Charting the Course for Lyme-Old Lyme High School

A Strategic Blueprint and Self-Reflection for the NEASC Visiting Committee

REGIONAL SCHOOL DISTRICT 18 | OLD LYME, CONNECTICUT | 2026-2031 TRAJECTORY



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By the Numbers: A Foundation of Excellence

Student Success & Stability

98.1% Graduation Rate (0% Dropout)

97.5% Student Attendance Rate

Serving a stable enrollment of 350 High School Students.

Community Investment

$24,303 Per-Pupil Expenditure (vs. CT average of $21,143)

69.4% of Old Lyme and 61.2% of Lyme local tax revenues are allocated to public education.

Post-Secondary Navigation

88.4% Pursue higher education (84% 4-year, 4.4% 2-year)

3.2% enter the workforce | 3.2% enlist in the military

Institutional Stability

6.2 Average educator absences per year

The district serves 2,227 families with a poverty rate under 3%.

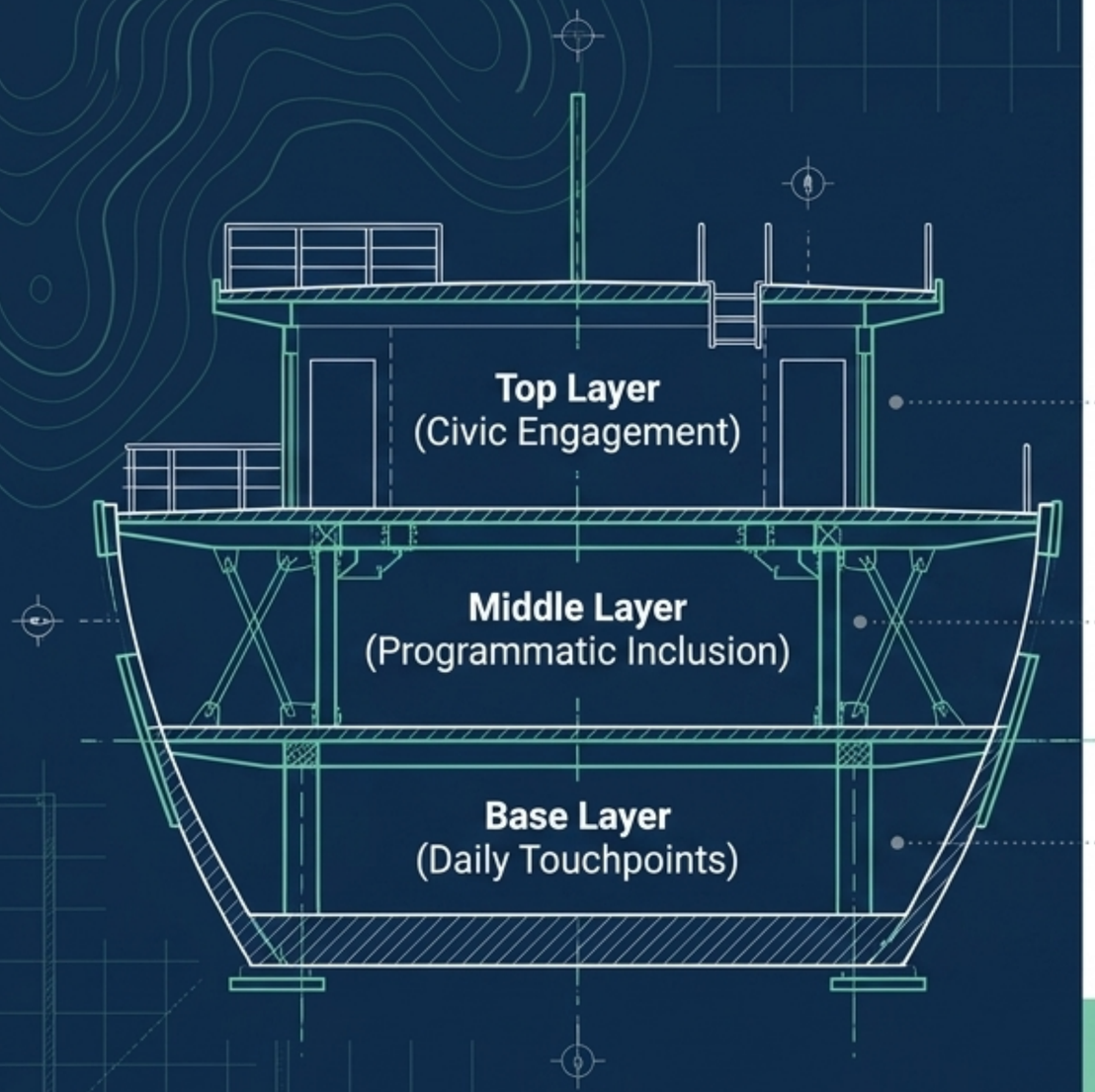
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The Maturity Matrix: Charting Current Coordinates

	Developing	Implementing	Transforming
Standard 1 (Culture)	1.2 (Vision of a Learner)	1.1, 1.3, 1.4, 1.5, 1.6, 1.7	
Standard 2 (Learning)		2.1, 2.2, 2.3, 2.4, 2.9	2.5, 2.6, 2.7, 2.8
Standard 3 (Practice)	3.1 (Growth Plan)	3.5, 3.6	3.2, 3.3, 3.4
Standard 4 (Support)	4.4 (Library)	4.1	4.2, 4.3, 4.5
Standard 5 (Resources)		5.1, 5.2, 5.3, 5.4, 5.5	

Compliance Audit Insight: All Foundational Elements are fully met **EXCEPT 3.1a** (Written School Growth Plan). While the school executes goal-setting effectively, formalizing this plan is a key driver for Priority Area 3.

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Pillar I: A Culture Anchored in Safety and Belonging

Over 80% of families report the school is safe, welcoming, and respectful across different backgrounds.

The Senior Project, Voice of Democracy essays, and League of Women Voters partnerships push students to navigate the broader community.

"Wildcat Wednesday" workshops connect students with adults over shared non-academic interests. Unified Sports and Spectrum Club foster peer-to-peer belonging.

4-year consistent homeroom assignments ensure every student has a sustained adult mentor. Main office and cafeteria staff intentionally learn every student's name.

Identified Growth Vector: Expanding DEI policies and intentionally embedding the Portrait of a Graduate into this strong existing culture.

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Recalibrating True North: The Assessment Bridge

LOLHS currently relies heavily on a highly functional assessment tool (The Diploma Mastery Assessment), but district alignment requires transitioning to a broader framework (The Portrait of a Graduate).



Current: Diploma Mastery Assessment

The Transition



Target: Portrait of a Graduate

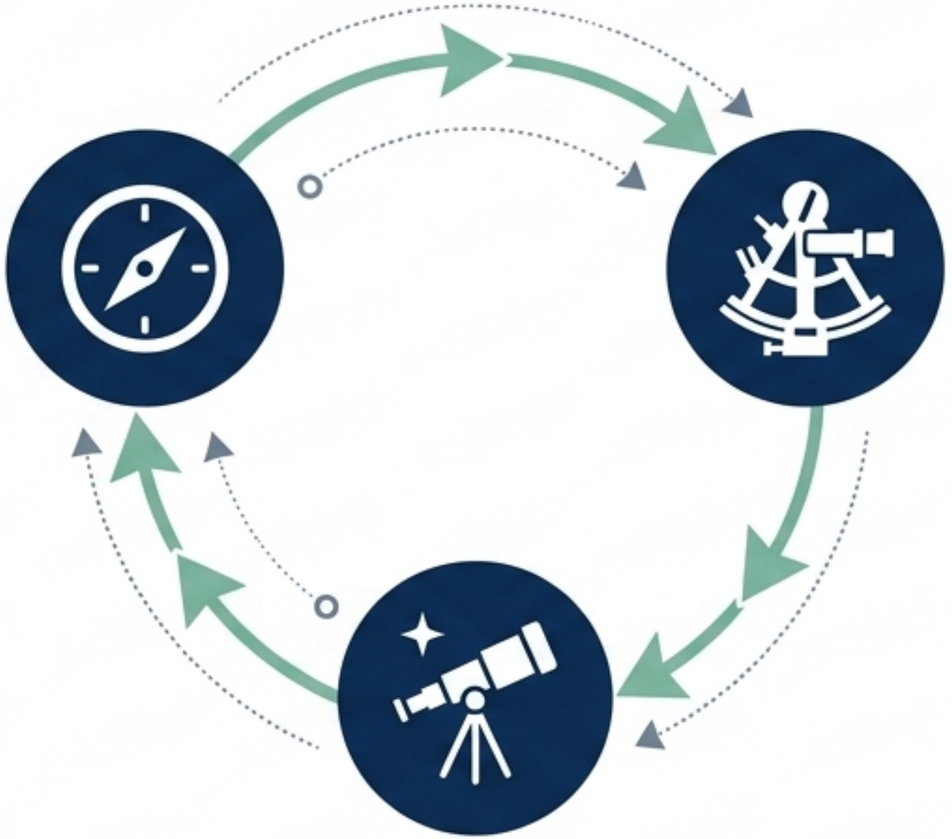
While the DMA ensures academic rigor, it leaves gaps in tracking holistic development. Transitioning our robust measurement habits from the DMA to the PoG is the defining challenge of Priority Areas 1 & 2.

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Pillar II: Empowering Student Navigation Through Active Learning

Inquiry & Choice

Students design variables in AP Biology, utilize inquiry models in Civics to research political issues, and leverage AI tools like Speakology for personalized language acquisition.



Real-World Application

11th Grade US History students design WWII atomic bomb memorials; Applied Algebra 2 students build catapults to model projectile motion.

Authentic Assessment

Students present to external audiences through the CT Electrathon (Electric Vehicle Design), the Youth Art Show at the Florence Griswold Museum, and WISE Financial Literacy Certification.

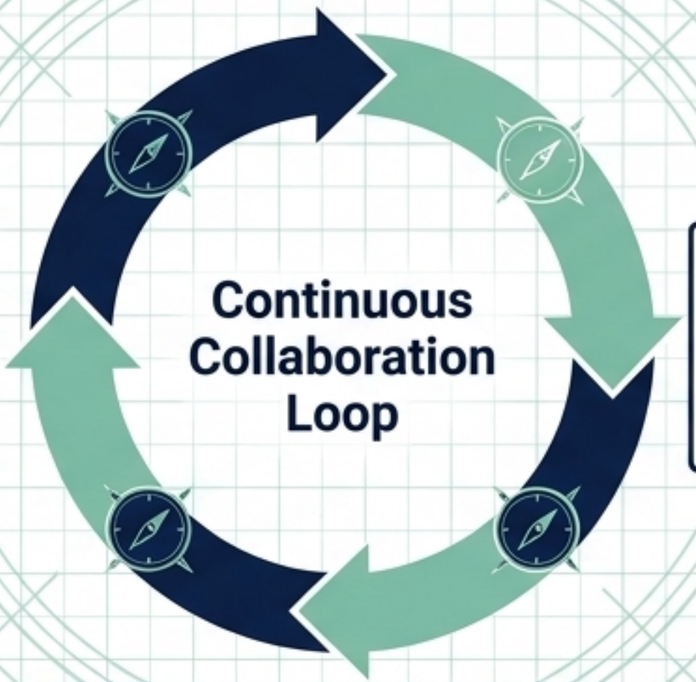
Identified Growth Vector: Standardizing revision/reassessment practices and establishing a comprehensive digital literacy curriculum

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Pillar III: The Continuous Collaboration Engine

1. Common Planning Time

Weekly departmental meetings coordinate instruction and ensure vertical alignment (93% of faculty report strong vertical alignment).



2. Peer Observation

Educators complete three informal observations annually using the CCT rubric to identify best practices.

3. Data Review

Frequent analysis of common assessments, PSAT data, and QUEST tool (UTexas) metrics to identify subgroup weaknesses.

4. Curriculum Revision

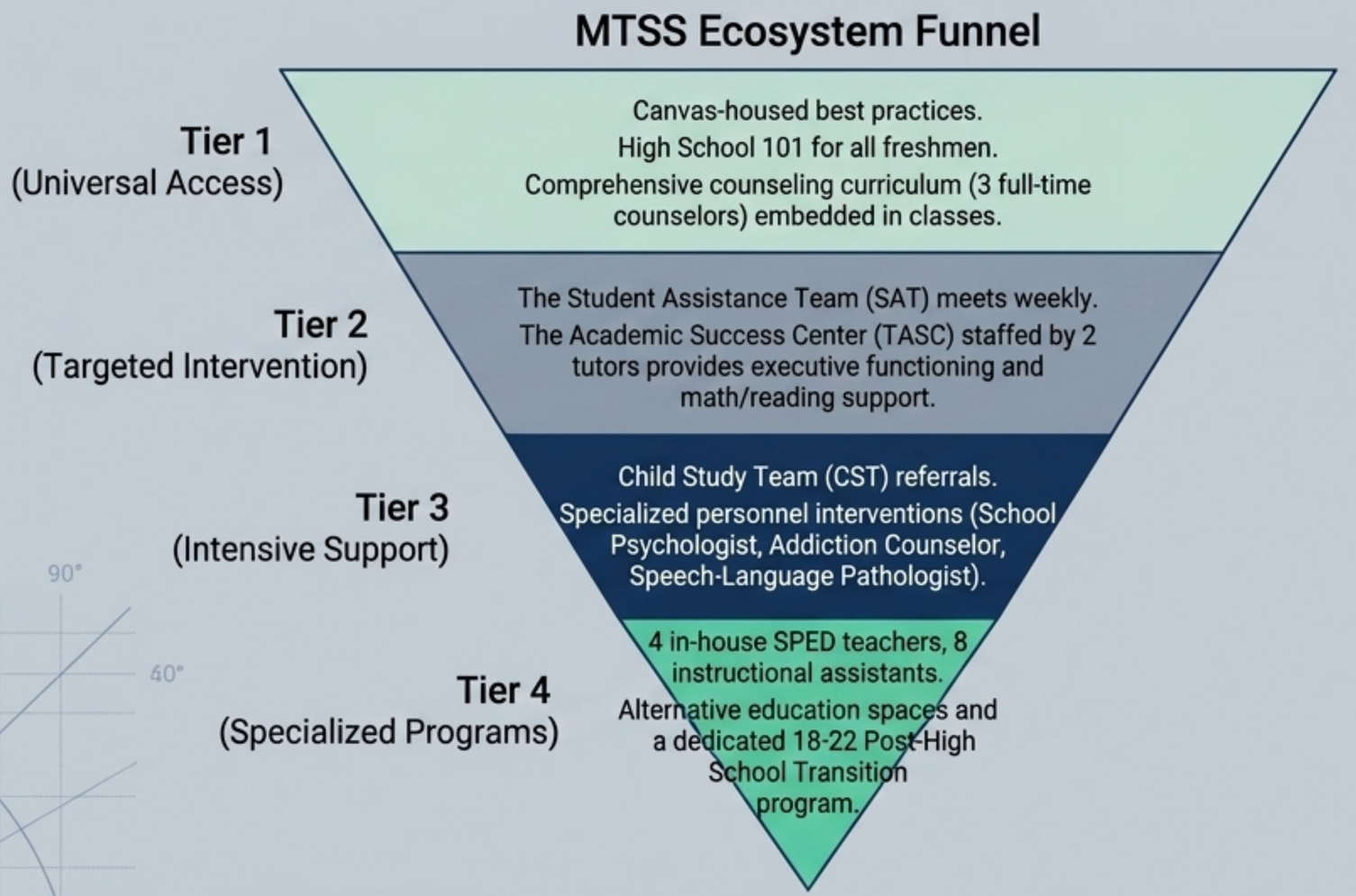
A formal 5-year cycle, guided by the district Curriculum Steering Committee and compensated summer development.

External Partnerships

Collaboration extends beyond the building. Dual-credit and early college partnerships thrive with UCONN ECE, Three Rivers Community College, and New England Technical Institute.

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Pillar IV: The Ecosystem of Support



Physical Wellness Safety Net

A full-time RN coordinates a specialized Cardiac Response Team (3 AEDs) and trains all staff annually with classroom-based Stop the Bleed kits.

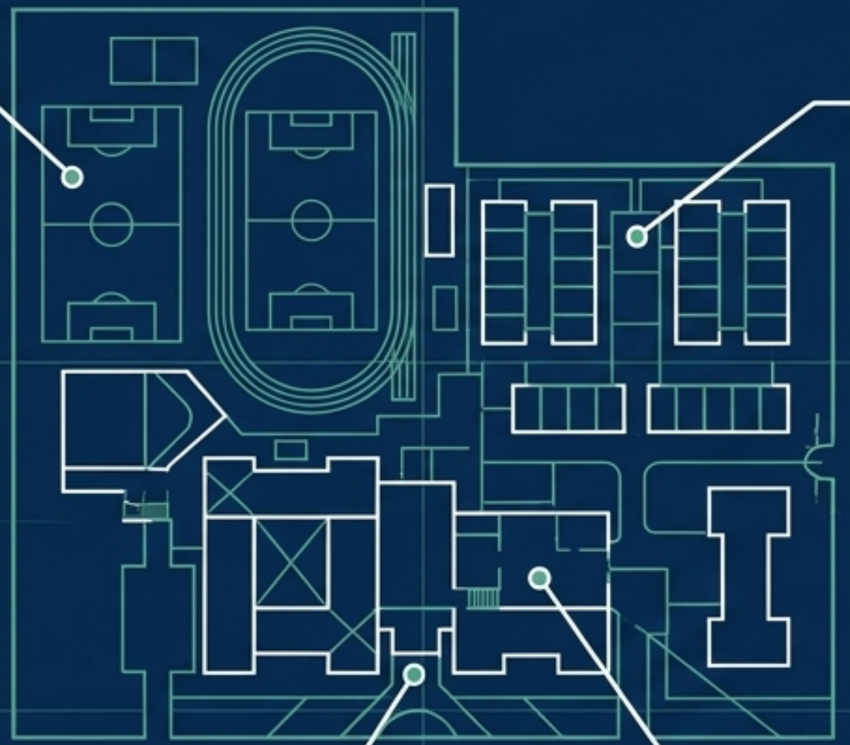
Identified Growth Vector: Reestablishing formal SRBI tracking, standardizing Tier 1 documentation, and adding a dedicated School Social Worker.

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Pillar V: Resourcing the Voyage

The Modernized Campus

Completely renovated in 2014. Features an auditorium, multi-use turf field (2023), resurfaced track, dedicated music suite, and specialized tech/art spaces.



Technological Infrastructure

1:1 Chromebook program, Soundfield systems and Smartboards in every academic space, backed by a proactive 4-year hardware replacement cycle.

Secure Operations

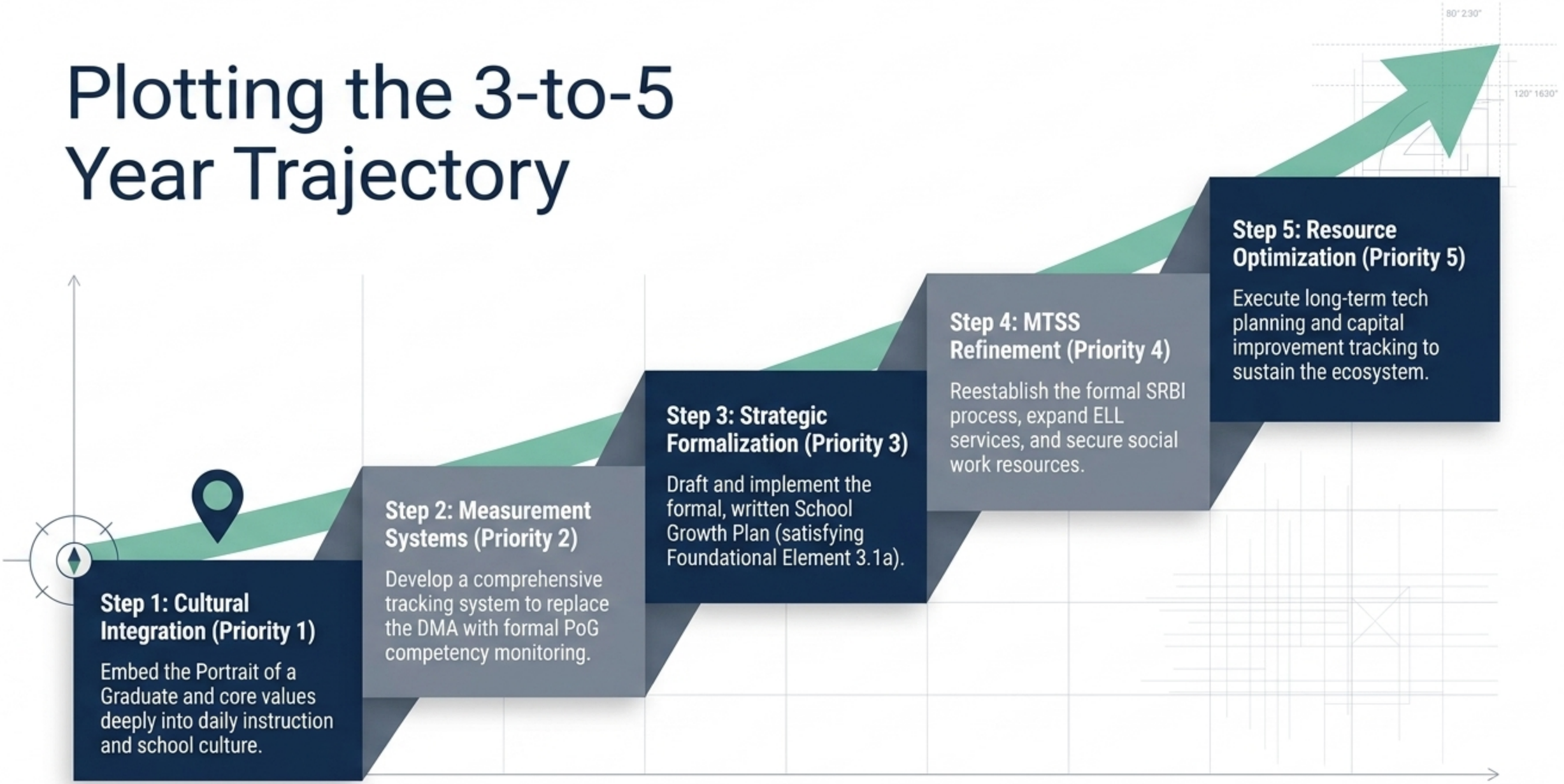
Bullet-resistant vestibule, audio/video vetting, full-time security personnel. Staff utilize the 'My-EOP' app for instant access to 17 distinct emergency protocols.

Financial Commitment

Ample, dependable funding for summer curriculum work, field trips, library resources, and professional development.

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Plotting the 3-to-5 Year Trajectory



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Waypoints for Action: Aligning to the Vision of a Learner

Priority 1: Cultural Deepening

The Objective: Move the PoG from the website into the classroom.

- Increase stakeholder engagement with the Core Values.
- Expand DEI programming to ensure all students see themselves in the values.
- Implement regular review cycles for guiding documents.

Priority 2: Competency Measurement

The Objective: Build the infrastructure to track PoG progress.

- Establish common expectations for assessing cross-curricular competencies.
- Create transparent reporting mechanisms for families.
- Refine equitable grading and reassessment practices to match the new framework.

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Waypoints for Action: Formalizing Systems & Support

Priority 3: The Growth Plan

The Objective: Formalize existing habits into a written, trackable strategic document.

- Establish a systematic planning process aligned with NEASC standards.
- Monitor progress using multiple data sources (moving beyond end-of-year surveys).

Priority 4 & 5: Enhancing the Ecosystem

The Objective: Catch falling students faster and maintain elite facilities.

- Reestablish formal SRBI tracking.
- Standardize Tier 1 interventions.
- Expand direct English Language Development services.
- Evaluate the impact of current PD funding.
- Assess capital priorities against evolving enrollment trends.

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Sustaining Forward Momentum

> Lyme-Old Lyme High School operates from a foundation of profound community trust, elite academic outcomes, and a culture of deep personal connection. Our 2026-2031 blueprint represents an intentional shift: transitioning from organic success to formalized, systemic alignment. By embedding the Portrait of the Graduate into every aspect of our ecosystem, we ensure that our students are not just prepared for graduation, but equipped to navigate their futures.

PREPARED FOR THE NEASC VISITING COMMITTEE



OCTOBER 2026

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