate data about students' risk behaviors through implementation of the MetroWest Adolescent Health Survey and SEL Screener	District Wellness Coordinator and Nurse Administration All Staff	2023-2024 I dent
Examine the the potential additional impact(s) of the bell schedule change on students' sleep habits, attendance, and achievement.	SEL Director Building Leaders	2023-2024
Assist students in creating meaningful post-secondary plans, focusing on the development of attitudes, knowledge, skills and experiences ensuring they have multiple high-quality pathways to educational and career opportunities after high school.	Administration Guidance Counselors Career Exploration and Innovation Leader Teachers	2023-2024
Provide opportunities for students to explore various careers, connect with professionals in those fields, and gain a deeper understanding of how their	Administration Guidance Counselors Career Counselor	2023-2024

academic experiences align with real-world career applications in both established and emerging fields, fostering informed decision-making and inspiring future career paths.	Teachers	
Implement an evidence-based suicide prevention program.	Guidance Counselors Adjustment Counselors Social-Emotional Learning Director Health and Fitness Teachers	Fall 2023
Clarify substance use protocols for students and develop supportive diversion programs in conjunction with family and community resources.	Administration Nurses and Nurse Leader Health and Fitness Encompass: Substance Use Colation	
Increase the range of discipline alternatives focused on retaining academic investment, restoring positive relationships within the school community, and supporting students in developing effective self-regulation skills.	Administration Guidance Counselors Adjustment Counselors Student Assistant Team	