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**Vision &  
Goals**

# Goals

## CLASS DESIGN

- Develop and pilot passion-based and/or interdisciplinary classes in all schools

## MASTER SCHEDULE AND CALENDAR

- Ensure student access to interdisciplinary class offerings and learning experiences
- Increase student interaction across grade levels

## GRADING AND ASSESSMENT SYSTEMS

- Develop and implement an assessment and feedback system informed by research and guided by a shared philosophy





# DISTRICT: Class Design



## 3-YEAR VISION

- Align budget priorities to support the development of interdisciplinary classes in all schools
- Develop shared philosophy of curriculum design for interdisciplinary classes across the district (what do we want teaching and learning in these classes to look like?)

## 2024-25 GOAL(S)

- Develop a plan for interdisciplinary courses to exist in all schools by September 2025

## 2024-25 ACTIONS

- Identify potential teachers for future interdisciplinary courses to observe those currently teaching in them
- Develop an innovative curriculum leadership group; bring together current and future interdisciplinary class teachers to develop shared pedagogical philosophy
- Develop a plan to communicate with the parent community regarding current and future courses
- Prioritize Board and administrative learning walks to view current interdisciplinary courses
- Identify models and opportunities for out-of-district intervisitations
- DO team members to participate in intervisitations to other schools

# DISTRICT: Master Schedule and Calendar



## 3-YEAR VISION

## 2024-25 GOAL(S)

## 2024-25 ACTIONS

### Ensure student access to interdisciplinary class offerings and learning experiences

- Each school's master schedule reflects opportunities for interdisciplinary, cross-grade interaction and passion-based experiences while maintaining unique, school-specific opportunities

- Collaborate with each school's leadership team to develop and refine master schedule to reflect the long-term vision
- Identify opportunities to build cohesion across schools to provide common experiences for all students (Intersessions, etc.)

- Create opportunities for building-level and cross-building meetings related to master scheduling work
- Lead development of intersession planning and activities
- Develop a communications plan regarding changes to each school's master schedule

### Increase student interaction across grade levels

- All students will engage and learn with students of different grade levels on an ongoing basis

- Expand cross-grade models and examples in each school

- Identify models and opportunities for out-of-district intervisitations related to cross-grade experiences
- Provide opportunities for intervisitations across schools to see examples of these interactions
- Ensure pedagogical coaches focus and collaborate on supporting and growing this work across the district



# DISTRICT: Grading and Assessment Systems



## 3-YEAR VISION

- Develop and implement an assessment and feedback system informed by research and guided by a shared philosophy

## 2024-25 GOAL(S)

- Research and develop a set of core principles related to assessments and feedback in our school district
- Develop a common philosophy as an administrative team related to what an authentic assessment and feedback system that values the process of learning should involve

## 2024-25 ACTIONS

- Ensure that research related to this topic is shared with the entire administrative team and discussed regularly at meetings
- Identify potential model systems to inform our work
- Develop plan for community engagement and education on this topic
- Connect with institutions of higher education related to how students genuinely distinguish themselves as learners and students
- Determine mechanisms to gather alums and parent feedback

# CHHS: Class Design



## 3-YEAR VISION

- Create a system of concentrations in line with the Blue Ribbon Commission work and offer diploma seals to students in a variety of areas
- Design a comprehensive system of portfolio-based assessments in line with the Blue Ribbon Commission's work
- Recreate the high school calendar to include:
  - Intersession mini-courses
  - A running average (not a quarter-based system)
  - Progress reporting that involves students
  - Regular guest speakers and field opportunities
  - Interdisciplinary courses in each grade that span all academic departments to fulfill core academic requirements

## 2024-25 GOAL(S)

- Pilot group of 9th graders involved in academic concentrations
- Engage in professional learning about different philosophies and models for portfolio assessment; Monitor Blue Ribbon work in this area
- Develop a calendar showing implementation in 2025-2026 and the plan to achieve the 3-year vision, beginning with modified Tuesday afternoon schedules, a yearlong running average, and communication plans for students, staff, and families
- Approximately 60% of 9th graders will take at least one interdisciplinary course for core credit, increasing to 100% of these students in an interdisciplinary course for 2025-2026

## 2024-25 ACTIONS

- CHHS will offer 3 academic concentrations
- Gather and apply feedback to the development of new interdisciplinary courses
- Engage future interdisciplinary teachers in regular learning walks and other discovery opportunities
- Align budget planning and staffing requests to support future interdisciplinary course growth
- Work with teachers on curriculum development for the next set of interdisciplinary and dual enrollment courses for the 2025-2026 school year

# CHHS: Master Schedule and Calendar



## 3-YEAR VISION

## 2024-25 GOAL(S)

## 2024-25 ACTIONS

Ensure student access to interdisciplinary class offerings and learning experiences

Full implementation of a master schedule and calendar that includes:

- Time for traditional courses and interdisciplinary, team-taught classes
- Extracurricular clubs and opportunities during the school day
- Community lunch
- Revamped approach to AIS and enrichment services and support
- Opportunities for students to work on special projects as a cohort as part of their concentrations
- Opportunities for intersession passion-based courses for all students and staff

- Revise the CHHS calendar to remove marking periods and focus on a yearlong progression of learning
- Develop a calendar that includes intersession time/time for passion-based mini-courses that all students and staff participate in
- Rethink progress reports and parent conference formats to allow for more authentic student reflection and feedback in line with the vision of interdisciplinary classes
- Allow more students to better access and engage in co-curricular opportunities as part of their school experience

- Finalize a new schedule with the scheduling committee
- Share the new schedule with the whole faculty and student focus groups for feedback and adjustments
- Communicate master schedule and calendar changes with families as part of incoming 9th-grade conversations
- Provide professional development opportunities for teachers to reimagine curriculum based on a yearlong approach (versus marking periods)



# CHHS: Master Schedule and Calendar



## 3-YEAR VISION

## 2024-25 GOAL(S)

## 2024-25 ACTIONS

Increase student interaction across grade levels

- Develop and implement a master schedule that includes community lunch, extracurriculars during the school day, and concentrations

- Develop a community lunch model for implementation in 2025-2026
- Continue to develop and support multi-age elective and core classes, including cross-grade interdisciplinary courses
- Develop a plan to include extracurricular activities during the school day in addition to after school to foster greater cross-grade interactions and leadership

- Create a co-curricular community lunch coordinator position to develop periodic events, guest speakers, and experiences for students to engage in during community lunches
- Create a rotating system of extra-curricular offerings to allow for as many clubs as possible to meet during the school day in addition to an after-school meeting time

# CHHS: Grading and Assessment



## 3-YEAR VISION

- Explore and implement innovative grading and assessment approaches

## 2024-25 GOAL(S)

- Support the development of a study group to delve into grading and assessment practices
- Support teachers who are implementing mastery-based grading and assessment in their classes
- Develop a portfolio-based assessment plan for students pursuing concentrations

## 2024-25 ACTIONS

- Provide teacher-led professional development for teachers interested in piloting mastery-based grading
- Identify assignments in each content area that can be tailored toward concentrations
- Connect with and visit schools that are implementing non-traditional grading practices (mastery transcripts, alternative models)



# PVC: Class Design



## 3-YEAR VISION

1. Algebra For All & Inquiry-Based Science
2. Passion-Based Electives
3. Interdisciplinary Courses

## 2024-25 GOAL(S)

1. Restructure curriculum and instruction to diversify students' experiences
2. Create opportunities for teachers and students to pursue interest/passion-based learning and exploration, including a pilot humanities class for 8th-grade
3. Support other 7th and 8th Grade teachers in the creation of Humanities courses over the 24-25 school to launch in 25-26

## 2024-25 ACTIONS

1

- Calendar of math and science teacher workdays
- Review, revise, and modify approach to math 5-8
- Backward design from 8th Grade Algebra
- Focus on cross-cutting concepts and instruction that spirals concepts in math and science
- Create project-based interdisciplinary learning experiences that incorporate real-world problems to develop/apply a variety of skills
- Identify supports for students and teachers

2

- Facilitate discussions with faculty about interest-based course offerings and collaborate with colleagues to create new classes.
- Create an intersession schedule to facilitate offerings
- Glean input from students about their interests and participation

3

- Support summer collaboration in the creation of the coursework
- Ongoing support and reflection to modify the course to improve student experiences and outcomes
- Provide professional development for teachers involved in this work; Co-teaching, connecting standards and project-based learning



# PVC: Master Schedule and Calendar



## 3-YEAR VISION

Ongoing revision of the master schedule to support a variety of learning opportunities, a sense of belonging and wellbeing and to shape the educational environment for students and staff.

## 2024-25 GOAL(S)

## 2024-25 ACTIONS

### Ensure student access to interdisciplinary class offerings and learning experiences

- Modify the master schedule to increase access to foundational, social-emotional, and interdisciplinary learning experiences

- Align learning blocks to support interdisciplinary courses
- Increase the frequency of AIS offerings
- Realign learning blocks to create a smoother start to the day for younger students
- Create a zero period

### Increase student interaction across grade levels

- Create smaller, mixed-grade student groupings for Advisory and Passion Pursuit time
- Enhance student-staff relationships and connections throughout the middle school

- Provide students with a mentor/connection to a trusted adult
- Create an approach to looping students to maintain their mentor-student relations/grouping
- Formulate mixed-grade small groups of 10 students, assigning EVERY faculty member a cohort to work with



# PVC: Grading and Assessment



## 3-YEAR VISION

Continue to develop and implement assessment strategies that provide meaningful feedback to students regarding their mastery of skills and standards

## 2024-25 GOAL(S)

- Empower faculty to strengthen connections between standards and BtPL&W to assessments
- Provide opportunities for students to have a voice in the evaluative process

## 2024-25 ACTIONS

- Reconvene the report card committee
- Work with Curriculum Coordinators to strengthen the connection between assessment and reporting
- Use focus groups to glean feedback from students
- Use student performance data to identify future work
- Conduct assessment inventory to align all assessments with skill-based outcomes





# CET: Class Design



## 3-YEAR VISION

- Create flexible, multi-age class configurations and learning experiences
- Build an interdisciplinary elementary curriculum for all students based on environmental topics

## 2024-25 GOAL(S)

- Pilot and implement interdisciplinary and authentic student learning experiences, including those that are multi-age

## 2024-25 ACTIONS

- iTad pushing into Gen Ed (K-4) classes/curriculum
- Expanding “Multi-grade Teaming” opportunities
- Implement academic-based learning experiences through the House model (e.g., One School One Book, Holidays, Community, etc.)
- Skill-based configuration intervention (AIS) services
- Bring together stakeholders interested in innovating classroom design



# CET: Master Schedule and Calendar



## 3-YEAR VISION

- Students attend passion-based classes for unique exposures/opportunities

## 2024-25 GOAL(S)

- Investigate, research, and explore “X” day (Tiger Day) schedule for collaboration, multiage/multigrade, interdisciplinary opportunities

## 2024-25 ACTIONS

- Create opportunities for students and teachers to share their passions with each other
- Implement passion-based electives in the second semester (“Tiger Day” every 7th day)
- Implement Morning Program in the second semester (“Tiger Day” every 7th day)





# CET: Grading and Assessment Systems



## 3-YEAR VISION

- Design an effective means of reporting student progress in a way that students have a vested interest and understanding, fosters a growth mindset, and creates greater interest in meaningful growth among parents

## 2024-25 GOAL(S)

- Explore assessment options aligned with current instructional practices and research ways to report student progress

## 2024-25 ACTIONS

- Visit districts innovating elementary assessment systems
- Work with the Literacy Committee and Instructional Coaches to investigate assessment needs and options

