



November 4, 2025

Agenda

1. High School Updates

- Activities (Great Gatsby, Post-Season, Winter Concert)
- Exploring Career Technical Education Programs - (Salem Visit)

2. School Improvement Plan

- Adjustments From October Mtg

3. Competency Determination Draft Policy

4. School Culture Data Discussion (Using 2 Sources)

- Views of Climate and Learning (DESE Student Survey)
- School Quality Measures (Massachusetts Consortium for Innovative Education Assessment (MCIEA))



NHS SCHOOL COUNCIL

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Updated action item for the Climate and Engagement Goal

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Generate a vision statement that will articulate NHS's faculty beliefs about teaching and learning. Use this to clearly articulate how the POG integrates into teaching and learning.	ILT + Faculty	Vision statement agreed upon by the NHS faculty.	Fall 2025
Implement PD that helps NHS faculty generate a shared understanding of practices that promote powerful learning moments in the classroom.	ILT	Shared definition and best practices for powerful learning.	By Fall 2026



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Updated Action Item of Student Learning Goal 1

Develop a marketing structure to help families be more aware of pathways, various opportunities beyond high school, and process students will do to develop their portfolios and post-secondary plans around the Portrait of a Graduate	Pathway Coordinator /College and Career Counselor/ Principal	Portfolio of Communications	Develop structure to have a sustainable communication plan (2025-26) Implement Communication Plan (2026-27)
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Update Action Item for Student Learning Goal 2

Implement student attendance procedures and interventions with fidelity. Communicate attendance procedures, expectations to families monthly. Articulate process for reporting extenuating circumstances.	Asst. Principal - Student Support Team	Decreased chronic absenteeism.	On-Going
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COMPETENCY DETERMINATION POLICY DRAFT

[Summary of CD Policy](#)



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School Culture and Climate Data

Views of Climate And Learning
(VOCAL)

School Quality Measures



School Culture and Climate Data Discussion Prompts

What strengths or bright spots do you see?

Are there any patterns or commonalities you observe across the 2 different data sources?

What areas for growth do you observe?

What is VOCAL?

- VOCAL is an **annual student-survey** in Massachusetts designed to capture students' perceptions of school climate — how they experience their school environment, safety, and engagement.
- It is administered to students in specific grades (in recent years: grades 4, 5, 8 and 10) across the state.
- Participation is voluntary for schools/districts and students.
- VOCAL frames school climate via **three major dimensions**:
 - a. **Engagement** - measuring how much students feel intellectually, emotionally, and behaviorally involved, feel valued and connected.
 - b. **Environment** - looking at how the instructional and broader school environment supports learning and wellbeing.
 - c. **Safety** - examining students' perceptions of safety in the school environment.

What is the School Quality Measures Dashboard (SQM)?

- The SQM Dashboard is a response to concerns that conventional accountability systems—mainly test scores and narrowly defined achievement metrics—provide an incomplete and sometimes biased picture of school quality.
- The idea is to provide a more **comprehensive**, **fair**, and **action-oriented** set of indicators, so schools, districts and communities can look at strengths, challenges, and improvement opportunities based on multiple dimensions—not just academic test results.
- The dashboard is **not** meant to rank schools against one another but rather to help each school reflect on its performance and plan improvement.

The SQM framework organizes indicators into five major categories

1. **Teachers & Leadership** – The quality of teaching and leadership, and the support for professional growth.
2. **School Culture** – The environment of the school: safety, caring relationships, academic orientation, attendance, etc.
3. **Resources** – Physical and curriculum resources, class size, facilities, external supports (family-school relationships and community support).
4. **Academic Learning** – Student learning of core academic content, progress/growth, engagement in problem solving, readiness for college/career.
5. **Community & Well-being** – Social-emotional development, engagement in arts/literature, perseverance, preparedness for life beyond school.

