New England Association of Schools and Colleges, Inc.

Commission on Public Schools

Self-Reflection Report

School Name

Lyme-Old Lyme High School

City, State

Old Lyme, Connecticut

Visit Dates

10-05-2026 – 10-06-2026

Principal

James Wygonik

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School and Community Summary

NARRATIVE

The Lyme–Old Lyme community, located on Connecticut's southeastern shoreline, is served by Regional School District 18, which includes the towns of Old Lyme and Lyme. The district is situated in New London County, within the Lower Connecticut River Valley Planning Region of the state of Connecticut. Both towns offer a blend of shoreline, river valley, and including rural suburban character, creating a scenic and close-knit community that places a strong emphasis on education and civic engagement.

The town of Old Lyme has a median household income of $136,458 while the town of Lyme has a median household income of $117,861. Of the district's 2,227 families, 58 live below the federal poverty level. The racial and ethnic composition of the district is as follows: 85.5 percent White, 6.9 percent Hispanic or Latino, 2.9 percent Asian, 0.5 percent Black or African American, and 4.3 percent identifying as two or more races. English Language Learners represent 2.7 percent of the student population.

Regional School District 18 operates six public schools serving students in pre-kindergarten through grade twelve, as well as young adults receiving special education services in the district's transition program. The total district enrollment is 1,248 students with an additional 22 students attending outplacement or magnet programs, for a total of 1,269 students. Enrollment within the district has remained stable. Lyme-Old Lyme High School serves 350 students, including 87 ninth graders, 85 tenth graders, 87 eleventh graders, and 91 twelfth graders.

The district's per-pupil expenditure is $24,303, compared to the state average of $21,143. In the town of Lyme, 61.2 percent of local tax revenue is allocated to support public education. In the town of Old Lyme, 69.4 percent of local tax revenue is allocated to support public education. This reflects the community's strong commitment to its schools.

Lyme-Old Lyme High School maintains an annual dropout rate of 0 percent and a graduate rate of 98.1 percent. The student attendance rate is 97.5 percent, while teachers average 6.2 absences per year, excluding professional development days. Among recent graduates, 88.4 percent pursued higher education, including 84 percent who enrolled in four-year colleges and 4.4 percent who enrolled in two-year colleges. Additionally, 3.2 percent of graduates entered the workforce and 3.2 percent enlisted in the military.

The district maintains strong partnerships with local businesses and community organizations, including placements for students in the Teacher Assistant Program. School and college partnerships provide students with opportunities to earn college credit and explore advanced coursework through UCONN Early College Experience, which offers fourteen courses, and Three Reivers Community College.

Lyme-Old Lyme High School recognizes student achievement through a variety of

programs, including the Honor Flag, Rotary Student of the Month, National Honor Society, World Language Honor Societies in French, Spanish, and Chinese, Thespian Honor Society, Senior class Awards, Underclass Awards, and the Seal of Biliteracy.

Regional School District 18 remains committed to providing an excellent education that promotes academic achievement, personal growth, and community involvement. The district's strong partnerships, stable enrollment, and consistent record of success reflect a tradition of excellence supported by an engaged and invested community.

Core Values, Beliefs, and Vision of a Learner

CORE VALUES

Accountability by taking ownership, demonstrating responsibility, and fulfilling the expectations of one's role and actions.
Respect by expression worth or honor towards a person, property, circumstance that is guaranteed for all, by all.
Integrity by adhering to strict moral principles governed by honesty, pride and responsibility.
Perseverance by demonstrating continued effort and determination to achieve success.

BELIEFS ABOUT LEARNING

The Lyme-Old Lyme High School learning community is committed to the BELIEFS that students' learning potential is maximized when:

School culture

- A safe and inclusive environment is created and maintained for all and by all
- Collaboration among members of the learning community consistently occurs.
- Individual and collective efforts and growth are celebrated and promoted.
- Authentic relationships between students and faculty are nurtured and encouraged.
- A balance is achieved between academic, extracurricular and social responsibilities

Curriculum

- Diversity of instructional activities and programming promotes achievement for all.
- Curriculum is designed to foster higher level thinking and problem solving
- Learning objectives and essential questions are clearly articulated and utilized.
- Digital literacy skills are integrated.

Instruction

- Instruction is rigorous and student-centered.
- High standards and academic expectations are maintained by all for all.
- Students and faculty practice collaboration with individual integrity.
- Descriptive feedback is consistently provided.

VISION OF A LEARNER

- Maintains balance: Lyme-Old Lyme graduates develop and practice strong habits of mind in order to make healthy choices and facilitate mental and physical well-being.
- Contributes to the community: Lyme-Old Lyme graduates participate in their school and

local communities in a variety of ways, such as service, recreation, academics, the arts, etc.

- Communicates effectively: Lyme-Old Lyme graduates cultivate and sustain healthy relationships by exhibiting respect for others, advocating for themselves, and producing honest and authentic work.
- Practice kindness: Lyme-Old Lyme graduates demonstrate empathy for others, help those in need, and endeavor to create positive change for all
- Seeks learning opportunities: Lyme-Old Lyme graduates take intellectual risks and embrace challenges to prepare themselves for the future. Graduates independently employ a growth mindset and effective learning strategies, such as perseverance, problem-solving flexibility, and creativity.

Part 1 — A Look Back

A LOOK BACK

Over the course of the past three to five years, Lyme-Old Lyme High School has prioritized the Skills for Success Standards (also known as DMA: Diploma Mastery Assessment) for all students. Since their approval in 2013, the School's Core Values and Beliefs have become an integral part of the LOLHS school culture. LOLHS continues to implement the continuous improvement model for curriculum, with departments meeting throughout the year during common planning time to refine and update assignments and/or curriculum as needed. The safety of students is paramount and each year safety procedures are reviewed multiple times throughout the year; regardless of where a student may be in the building during an emergency procedure, they know where to go and what to do.

The faculty is most proud of its school culture and academic achievement. The school community prioritizes encouraging a balance among what is achieved between academic, extracurricular and social responsibilities. The school is also proud of its curriculum, as it is designed to foster higher level thinking and problem solving. Lastly, the school is proud of its rigorous and student-centered instruction.

The faculty is most concerned about the awareness of Portrait of a Graduate, but formalized plans are being put in place to integrate this component into the school culture for the 2026-2027 school year. An ongoing review and revision of core values and beliefs is also a concern. A final concern is about providing consistent opportunities for students to research and engage in activities to support and educate them about historically marginalized communities.

The school has made significant progress in strengthening systems that support student learning, assessment, and continuous improvement since the 2015 Decennial Visit. One of the most notable developments has been the implementation of the Diploma Mastery Assessment (DMA), a schoolwide rubric used to assess students on key transferable skills and learning expectations each semester. The DMA provides a formal and consistent process for evaluating competencies such as preparation and organization, participation and collaboration, reflection and adaptability, and communication and advocacy. This represents substantial progress toward establishing a schoolwide system for assessing mastery of the school's learning expectations and using common rubrics across all students.

Additionally, Lyme-Old Lyme High School has continued to build on earlier initiatives by sustaining its one-to-one technology program, integrating learning management systems into instruction, expanding opportunities for interdisciplinary collaboration, and maintaining structures that support differentiated instruction and student intervention. Ongoing professional development and collaborative planning time have further strengthened instructional practices and alignment across departments.

While many of the recommendations from the 2015 visiting team have been addressed, continued attention to the assessment and use of schoolwide learning expectations remains a priority. The original recommendation called for the development and implementation of a formal process, based on schoolwide rubrics, to assess whole-school progress in achieving the school's learning expectations. Since that time, the implementation of the Diploma Mastery Assessment has established a consistent framework for evaluating these competencies across the student body. The school continues to refine how DMA data are analyzed and used to inform instructional decisions, monitor student growth over time, and support continuous school improvement.

Another area that remains an ongoing priority is fostering collaboration across curriculum areas around the school's learning expectations. Although structures for interdisciplinary planning and cross-curricular initiatives have been established, the school continues to seek opportunities for faculty collaboration that strengthens consistency in teaching, assessing, and reinforcing these expectations throughout all disciplines.

These responses align well with the evidence in the 2017 report, where Recommendation #1 was still "In Progress" and Recommendation #2 was "Planned for the Future," while incorporating the significant advancement represented by the implementation of the DMA rubric.

Foundational Element 1.1a — Learning Culture

The school community provides a socially and emotionally safe environment for students and adults.

FOUNDATIONAL ELEMENT 1.1A

The school community provides a socially and emotionally safe environment for students and adults.

The school community builds and maintains a socially, emotionally, and intellectually safe environment for students and adults. A variety of course offerings and school programs support the needs of all students, faculty and staff.

The school community creates policies and protocols that define and support respectful treatment of all members of the school community and consider the experiences of historically marginalized communities. The school's Core Values and Beliefs, Honor Code, and Student Handbook support respectful treatment of all members of the school community. Various academic units of study, as well as elective course units, specifically chorus and the English Department's Independent Reading Program, consider the experiences of the historically marginalized.

The school meets Foundational Element 1.1a.

Foundational Element 1.2a — Learning Culture

The school has a written document describing its core values, beliefs about learning, and vision of a learner that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success.

FOUNDATIONAL ELEMENT 1.2A

The school has a written document describing its core values, beliefs about learning, and vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success.

The school community uses a dynamic, collaborative, and inclusive process informed by current research to develop its core values, beliefs about learning, and vision of the graduate. The school uses feedback, both formal and informal, from teachers and administrators to develop its core values, beliefs about learning, and vision of the graduate.

The school creates a vision of a graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success.

The school meets Foundational Element 1.2a.

Foundational Element 2.2a — Student Learning

There are written curriculum documents for all courses that include a scope and sequence or curriculum map with units of study that contain expected course outcomes for each student, guiding/essential questions, concepts, content, and skills, and assessments aligned with expected course outcomes.

FOUNDATIONAL ELEMENT 2.2A

At Lyme-Old Lyme High School, there is a written curriculum in a consistent format for all courses in all departments across the school. *The written curriculum includes units of study with guiding/essential questions, concepts, content and skills, instructional strategies, and assessment practices*. AP Courses utilize the College Board CED Framework while ECE courses are designed to meet UConn requirements, in coordination with university faculty and departments. Each department at Lyme-Old Lyme High School has written curriculum guides for all levels of all courses. For example, The English Department curriculum documents include a Scope & Sequence for each grade level. The curriculum documents also include the units of study, essential questions and assessments all aligned with the Common Core of Learning. Additionally, a differentiated curriculum has been created to meet the learning needs of SPED students that require curriculum at their instructional level. An example includes the Modern U.S. History course that has leveled readings and activities that support the integration of all learning levels into the classroom.

The school has competency-based elements for all career and technical education programs with pathways leading to licensure, certification, and post-secondary education. The Computer and Business Management Department certifies students in Microsoft Office competencies and has a pathway to national certification in Personal Finance. The Technology and Engineering Department offers students the opportunity to become certified in SolidWorks through the Engineering Design course. Students can earn dual credit in Web Design and Engineering Design classes from Three Rivers Community College. Electrical Energy and Woodworking Tech courses are available for college credit through New England Technical Institute. In the Technology and Engineering Department, courses are designed to teach the skills needed in industry, carpentry, electrical, drafting, manufacturing, video production, welding, and more. Additionally, the Music Department offers students opportunities to learn industry-standard sound technology programs and equipment that leads to post-secondary study and job opportunities. The music department also prepares students by offering courses for college credit as well as advanced placement coursework, and performance ensembles, preparing students for post-secondary education in music or other areas of study.

The school meets Foundational Element 2.2a.

Foundational Element 3.1a — Professional Practices

The school has a current school growth/improvement plan.

FOUNDATIONAL ELEMENT 3.1A

The school does not have a current school improvement/ growth plan. The school does have a plan that includes school-specific goals. Each year the faculty completes a LOLHS Educator Growth and Evaluation: Goal Setting Form with a professional growth goal and a peer district goal. The district has a Growth and Support Plan which lays the district's goal setting process.

There is not a formally written plan to inform decision-making in the school however the school does have all of the components of a school improvement/growth plan; it is just not formally written. We have:

- school's core values and beliefs about learning, and vision of the graduate
- school-specific and measurable goals with expected learning impacts and criteria for success
- each year's peer district goal is aligned with the Board of Education goals
- each school looks at data points of which area to focus on for that year

The school does not meet Foundational Element 3.1a.

Foundational Element 3.6a — Professional Practices

All career and technical education programs have a program advisory committee and implement a systematic program review process.

FOUNDATIONAL ELEMENT 3.6A

The school has an effective career and technical education program advisories.The advisory committee provides the organization and assistance needed for cooperative planning essentials for an effective CTE programming. The local advisory committee provides assistance in the development, promotion, operation, evaluation and maintenance of CTE programs. This committee is comprehensive and includes CTE representatives from all in the shoreline Perkins Consortium schools as well as local businesses and industries. This committee provides the recommendations and input to the local CTE instructional staff and administration.

The school completes regular program reviews. For the Web Design class the teacher at the high school also teaches the course at Three Rivers Community College. The Engineering Design course uses the materials from the Three Rivers Community College course and the high school students have to pass the exam that the students at Three Rivers take. New England Technical Institute periodically reviews syllabus and assessments for the two courses taught at the high school.

The school meets Foundational Element 3.6a.

Foundational Element 4.1a — Learning Support

The school has intervention strategies designed to support learners.

FOUNDATIONAL ELEMENT 4.1A

The school has intervention strategies designed to support learners. The school provides a process to identify and refer students who need additional assistance. Our school has a Scientific Research Based Intervention (SRBI) process and a Student Assistance Team (SA Team) that identifies and refers students for additional assistance. Teachers and/or counselors who have concerns about a student's academic or behavioral performance will fill out a Tier 2 referral form indicating their concerns and tier 1 interventions that have been put into place. Students are also referred by our SA Team. This team is composed of administrators, school counselors, school psychologists, the special education department head, the school nurse, the speech and language pathologist, and the substance use counselor. This team meets weekly to identify at-risk students and brainstorm intervention strategies specific to the individual. Our school also holds a Child Study Team meeting (CST) to discuss an SRBI referral with the student and family and outline the next steps in supporting the student.

The school has a range of intervention strategies for students. Our school offers a class called The Academic Success Center (TASC) . This class is a directed study hall staffed with two tutors that support students in executive functioning skills, math, English, history and science. Our TASC tutors also offer a homework club two days a week for an hour after school. Interventions also include family outreach, scheduled check-in meetings with the student's counselor and/or school psychologist, behavioral contracts, restorative practice approach in response to disciplinary concerns, and before and after school meetings with teachers for extra help. Our learning management system, Canvas, houses a document of Tier 1 interventions in the areas of physical arrangement, organization, coursework, communication, behavioral/motivational, test taking/preparation, lesson presentation and curriculum that teachers are expected to trial with students who need additional assistance before making a referral to Tier 2. Also located in Canvas is a document outlining Tier 1, Tier 2, and Tier 3 interventions/supports.

The school meets Foundational Element 4.1a.

Foundational Element 5.1a — Learning Resources

The school site and plant support the delivery of curriculum, programs, and services.

FOUNDATIONAL ELEMENT 5.1A

The school site and plant support the delivery of curriculum, programs, and services. The community and district provide school buildings and facilities that fully support the delivery of the curriculum, programs, and services. The HS was renovated to new in 2014. Every department, program, and service enjoys its own space; each teacher has their own classroom.

The facilities are adequately sized for the school community. Classrooms are adequately sized to support an average class size of 16. Lyme-Old Lyme HS has three competition fields that are used for soccer, lacrosse, and football. We have fields for both our baseball and softball teams, and a multiuse turf field that was opened in 2023 that is also used by our sports teams. In 2023, the track was resurfaced and is used by both our middle and high school teams.

The facilities have appropriate spaces to support student learning and the curriculum. The facilities at LOLHS include a gymnasium, auditorium with stage, a music suite, art and technology education spaces that support the curricular needs of all students, tutoring center that all students are able to access, and individual spaces for all special education needs. The facilities are clean and well-maintained. The facilities have appropriate mechanical systems. The facilities meet all applicable federal and state laws and comply with local fire, health, and safety regulations.

The school meets Foundational Element 5.1a.

Foundational Element 5.5a — Learning Resources

The school provides a physically safe environment for students and adults.

FOUNDATIONAL ELEMENT 5.5A

The school has infrastructure and protocols to provide a physically safe environment for students and adults. The school maintains infrastructure designed to support a physically safe environment for students and adults, and the school maintains policies, processes, and protocols regarding safety for students and adults.

There is a vestibule at the main entrance that is made of bullet-resistant glass. The high school employs two full-time day security guards as well as one security guard to work the afterschool/evening shift. There is a vetting process for every visitor to the high school. All visitors have to check in at the main office, before entering the school building, by showing their ID and are given a visitor's badge that they must wear for the duration of their stay. If a visitor does not have a photo ID, then they are not permitted to enter the building. Faculty and staff have key card access to enter the building at the main entrance and various other entrances. In the event of an emergency outside the building, faculty and staff that may be outdoors can use these access points to return to the building. Throughout the day, the security staff walk the building as well as the perimeter of the building to check for any doors that may be ajar.

The high school has written protocols for "Shelter in Place", "Secure the Building", and "Lockdown." Each teacher has these protocols in a safety binder in each classroom. In addition, safety protocols are printed and available in every substitute teacher's folder. The high school also uses the "My-EOP" app where all of the safety protocols can be found as well information regarding the following:

- Critical Incident Plan
- District Phone Numbers
- Utility Emergency
- Accidents/Medical Emergencies
- Diabetics/Seizures/Allergic Reactions
- Fire/Arson
- Unidentified Person/Trespasser
- Bus Incident/Accident
- Missing/Abducted Student
- Weapons on School Property
- Bomb/Telephonic Threat
- Reunification
- School Maps
- Handling and Documenting Threats to a School System
- Severe Weather

- Hazardous Materials
- Radio Guide

In the event of any of these emergencies, this app is at the fingertips of all faculty and staff in the building.

The school meets Foundational Element 5.5a.

Standard 1 — Learning Culture

Standard 1, Principle 1

The school community provides a safe, positive, respectful, and inclusive culture that demonstrates a commitment to diversity, equity, inclusion, and belonging.

NARRATIVE

The school community builds and maintains a socially, emotionally, and intellectually safe environment for students and adults. As evidenced by the responses to the CPS Family Survey, more than 80% of responders feel the school is safe, that people at the school treat students from different backgrounds with respect, that adults feel welcomed by the school, and that adults and staff treat one another with respect even if they are not acquainted.

The school community is developing policies and protocols that define and support respectful treatment of all members of the school community and consider the experiences of historically marginalized communities. The school's Core Values and Beliefs state that the learning community is committed to the belief that students' learning potential is maximized when a safe and inclusive environment is created and maintained for all and by all. The protocols that align with these statements include providing collaborative time for faculty and staff, flying the school "Honor Flag" to celebrate diverse student achievements, and offering student clubs such as Spectrum and Unified Sports. Our Social Studies Department offers in-depth exploration of the Holocaust, including guest speakers who are the children of Holocaust survivors. The department also offers an African and Latino Studies course. We have student clubs such as Spectrum, Amnesty International, and National and Spanish Honor Societies that research and engage in activities to support and educate our students regarding historically marginalized communities, and we are continuing to develop additional policies and protocols.

The school community emphasizes and strengthens understanding of and commitment to diversity, equity, inclusion, and belonging. For example, the English curriculum includes works such as *A Raisin in the Sun, House on Mango Street, The Joy Luck Club, Krik-Krak, One Flew Over The Cuckoo's Nest,* and *Of Mice And Men.* In addition, students choose independent reading books from a curated world literature book list. Our Music Department fosters an inclusive environment by inviting students to sing the vocal part that best suits their voice, regardless of gender, and by featuring works composed by a diverse range of artists, including members of the LGBTQ+ community. The Physical Education Department includes a Healthy Relationships Unit that explores the benefits of living in a diverse society, respecting individual differences, and the consequences of prejudice, discrimination, racism, and sexism on healthy relationships. Students also complete a Health Advocacy Project & Presentation where they educate readers about a marginalized group of their choosing.

The school is in the implementing phase for Principle 1.1

Standard 1, Principle 2

The school's core values, beliefs about learning, and vision of a learner drive student learning, professional practices, learning supports, and the provision and allocation of learning resources.

NARRATIVE

The school community has developed and implemented documents describing its core values, beliefs about learning, and vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success. At this time, there is no formal process to review these documents. The LOLHS Skills For Success, known as the Diploma Mastery Assessment ("DMA"), provides a means for students to display mastery in the areas of Preparation and Organization, Participation and Collaboration, Reflection and Adaptability, and Communication and Advocacy. Students are required to reach proficiency in each of these competencies in order to graduate. This data is recorded by current teachers each semester for every student enrolled at LOLHS, and students participate biannually in a self-reflection process. Students not achieving mastery (3 out of 4) are given support through the School Counseling Department and their current teachers.

The school ensures the core values, beliefs about learning, and vision of the graduate are known and understood by all stakeholders.According to the Portrait of a Graduate, a graduate of Lyme-Old Lyme High School is a well-rounded individual who maintains balance, contributes to the community, communicates effectively, practices kindness, and seeks learning opportunities. This information is made available in several areas of the district and school website; there is also a poster in a prominent location in the school building; however, it is not posted in classrooms and is not discussed with students. The Skills for Success/Diploma Mastery Attributes are posted in classrooms, reviewed with students, and addressed directly through student self-reflection and teacher assessment two times per year. The school's core values and beliefs are infused in course curricula, welcome letters, syllabi, and assignments.

The school ensures the core values, beliefs about learning, and vision of the graduate are actively reflected in the school culture and guide the school's policies, procedures, decisions, and resource allocation. This is evident in the Student Handbook, particularly the "Discipline" section. The adoption of the K-12 Universal Curricula Design Principles (curriculum document template) documents the values, beliefs and vision for our students held by all stakeholders. Resources are available for posters, web links, and newsletters that support the core values and beliefs about learning; however, resource allocation toward programming to educate students is not present at this time.

The school ensures the core values, beliefs about learning, and vision of the graduate include the school's commitments to diversity, equity, inclusion, and belonging. The school administration makes it a priority to remind all stakeholders that we are a diverse community and we are not all experiencing life in the same way. Our Student Leaders and National Honor

Society members lead the students in food drives, toiletry drives for shelters, toy and gift card drives, and support of the greater community during the holidays.

The school is in the developing phase for Principle 1.2

Standard 1, Principle 3

The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.

NARRATIVE

The school community takes collective responsibility for the well-being of every student and can demonstrate how each student is known, valued, and connected to the school community. Our students are greeted with a smile and a "hello" every morning as they enter our building. Our staff intentionally builds relationships with students beyond the classroom and works to create meaningful opportunities for those who may not yet feel fully connected to the school community. Our main office and cafeteria staff call each student by name and pride themselves on their positive relationships. Our School Counseling and Health offices provide a haven for students where their emotional, social, and academic needs are heard and addressed. Club advisors consult with other faculty and staff to find students who would benefit from and contribute to inclusion in extracurricular activities. This is an area in which our staff truly excels and one that plays a significant role in shaping the positive culture of our school.

The school community creates opportunities for students to connect with adults and peers to support their social, emotional, and physical well-being. The school provides a daily homeroom with the same students for all four years of high school, providing teachers and students the opportunity to form strong relationships that transcend a classroom setting. The school has developed the "Wildcat Wednesday" program, in which teachers offer workshops in leisure activities so that students can participate in non-academic instruction with students of like mind and form a connection with a new adult they may never have in a classroom setting. School Counseling provides students with a safe and confidential space when they need additional support. Our Library Media Center presents printed and digital material inclusive of all students and makes it a point to bring new materials to the students' attention with our "Wildcats Read" program and seasonal book displays throughout the year.

The school community provides a balance of academic, social, and civic opportunities to meet the needs of diverse learners. A variety of courses are offered to meet students' academic needs. Students may take AP courses in multiple disciplines ranging from STEM to liberal arts, fine arts, and music. Intramural Sports, Alternate Physical Education, and Unified Sports support the athletic and social needs of diverse learners. LOLHS clubs like ECOS (Environmental and Community Service Club), Kardz for Kidz, and National Honor Society and Spanish National Honor Society aim to provide civic opportunities. Our town veterans are honored each year with a school-wide assembly on November 11. The assembly includes performances by our band and chorus, tributes by student presenters, and the acknowledgment of our Voice of Democracy essay finalist. One area in need of further development is meeting the social needs of diverse

learners. A system for discussing and aligning with our Core Values and Beliefs would support stronger and more authentic connections among the students, and between students and staff.

The school community ensures that every student is supported by a trusted adult mentor who guides them in achieving the school's Portrait of the Graduate. Our students have the same homeroom and homeroom teacher for all four years. This system ensures that students have consistent access to an adult mentor separate from their classroom teachers. Informal opportunities arise as a result of students connecting with classroom teachers, coaches, and/or club advisors. School Safety Officers are present at arrival time every morning, along with a police officer who often makes it a point to connect with students and visit students in the classroom. Our School Counseling Department is always available to students and provides three counselors and a school psychologist. We also have a part-time substance abuse counselor; however, the school does not provide a social worker.

The school community honors individuality among all community members and provides positive opportunities for extended learning and growth. In addition to providing diverse extracurricular activities, our staff works hard to personalize learning opportunities. Projects are choice-based, and assignments are varied to appeal to different learning styles and skill sets. Our staff regularly spend time in the Commons and Library Media Center, observing students and engaging in meaningful conversations to better understand their interests, strengths, and needs. These connections help staff guide students toward opportunities that foster engagement and a strong sense of belonging.

The school is in the implementing phase for Principle 1.3

Standard 1, Principle 4

The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.

NARRATIVE

The professional staff employs a growth mindset and uses innovative methods to achieve common goals. As the result of following a continuous improvement model, the school community integrates innovative methods into their curriculum. For example, common planning time is provided weekly for each department and contributes to the exchange of ideas and pedagogy, informing future instruction and lesson design. The LOLPS Curriculum and Professional Development Resources web portal is provided specifically for the support of teachers and includes many resources and strategies for teaching and learning.

The professional staff commits to research-based instruction and reflective practice. This is evident in the new curriculum documents, *Universal Curricula Design Principles.* The learning platform Canvas provides teachers with a variety of resources to augment instruction. Teachers also participate in three peer observations each year, reflecting on effective instructional practices they observe and considering how those strategies can be incorporated into their own classrooms.

The administrative staff creates the conditions necessary for the full and active participation of all educators. The professional staff invites teachers from all levels to participate in developing and implementing professional development and curriculum review. Teachers pride themselves on their dedication to their craft and genuine interest in delivering their personal best each day. As a result, teachers are supportive and encouraging of one another as they share a common passion for teaching. Teachers also do not hesitate to reach out and offer support to colleagues at any time. The staff as a whole is friendly and supportive.

The professional staff collaborates as problem-solvers and co-learners. As earlier mentioned, department common planning time supports collaboration and problem solving as co-learners. Collaboration blocks are also available for teachers to meet and problem solve. Teachers are willing to provide training for each other in their areas of expertise and often provide workshops on professional development days.

The school is in the implementing phase for Principle 1.4

Standard 1, Principle 5

The school's culture promotes intellectual risk taking and personal and professional growth for educators and learners.

NARRATIVE

The school culture promotes a shared sense of agency and responsibility among educators and learners. The Diploma Mastery Assessment is an example of how educators and learners work together to formulate a rating of student achievement in each of the areas measured: Preparation and Organization, Participation and Collaboration, Reflection and Adaptability, and Communication and Advocacy. Students self-reflect at the mid year to rate their progress, and teachers work with students to reach consensus and assign a grade for each area.

The Educator Growth and Evaluation Goal Setting Form is designed to support teacher reflection and professional growth through collaboration and partnerships and embraces the mantra, “We are all better together!” This document identifies a peer district goal and a teacher professional growth goal as well as strategies to meet those goals.

The school culture fosters an environment in which both educators and students understand that learning from mistakes is an essential component of intellectual and personal growth. When addressing student behavior concerns, the school utilizes a restorative practices approach whenever appropriate. This model emphasizes student accountability, requiring students to reflect on their actions, repair harm when possible, and demonstrate meaningful growth. A key strength of the school is its commitment to building strong, positive relationships between staff and students, creating a supportive community where students feel known, valued, and encouraged to succeed.

The school culture promotes norms and protocols that support respectful discourse, encourage the consideration of diverse perspectives, and foster a willingness to experiment, innovate, listen actively, and learn from others. Within classrooms, teachers intentionally establish expectations and practices that cultivate respectful dialogue and meaningful engagement among students. The School Honor Code further reinforces these values by promoting honor, responsibility, and trust among students, staff, and families. Teachers across all grade levels intentionally incorporate diverse perspectives into learning experiences and assignments. Students engage with a wide range of voices and viewpoints through choral music, literature, poetry, video, and research projects, enriching their understanding of different cultures, experiences, and ideas.

The school culture emphasizes the importance of persistence. The core value of perseverance aligns with this descriptor. Teachers use their experience with students to promote persistence, knowing that students will grow academically, socially, and personally over time.

The school is in the implementing phase for Principle 1.5

Standard 1, Principle 6

The school has an inclusive leadership model reflecting the school community.

NARRATIVE

The school community ensures the principal, working with other building leaders, provides instructional leadership that sets high standards for student achievement and fosters a growth mindset. Regular meetings of the principal and instructional leaders, special education, and school counselors ensures that high standards are set for student achievement and fosters a growth mindset.

The school community involves educators, students, and families in decision making, specifically elevating the voices of historically marginalized communities. The Parent Advisory Board is a monthly forum for parents and administrators to discuss all aspects of the school culture. The Friends of Music and Sports Boosters provide opportunities for families to work alongside teachers and coaches to facilitate a positive culture of collaboration among all parties. The school provides one-on-one instruction for English language learners and has a proven track record for the successful integration of students from diverse backgrounds.

The school community provides opportunities for student leadership, including student government and career and technical education student organizations. The school boasts over 25 student organizations that provide leadership opportunities for students.

The school community ensures the school board, superintendent, and principal are collaborative, reflective, and constructive. In addition to monthly Board of Education meetings including these parties, the superintendent and principals meet monthly to collaborate, reflect, and plan.

The school community ensures the principal is given appropriate decision-making authority to lead the school. The principal and the school's leadership team collaborate to develop the annual operating budget. Historically, these budgets have been accepted and approved with little to no changes. Professional development, instructional initiatives, meeting schedules, are all at the discretion of the building principal with collaboration of the school's leadership team.

The school is in the implementing phase for Principle 1.6

Standard 1, Principle 7

The school culture fosters civic and community engagement.

NARRATIVE

The school culture promotes social awareness and a strong understanding of local, national, and global perspectives. Students have access to a wide range of courses, including *Global Issues*, *World History*, and *American History Through Film*. The English Department's Independent Reading Program further supports students in developing awareness and critical thinking. In addition, Student Leaders organize and run various service drives throughout the year, providing meaningful assistance to those in need within the local community.

The school culture encourages learning experiences that connect to or make an impact on the community beyond the school campus. The Senior Project, a required, culminating project for all students during their senior year, is designed to combine learned skills and apply them to an extended exploration so that students become more aware of themselves and appreciative of their capabilities and talents as well as the resources in their community. This project is a personal exploration that appeals to and advances their interests and provides an opportunity for self-discovery, self-evaluation, and exploration. In all Civics courses, a representative from the town registrar visits the class to discuss ways in which citizens can engage in their community. This registrar reviews how to register to vote, where to do so, and what the process entails. All students, through the Social Studies Department, complete a Voice of Democracy essay for the Veterans of Foreign Wars national essay contest. Students share their responses at an assembly hosted by the school for all veterans in our communities. Many students have advanced in the state competition. In addition, students volunteer through the League of Women Voters to assist in townwide elections and debates. Students taking Civics participate in a Citizenship Project that requires students not only to reflect on their own thoughts and experiences about citizenship, but also to interview multiple citizens. The Being an Informed Citizen Project asks students to gather, evaluate, and use information to actively participate in democracy.

The school is in the implementing phase for Principle 1.7

Standard 1 Strengths

STRENGTHS

The school community fosters a safe, positive, respectful, and inclusive culture where students feel welcomed, valued, and connected. Evidence of this commitment includes positive family survey results indicating that more than 80% of respondents believe the school is safe and respectful, as well as intentional initiatives such as the Honor Flag, Unified Sports, Spectrum, and curricular experiences that promote diversity, equity, inclusion, and belonging.

The school community demonstrates collective responsibility for the well-being of every student by intentionally building meaningful relationships and ensuring students are known by adults throughout the building. Consistent four-year homeroom assignments, accessible school counseling services, and strong connections with classroom teachers, coaches, club advisors, and support staff create a network of trusted adults who support students' academic, social, and emotional development.

The school creates numerous opportunities for students to develop positive relationships with adults and peers that enhance their social, emotional, and physical well-being. Programs such as daily homeroom and Wildcat Wednesday, along with a wide range of extracurricular activities, athletics, and clubs, encourage students to explore interests, build community, and strengthen their sense of belonging.

The school culture promotes intellectual risk-taking and continuous growth for both educators and learners through reflection, collaboration, and innovation. Students engage in self-assessment through the Diploma Mastery Assessment process, while faculty participate in peer observations, collaborative planning, and ongoing professional development that emphasize learning from experience and continuous improvement.

The school benefits from an inclusive leadership model that encourages collaboration among administrators, faculty, students, families, and community members. Structures such as the Parent Advisory Board, student leadership organizations, and collaborative budget and planning processes provide multiple avenues for stakeholder voice and shared decision-making.

The school culture fosters civic responsibility and community engagement by providing authentic opportunities for students to serve others and participate in democratic processes. Student-led service initiatives, the Senior Project, Veterans Day programming, Voice of Democracy participation, voter registration education, and partnerships with community organizations encourage students to become informed, engaged, and responsible citizens.

Standard 1 Areas of Growth

AREAS OF GROWTH

Increase awareness and understanding of the school's Portrait of a Graduate among students and other stakeholders by embedding it more intentionally into classroom instruction, schoolwide programming, and ongoing communications so that it serves as a meaningful guide for student learning and development.

Develop and implement a formal process for the regular review and revision of the school's core values, beliefs about learning, and vision of the graduate to ensure they remain relevant, widely understood, and reflective of the evolving needs and priorities of the school community.

Expand policies, educational opportunities, and student experiences that promote understanding of diversity, equity, inclusion, and belonging by continuing to research and implement activities and programming that educate students about historically marginalized communities and diverse perspectives.

Standard 2 — Student Learning

Standard 2, Principle 1

The school's vision of a learner is defined by measurable criteria and learners receive feedback on their progress toward proficiency.

NARRATIVE

Lyme-Old Lyme High School is implementing a vision of a graduate for our 9-12 institution but lacks a system to provide feedback and track student progress on the district vision of a graduate. The school defines what proficiency looks like for each aspect within the 9-12 vision with specific and measurable criteria for success. The DMA (Diploma Mastery Assessment) defines proficiency in four domains along a four point measurable rubric. The domains are preparation & organization, participation & collaboration, reflection & adaptability, and communication and advocacy.

The school integrates opportunities for students to practice the skills within the vision and receive feedback on their progress throughout the curriculum. Throughout four years of high school, courses integrate opportunities for students to grow in DMA skills, and evaluators assess each student at the end of the first and second semesters. Throughout their courses, students individually reflect on their progress, and teachers give feedback via Powerschool comments and assignment feedback.

Lyme-Old Lyme High School embeds the 9-12 vision into curriculum, instruction, and assessment practices. All teachers have received professional development on supporting students' executive functioning skills that align with the schools' DMA skills. Teachers have embedded opportunities for students to practice DMA skills within the coursework across departments.

The school develops and implements a formal process to assess individual learner progress toward achieving the school's vision of a learner and communicate that progress to both learners and their families. Currently, there is no process for Portrait of a Graduate; however, there is a formal process to assess students' DMA skills at the end of each semester and communicate progress to parents via PowerSchool. The guidance department identifies students not progressing towards proficiency. Counselors then communicate to teachers the need for classroom intervention to support particular students in reaching proficiency.

The school develops an annual report on whole-school progress toward learners' achievement of the vision of a learner. There is a senior student DMA report generated to identify which seniors may still need to reach DMA proficiency. There is no annual report or way to measure Portrait of a Graduate.

The school is in the implementing phase for Principle 2.1

Standard 2, Principle 2

There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of a learner.

NARRATIVE

The written curriculum documents at LOLHS include a scope and sequence or curriculum map for each course in the school that includes units of study with guiding/essential questions, concepts, content, skills, and assessments aligned with expected course outcomes. An example of this is the English department's written curriculum documents in grades 9-12, which include a Scope & Sequence document for each course, complete with essential questions. Unit Overviews, included with each unit of study, identify concepts, content, skills and assessments aligned with the Common Core Standards. Another example is the math department's comprehensive collection of curriculum documents for each course offered within the department. Each document includes essential questions, concepts, content, skills, and assessments aligned with expected course outcomes.

At LOLHS, the written curriculum documents include competency-based elements for all career and technical education programs with pathways leading to licensure, certification, and post-secondary education. For example, the music department offers students opportunities to learn industry-standard sound technology programs and utilize equipment that leads to post-secondary study and job opportunities. The music department also prepares students by offering courses for college credit as well as advanced placement coursework, preparing students for post-secondary education in music or other areas of study. The Career and Technical Education Department offers students the opportunity to become MOS certified in the Microsoft Office certification class and certified nationally in Personal Finance. Students can become certified in SolidWorks in the Engineering Design course. Students can earn dual credit in Web Design and Engineering Design classes from Three Rivers Community College. Electrical Energy and Woodworking Tech courses are available for college credit through New England Technical Institute. In the Technology and Engineering Department, courses are designed to teach the skills needed in industry, carpentry, electrical, drafting, manufacturing, video production, welding, and more.

The written curriculum documents at LOLHS include instructional strategies, materials, and resources. Within the English curriculum document (pg.3) there is an Instructional Strategy Resource Page. A "Planning for all Learners" section (pg.4) provides links to materials and resources. In PE and Health, the curriculum documents include instructional strategies, materials, and resources. Health lessons incorporate class discussions, group projects, PSA campaigns, and reflection activities. Each unit links to digital resources and lesson materials,

ensuring teachers have access to tools that meet the needs of all learners. Ex: Curriculum Document.

The written curriculum documents in all departments include formative and interim assessments. An example is that the Math Department uses a variety of formative and summative assessments aligned with each unit of study. This can be found in the pacing guide within each curriculum document. The science department curriculum documents for every unit have both formative and summative assessments (Chemistry Curriculum sample).

At LOLHS, the written curriculum documents include opportunities for all students to see themselves represented. The Social Studies Department embeds the voices of diverse populations, inclusive of gender, age, socio-economic & racial differences, into all courses. Specific courses highlight the history of distinct groups, such as African-American, Latino, and Puerto Rican Studies. The Music Department invites students to select performance materials and strives to represent the different cultures of the students in the concert selections. The Music Department also offers courses that facilitate success for all learners. The Technology and Engineering Department provides opportunities for students to choose how they show proficiency and consistently has a diverse group of learners in its classes.

The written curriculum documents include connections to the school's vision of a learner. The four core values at LOLHS are accountability, respect, integrity, perseverance. The World Language Department encourages students to persevere by instilling students with the idea of learning as a process. Adhering to the principles of Growth Mindset, teachers give students ample opportunities to achieve by following guidelines of academic integrity and taking personal ownership of their course work, especially in the face of AI challenges. Teachers utilize various types of AI tools to encourage interactive and individual learning, such as Speakology, yet students learn to adhere to the school vision of a learner and achieve language proficiency with the AI tools. In HS 101, the students self-reflect on Portrait of a Graduate, making it a part of their student success plan in Naviance. All science department curriculum documents refer to the portrait of a graduate.

The school is in the implementing phase for Principle 2.2

Standard 2, Principle 3

The written curriculum emphasizes deep understanding, through aspects such as interdisciplinary learning, project-based learning, and authentic learning experiences.

NARRATIVE

Our written curriculum documents make abundant connections to prior knowledge across disciplines. The music curriculum includes many connections to physics (sound science, acoustics, etc), the humanities (literature, film, theater), language (Italian, Spanish, French, Latin, and German) and history (world history, American history). The Spanish curriculum includes the same six AP universal themes over four years. Connecting themes in each class and course gives students opportunities to transfer previous knowledge from classes and other disciplines. The Technology and Engineering Department embeds math and science in their curriculum. Woodworking Technology has learning activities designed not only to teach carpentry but to build geometry skills. The Electrical Technology class complements physics classes by going deeper and providing more opportunities for experimentation.

The written curriculum documents also emphasize learner application of knowledge and skills. The 11th grade U.S. History course asks students to apply their historical knowledge of WWII by planning, designing, building, and presenting a memorial to the dropping of the Atomic Bomb. Students use historical knowledge and skills, such as evaluating bias in sources, categorizing historical evidence to develop a narrative, incorporating theme and symbology into their final product, working as a team in discrete and non-discrete roles, and presenting their plan in a cohesive manner. All Business Ed, Art, Music and Tech Ed classes are performance-based, which allows for the application of knowledge and skills.

The written curriculum documents include discipline-specific, higher order thinking, and transferable skills and dispositions. Science curriculum documents include transferable skills in the form of Science and Engineering Practices that apply to STEM courses as well as crosscutting concepts that apply to all subjects. Drawing classes in the Art Department include drafting projects that develop skills transferable to work in math and engineering.

The written curriculum documents embed skills and competencies necessary to attain the school's vision of a learner. World Languages curriculum documents all include summative assessments that reflect students' proficiency and achievement, which, in turn, reflects school vision. Summative assessments in Civics are based on the Diploma Mastery Assessment rubric. Nearly all classes provide opportunities for independent projects that also reflect skills identified in the Diploma Mastery Assessment.

The school is in the implementing phase for Principle 2.3

Standard 2, Principle 4

Instructional practices are designed to meet the learning needs of each student.

NARRATIVE

Instructional practices include strategically differentiating, individualizing, and personalizing based on the needs of all learners.The English Department's curriculum document includes an Instructional Strategy Resource Page that provides links for differentiating and individualizing instruction as well as a link to Kosta and Kallick's 16 Habits of Mind to assist with addressing the needs of all learners. The curriculum document also includes a "Planning for All Learners" section in which teachers can find links to resources. The Art Department accommodates learners of all levels. In Introduction to Drawing, students complete the same units representing self-selected objects of varying degrees of difficulty. Students in Introduction to Painting create oil-paint reproductions of selected works, with project complexity ranging from simple to highly advanced based on each student's experience and skill level.

Instructional practices include using formative assessment to adjust instruction. The AP classes within the Social Studies Department (AP European History, AP United States History and AP Psychology) utilize the Albert.io and Apclassroom.org programs for formative assessments, which provide feedback to adjust instruction. All Social Studies classes use formative assessment tools such as reading quizzes, partner quizzes, entrance and exit slips, check-ins, wipe-boards, and close reads to monitor student understanding and make adjustments to instruction. The daily performances in the music classroom provide constant formative assessment that drive the adjustment of instruction. Technology and Engineering Department classes require students to show skills by performing hands-on work daily. This work allows for students to demonstrate proficiency in Technology and Engineering Education Standards regularly. Students in all Art Department classes also receive ongoing formative assessment as regular, informal critiques and feedback on works in progress.

Instructional practices include organizational grouping and tiered intervention strategies that meet the needs of each learner. Curriculum Unit Overviews/Learning Guides align Bloom's Taxonomy with assessments that range from traditional to performance based. Scientific Research-Based Interventions are implemented in all classrooms to support struggling students in reading, math, and behavior through tiered support, while our Best Practices and Cognitive Engagement Strategies support the needs of the group as a whole. In the English Department, Senior Projects provide opportunities for graduating seniors to combine learned skills and apply them to an extended exploration. Students become more aware of themselves and appreciative of their capabilities and talents as well as the resources in their community. Students are encouraged to select projects that appeal to and advance personal interests, which provide opportunities for self-discovery, self-evaluation, and exploration.

Instructional practices include structure and support to provide all learners with access to rigorous learning opportunities. Few of our college-level classes require teacher recommendations. Any student who completes both Introduction to Drawing and Advanced Drawing is eligible to take ECE Drawing, accredited by UConn, and all who complete ECE are encouraged to take AP Drawing or 2-Dimensional Design. We offer a wide array of other AP and ECE courses that have prerequisites but no grade requirements. Students in these classes enjoy support from staff in our Academic Success Center and Mastery Lab as necessary as well as extra help from teachers either after school or during Academic Review periods. Course objectives at every level include rigor as a guiding principle.

The school is in the implementing phase for Principle 2.4

Standard 2, Principle 5

Students are active learners who have opportunities to lead their own learning.

NARRATIVE

Meaningful, relevant, and self-initiated learning experiences are routine at LOLHS. Students frequently have opportunities to create custom projects, labs, investigations and experiences based on prior learning. These opportunities allow direct application of foundational knowledge. AP Biology routinely incorporates inquiry-based laboratory investigations in which students design experiments to test variables of their choosing in order to answer a guiding question. AP Statistics and Level 2 Statistics utilize an "experience first, formalize later" approach to make learning meaningful, relevant, and self-initiated.

Students are given opportunities to set goals and reflect upon the results to guide learning. For example, all HS 101 students set five freshmen goals in Naviance that become part of their student success plan: academic, career, extracurricular, personal/social, and community service. The Music Department's Chamber Music unit provides structured opportunities for student goal setting and reflection on results; this information is used to plan student-run rehearsals leading to a performance.

Students are given many opportunities to apply knowledge and skills to authentic, real world tasks. For example, Economics gives students several opportunities to research the course content in greater depth in order to create unique presentations. In one such example, they create a fictitious business and website to be presented to the class. In Applied Algebra 2, students create their own catapult and model the path an object takes using a projectile motion equation.

Student learning is not limited to hypothetical problems. Students can pursue personal interests and have opportunities for creative expression. Students in both PE and Health take an active role in their learning by setting personal fitness or wellness goals, reflecting on progress, and leading portions of class activities, stretches, and discussions. In Health, students often facilitate small group discussions or teach a short topic related to course content, promoting leadership and ownership of learning. In Spanish ECE and AP, students have many opportunities to pursue personal interest and opportunities for creative expression; for example, students design graffiti and/or tattoos and present them to the class.

The school is in the transforming phase for Principle 2.5

Standard 2, Principle 6

Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.

NARRATIVE

Students engage in 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. All science classes routinely require students to assess a problem and collect data in order to make higher-level conclusions based on evidence. The World Language Department designs its curriculum to encompass the three modes of communication — Interpretive, Interpersonal, and Presentational — as outlined by national ACTFL standards. Students engage in cognitively rigorous learning experiences that promote the development of research proficiency, effective presentation techniques, and advanced interpersonal communication skills. This approach fosters linguistic competence, intercultural understanding, and the capacity for critical inquiry in authentic contexts.

Routinely, students engage in analysis, synthesis, creativity, making connections, and understanding relationships. For example, in the 9th grade Foundations of World History course, students are required to collaboratively apply the characteristics of a civilization to create a theme park that includes common elements of ancient river civilizations. In the 11th grade, U.S. History students analyze images of Hiroshima and Nagasaki before working in groups to design memorial spaces that show varying perspectives on the dropping of the atomic bomb during WWII.

Learners at LOLHS engage in investigation and examination in many aspects of their education, and teachers take great care to create research based experiences. For example, students in Introduction to Drawing take detailed measurements of their bedrooms and furniture, which they use to represent the space in three ways: as plans and elevations, in isometric projection, and in one-point perspective. The drawings increase their understanding of the space and test the accuracy of their measurements while demonstrating different modes of translating three dimensions into two. All history courses incorporate the use of primary source documents to be used as tools to analyze historical situations, thoughts, and social norms. Courses like African-American & Latino Studies embed research on a weekly basis. All social studies courses utilize an inquiry model. This model allows students to voice their choices and pursue research in topics that interest them. For example, students in Civics select a political issue of interest, research how a citizen can become informed on this topic, and create a visual to encourage continued learning on this topic for their peers as part of the “informed citizen project.”

At LOLHS, learners engage in critical and creative thinking. Across the board, our courses incorporate opportunities to engage in critical and creative thinking. In Spanish classes, students participate in class discussions on topics such as immigration, voluntarism, learning disabilities

in different countries, and positive and negative impact of artificial intelligence. All science classes provide opportunities to analyze open-ended problems and provide independent analysis based on critical thinking. Mathematics classes prompt students to apply principles to real world problems (motion of objects for example) to push thinking beyond the basic numbers.

The school is in the transforming phase for Principle 2.6

Standard 2, Principle 7

Learners experience a wide range of assessment practices to support and improve learning.

NARRATIVE

The teachers of Lyme-Old Lyme High School create effective assessment practices, including formative and summative assessments, to gather information about student progress and inform instruction. For example, within the World Language Department, all courses incorporate a range of formative and summative assessments to understand student progress and inform instruction. (e.g. Latin 2 Unit 1, Chinese 1 Unit 1-6, French 3 Unit 4, Spanish ECE Voices of South America). In the Science Department, AP Physics and L1 Chemistry have applied formative assessments based on the QUEST tool provided by the University of Texas. This tool prompts students to solve problems, giving them up to seven attempts at success. The instructor can identify which problems posed the greatest challenges for students and for the class as a whole, using that information to inform future instruction.

The teachers of Lyme-Old Lyme High School evaluate their assessment practices to ensure their effectiveness. They include common assessments that ensure consistent and equitable learning opportunities across grades and courses. For example, throughout the Spanish curriculum there are common assessments that ensure consistent and equitable learning opportunities across L2 Spanish 2 through AP Spanish. This happens through performative assessments. Rubrics are designed to assess students' performance in three modes of communications- based on the AP rubrics. The Math Department utilizes common assessments to ensure consistent and equitable learning opportunities within courses and levels.

The teachers of Lyme-Old Lyme High School implement effective assessment practices that include specific and measurable criteria for success provided to learners before assessments. In the Art Department, AP Studio Art students and teachers analyze the College Board portfolio rubrics at the beginning of the year and repeatedly use it throughout for critiques and project grades. After students submit their portfolios the instructor uses the same rubric to score them and logs the score as their final exam grade for the course.

The teachers of Lyme-Old Lyme High School include regular and consistent checks for understanding in ways that engage every learner’s thinking, including self-assessment throughout their course. All World Language courses provide opportunities for learners to demonstrate understanding through speaking and writing tasks that are consistently scored using the same rubrics, allowing students to self-assess performance. While Chemistry and Physics students use check-ins (Do Nows) or exit tickets via the Albert platform, this remains an effective way to capture class data regarding readiness to proceed. In addition, the platform gives an opportunity for students to learn from any misconceptions they may have immediately.

The teachers of Lyme-Old Lyme High School create opportunities for presentations of learning to authentic audiences, including students, families, community members, and professionals. The Electric Vehicle Design course in the Technology and Engineering Department participates yearly in the Connecticut Electrathon. For the last 39 years, the Art Department selects student work from across their curriculum to participate in the Youth Art Show on display either at the Florence Griswold Museum or the Lyme Academy of Fine Arts. The Art Department also submits work to be judged at Shoreline Art Alliance's Future Choices show and for the Connecticut Scholastic Art Awards. Students are required to take Personal Finance and through this course sit for the Financial Literacy Certification organized by the W!SE non-profit.

The school is in the transforming phase for Principle 2.7.

Standard 2, Principle 8

Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.

NARRATIVE

The teachers of Lyme-Old Lyme High School provide learners with multiple and varied opportunities over time to demonstrate their learning. In all World Language courses, learners demonstrate proficiency in three domains: interpersonal, presentational, and interpretive communication as explained in the Program of Studies pp. 51-57. Level 2 Physics classes assess students through traditional tests and quizzes as well as projects that demonstrate a student's ability to apply learning to a real world example (e.g. Instrument Project)

The teachers of Lyme-Old Lyme High School provide learners with consistent, systematic, specific, and timely corrective feedback. Students are provided consistent, specific, and timely feedback within three school days for formative assessments and two weeks for summative assessments in all classes, like those explained in Latin Expectations Document.

The teachers of Lyme-Old Lyme High School provide learners with opportunities and time necessary to revise and improve their work. All World Language courses offer opportunities for learners to redo assessments in order to demonstrate mastery, as explained in the French 2 course expectations. After offering critique and making corrections, all classes in the Art Department allow students to resubmit final pieces for a better grade. Students in some classes might also receive opportunities to revise their work.

The teachers of Lyme-Old Lyme High School provide learners with teacher and peer feedback and self-reflection to guide next steps in learning. In the Physical Education Department, students receive ongoing feedback in class through real-time verbal cues, skill checklists, and self-assessment reflections. They have multiple chances to improve performance, such as repeating skill tests or revising written health assignments based on feedback. This process helps students understand how to apply feedback and track their own progress over time. See the Archery Skills Peers Assessment Checklist for an example of this in practice.

The teachers of Lyme-Old Lyme High School provide learners with separate grading, reporting, and feedback on work habits and academic skills. Diploma Mastery Assessments (DMAs) are linked to overall academic and personal growth. These skills can be linked to a specific assessment (in science we link these to labs, as they demonstrate participation and collaboration), in addition to an overall assessment for each semester

The school is in the transforming phase for Principle 2.8.

Standard 2, Principle 9

Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

NARRATIVE

The teachers of Lyme-Old Lyme High School provide learners an opportunity to use technology in informed, effective, and ethical ways to access, support, document, and supplement their learning. The World Language department uses Speakology, an AI tool that allows students to use AI to further their interpersonal communication goals. With this tool, students are challenged in their language use and acquisition by speaking with an AI instructor. The pace of the conversation as well as the complexity of the conversation is based on the students' proficiency level.

The teachers of Lyme-Old Lyme High School provide learners an opportunity to use technology in informed, effective, and ethical ways to research, create, and problem-solve. The science department has implemented wireless sensors linked to Chromebooks in order to collect real-world data. We can share this data using our Google platform and analyze it to develop meaningful conclusions.

The teachers of Lyme-Old Lyme High School provide learners an opportunity to use technology in informed, effective, and ethical ways to personalize the pace of learning. The entire school uses Canvas and Naviance, which freshmen practice in High School 101. The freshmen create a student success plan in Naviance that can be viewed by their parents and the seniors use Naviance for the common app. Students are using technology to access supportive learning programs such as: text to speech, speech to text, digital curriculum, personalized curriculum, Spanish translations through digital textbooks, and AI to assist in access to content.

The district has an acceptable use policy for Chromebooks. Students cannot get their Chromebooks until the student and the parent or guardian signs this. While we do not have a digital literacy class per se, each class offered by the Computer and Business/Management Department reviews this topic as part of its curriculum. For example, in High School 101, digital footprints are discussed, while in Personal Finance, email scams and criteria for evaluating trustworthy financial information is reviewed

The teachers of Lyme-Old Lyme High School provide learners an opportunity to use technology in informed, effective, and ethical ways to collaborate digitally to support learning. The Chinese program at LOLHS uses technologies to reach out to its sister school, Beijing 101 HS, in interactive, collaborative, and cooperative language centered activities such as monthly videoconferencing with 101 students, which is followed up with emails with their partners in China. As a side note, our exchange program has had students and teachers visit and study at LOLHS. The Technology and Engineering Department uses Computer-Aided Design (CAD) software to facilitate communication with each other in the design and evaluation of

engineering projects. These projects include our electric race vehicle, competition robots, and more.

The school is in the implementing phase for Principle 2.9.

Standard 2 Strengths

List the school's strengths for Standard 2. Each strength should be a brief, evidence-based statement. Add as many entries as needed; one paragraph per strength.

STRENGTHS

The school has developed comprehensive written curriculum documents across departments that include consistent scope and sequence, essential questions, concepts, skills, instructional strategies, and aligned formative and summative assessments, providing a coherent framework for teaching and learning.

The curriculum emphasizes authentic, project-based, and interdisciplinary learning experiences that enable students to apply knowledge and skills in meaningful contexts, including performance-based tasks, research projects, engineering challenges, senior projects, and real-world problem solving.

Students regularly engage in inquiry, critical thinking, problem solving, creativity, and analysis through deliberately designed learning experiences that promote higher-order thinking, investigation, collaboration, and the transfer of learning across disciplines.

Teachers employ a wide variety of formative and summative assessment practices to monitor student progress, provide timely feedback, and adjust instruction to meet learner needs, resulting in responsive and data-informed teaching practices.

Students are provided multiple opportunities to demonstrate mastery through varied assessment formats, including presentations, projects, performances, written work, and traditional assessments, with many courses offering opportunities for revision, reflection, and improvement based on teacher and peer feedback.

Technology is thoughtfully integrated across curricular areas to enhance instruction, collaboration, research, communication, data collection, and personalized learning while promoting the ethical and effective use of digital tools.

The school provides broad access to rigorous learning opportunities through Advanced Placement courses, Early College Experience offerings, dual-credit programs, industry-recognized certifications, and career-connected experiences that prepare students for postsecondary success.

Instruction promotes student ownership of learning by incorporating goal setting, self-assessment, reflection, inquiry-based learning, and student-directed projects that encourage learners to take an active role in their academic growth.

The Diploma Mastery Assessment (DMA) framework is consistently embedded throughout curriculum, instruction, and assessment, reinforcing the school's vision of a learner through the development of preparation and organization, participation and collaboration, reflection and adaptability, and communication and advocacy skills.

Curriculum and instructional practices intentionally incorporate diverse perspectives and provide opportunities for students to see themselves represented through inclusive texts, culturally responsive content, varied learning experiences, and equitable access to rigorous educational opportunities.

Standard 2 Areas of Growth

AREAS OF GROWTH

Develop and implement a formal system to measure, monitor, and communicate student progress toward the district's Portrait of a Graduate and Vision of a Learner beyond the existing Diploma Mastery Assessment framework.

Increase schoolwide awareness and integration of the Portrait of a Graduate by embedding its competencies more consistently into curriculum, instruction, assessment, and communication with students and families.

Expand opportunities to monitor student growth in transferable skills throughout the year by implementing ongoing competency tracking rather than relying primarily on end-of-semester evaluations.

Strengthen consistency in revision and reassessment practices across all courses to ensure equitable opportunities for students to demonstrate mastery and improve learning based on feedback.

Develop a comprehensive, schoolwide approach to digital literacy that provides all students with explicit instruction in the ethical, responsible, and effective use of technology across disciplines.

Continue refining systems for documenting, monitoring, and evaluating individualized student interventions to ensure supports are effectively meeting learners' academic and personal needs.

Standard 3 — Professional Practices

Standard 3, Principle 1

The school engages all stakeholders in the development and implementation of a school growth/improvement plan, which reflects the school's core values, beliefs about learning, and vision of a learner.

NARRATIVE

The school does not currently maintain a formally documented school growth/improvement plan; however, it has established many of the key components typically found in such a plan. The high school has developed and articulated its core values and beliefs, as well as a vision of a graduate, all of which are publicly available on the district website. These documents were reviewed three years ago when the Diploma Mastery Assessment rubric was created to determine if a student fulfills the vision of a graduate requirements. In High School 101 the students self-reflect on both the vision of a graduate and the Diploma Mastery Assessment rubric which become part of their student success plan in Naviance. All classes use the Diploma Mastery Assessment rubric as an evaluation and reflection tool.

The school has established specific, measurable goals that are designed to positively impact student learning and include clear criteria for success. Each year, faculty members complete the LOLHS Educator Growth and Evaluation Goal-Setting Form, which includes both a professional growth goal and a peer district goal. In addition, the district's Growth and Support Plan outlines the overall goal-setting process and provides a framework for continuous improvement.

School goals are informed by stakeholder input and current educational research. Annually, the school begins with the Board of Education's goals and uses them as the foundation for developing school-specific goals. To ensure professional learning aligns with identified needs, the Professional Development Education Committee surveys faculty members at the end of each school year. The survey results are then used to guide the planning and implementation of professional development activities for the following year.

The school's goals are aligned with district priorities and the Standards for Accreditation. Each year's peer district goal is aligned with the Board of Education goals. The 2025-26 District Learning Goal is "Participate in learning activities throughout the year on AI and insights into use and misuse." The 2025-26 Instructional Focus Areas is NEASC Self-Study where the faculty "work as a school community to gather evidence for self-study in preparation for accreditation visit."

Each school within the district reviews multiple data points to identify areas of focus for the upcoming school year. While there is no formalized template for this process, schools use available student achievement and performance data to guide decision-making. The Curriculum

Director provides an annual summary document that outlines the District Learning Goal, Professional Learning Goals, and Instructional Focus Areas, which serve as a framework for school improvement efforts and professional learning throughout the year.

Since we have the components of a school growth/improvement plan (just not a formal written plan), in the NEASC survey, 53% of teachers said that they were familiar with the school improvement plan, while 49% indicated that they aren't involved in the development of the plan.

The school is in the developing phase for Principle 3.1

Standard 3, Principle 2

Educators engage in ongoing reflection, formal and informal collaboration, and professional development.

NARRATIVE

Educators individually and collaboratively engage in authentic professional discourse for reflection, inquiry, and analysis of teaching and learning. Educators regularly engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being. All departments have a common planning period to discuss teaching strategies, student progress, and analyze data. According to the NEASC survey, 77% of the faculty agree that a common planning period has helped to improve student learning and well-being. In addition, there are district department meetings to ensure vertical alignment of curriculum.

Educators individually and collaboratively develop consistent grading and assessment practices aligned with the school's beliefs about learning. Each department has common assessments and consistent grading practices which are aligned with the school's beliefs about student learning.

Educators individually and collaboratively engage in formal and informal professional development, including peer observation, and apply skills and knowledge to practice. The school promotes professional development and supports teachers in continuing their education both formally and informally. There are full and half day professional development days throughout the year. There is a Professional Development Education Committee (PDEC) that meets regularly to plan and address the needs of the district. In addition, the faculty completes three peer observations each year based on the CCT rubric. According to the NEASC survey, only 12% of the faculty find that on site workshops and training for the current school year are very or quite helpful for professional growth.

Educators individually and collaboratively maintain currency with best practices and content-specific instructional practices. Every year faculty has the opportunity to participate in internal and external professional development to main currency with best practices and content-specific instructional practices.

Educators individually and collaboratively engage in supervision and evaluation using effective and timely feedback to improve practices that result in increased student learning. In addition, the faculty completes three informal peer observations each year based on the CCT rubric to enhance our teaching strategies. According to the NEASC survey, faculty have expressed there is a lack of instructional coaching, and 44% find the non-evaluative peer-observations very or quite helpful.

The school is in the transforming phase for Principle 3.2.

Standard 3, Principle 3

Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.

NARRATIVE

Educators regularly examine a variety of evidence of student learning and well-being to improve instruction, assessments, programs, and services. Graduating seniors take an exit survey given by the School Counseling Department, but they do not take a post-graduate survey. Departments have common unit, mid-year, and final assessments for their courses. All departments have a common planning period, which is often used to review curriculum and make instructional decisions based on review of student work and assessments. According to the NEASC survey, more than half of the staff feel like they often use student work and assessments to make instructional decisions, and 57% of staff report using student work to make instructional choices at least two times per week. Also, the survey states that 85% of the faculty ask for student feedback to improve their learning.

All students in grades 9 through 11 take PSATs in the fall, and teachers across the school use the PSAT data to identify weaknesses in student subgroups and skill areas. These areas are addressed by the faculty during regular instruction and additionally by TASC tutors in targeted interventions. Educators work closely with families and school counselors not only to ensure student well-being but also to closely monitor students' progress in achieving the school's vision of a graduate. In addition, Mastery Lab collaborates with all teachers to ensure the curriculum is accessible to all students.

Teachers can refer students who are not performing to their abilities through the Scientific Research Based Intervention (SRBI) program. Teachers also have an opportunity to refer students to a Student Assistance Team (SAT) for any concerns, emotional or academic. Some of the outcomes from these meetings are the referral to the TASC center for targeted support to address organizational needs, strengthen academic performance, and facilitate access to counseling and other support services as appropriate.

The school is in the transforming phase for Principle 3.3

Standard 3, Principle 4

Collaborative structures and processes support coordination and implementation of curriculum.

NARRATIVE

The school uses structures and processes to ensure a formal, ongoing curriculum cycle of review and revision for all courses in all departments.The curriculum coordinator and curriculum steering committee have developed a Curriculum Development/Revision Process that is dedicated to creating common language, consistency, and expectations when developing and revising adopted curriculums. This document provides a systematic process for curriculum design.

The school uses structures and processes to ensure effective curricular coordination within and among each academic area, department, and program in the school. The curriculum coordinator and district-wide curriculum steering committee oversee curriculum development and review new initiatives under consideration. Curricular excellence is based on national and state-level expectations in conjunction with feedback from parents, teachers, students, and other community members. Common student assessments ensure consistent expectations throughout the district.

The school has established structures and processes that support vertical articulation within the school and with sending schools throughout the district, ensuring alignment of curriculum, instruction, and student learning expectations. According to the NEASC survey, 93% of the faculty reports the curriculum is vertically aligned. Teachers and administrators review and update curriculum for every subject area on an ongoing basis. Each subject area completes a curriculum review cycle over the course of five years. The district provides financial support for development of the curriculum and for 6-12 meetings to continue vertically aligning the curriculum. All curriculum development is based on a standardized process and its documentation is developed using a common template and published on the district's internal network. In this way, any educator within the district can have access to any curriculum (regardless of grade level and subject area) further ensuring that all educators are working toward a common set of goals.

The school uses structures and processes to ensure clear alignment between the written, taught, and learned curriculum. It is a district expectation that all teachers adhere to the district curriculum and uphold common expectations for student learning.

The school is in the transforming phase for Principle 3.4

Standard 3, Principle 5

School-wide organizational practices are designed to meet the learning needs of each student.

NARRATIVE

Organizational practices include access to challenging academic experiences for all learners. Organizational practices are designed to meet the learning needs of each student. A variety of Advanced Placement (AP), UCONN Early College Experience (ECE), Career and Technical Education (CTE), electives, English learner, and Virtual High School courses are offered. The staff provides an overview of the educational experience of the above courses to students and parents.

The school's organizational practices promote inclusive learning environments and provide opportunities for students to learn alongside and from peers with diverse backgrounds, experiences, and abilities. Examples of these practices include heterogeneously grouped courses that encourage collaboration, multiple perspectives, and equitable access to rigorous learning opportunities. The school has an inclusive learning environment. All students attend classes; we do not have self-contained classrooms. Many classes are nonleveled, which brings together students with diverse abilities, backgrounds, and skill levels. Special Education teachers assist classroom teachers in all subjects. Instructional Assistants provide support in the classrooms and mastery lab.

Organizational practices include equitable inclusion of students from historically underrepresented groups in all courses, programs, and opportunities, including career and technical education programs. All courses, programs, and opportunities are open to all students. Elective courses support core courses to enrich the overall educational experience for all students. There is a transition program for high school graduates who have deferred their diploma to access their education through the age of 22. Additionally, the school offers alternative education programs for students who need it.

Organizational practices include written admission policies that identify equitable enrollment criteria for students and a process for determining student enrollment allotments, if applicable, from participating and sending equitable schools. Lyme-Old Lyme Schools offers a learning environment focused on enabling children of all ages to reach their full potential as scholars, artists and athletes. The Lyme-Old Lyme Board of Education will consider and may permit the enrollment of nonresident students to the Lyme-Old Lyme Schools. A student may attend Lyme-Old Lyme Public Schools without formal tuition charges if the student is participating in a program such as "Open Choice" or other state and locally approved programs designed to create social and cultural diversity.

The school is in the implementing phase for Principle 3.5.

Standard 3, Principle 6

Educators develop productive student, family, community, business, and higher education partnerships that support learning.

NARRATIVE

Educators enable and promote relationships with the community, businesses, and higher education institutions to support authentic student learning experiences. The high school offers Early College Experience classes through UCONN and Career and Technical Education Dual Enrollment Program with Three Rivers Community College and New England Technical Institute. Students gain college credit for courses taken at the high school. Local community organizations, such as the Lymes' Youth Service Bureau work with the school by offering opportunities such as REACH and Youth Advisory Council for students and a variety of evening programs for parents. The high school has several parent organizations such as the Parent Advisory Board and booster clubs. Several classes welcome community members and businesses as guest speakers.

Educators engage students and families as partners in each learner's education and reach out specifically to those families who have been less connected with the school. Parents and families are actively engaged in the school community through a variety of informational and support programs. Opportunities for involvement include Parent Open House, Report Card Night, 8th Grade Parent Orientation, grade-level evening presentations hosted by the School Counseling Department, Financial Aid Nights, and the Freshman Picnic. In addition, families have access to college and career planning resources, including a scholarship booklet available through the School Counseling website. If a student has a 70 or below in a class, the teacher notifies the parents and the student's counselor through ParentSquare. According to the NEASC survey, 82% of the faculty reports engaging parents as partners in helping their children to learn. Before 8th grade students enter high school, they have an opportunity to spend the entire day at the high school at the end of May (Eighth Grade Orientation - EGO Day) . High school 101 is a course taken by all freshmen to help with the transition from middle school to high school. Writing and Communication for the Real World is offered to seniors to help with the college application process.

Educators develop effective career and technical education program advisories and community, business, and higher education partnerships that support work-based learning. We have two partnerships with colleges where students can earn college credit for courses they take at the high school. We have a school-to-career program and a job shadow program. According to the NEASC survey, 63% of faculty felt that students "have learning opportunities that involve community members or programs."

The school is in the implementing phase for Principle 3.6.

Standard 3 Strengths

STRENGTHS

The school engages educators, administrators, students, families, and community stakeholders in the development and implementation of improvement initiatives that reflect the school's core values, beliefs about learning, and vision of the graduate. Collaborative structures such as leadership teams, advisory groups, and stakeholder partnerships support shared ownership of school priorities and decision-making.

Educators demonstrate a strong commitment to continuous improvement through ongoing reflection, formal and informal collaboration, peer observations, common planning time, curriculum development, and sustained professional learning opportunities that enhance instructional practice.

Faculty regularly examine evidence of student learning and well-being to inform curriculum, instruction, assessment, and student supports. Student performance data, Diploma Mastery Assessment results, formative assessments, and counselor interventions are used to identify needs and guide instructional and programmatic decisions.

Established collaborative structures, including department common planning time, curriculum review processes, and interdisciplinary collaboration, promote consistency and coordination in curriculum implementation and instructional practices across the school.

Schoolwide organizational structures are intentionally designed to meet the diverse learning needs of students by providing tiered supports, flexible instructional practices, academic intervention opportunities, counseling services, and access to rigorous coursework and individualized assistance.

The school has cultivated productive partnerships with families, community organizations, businesses, and higher education institutions that enrich student learning and expand opportunities through dual-credit courses, industry certifications, community service, internships, senior projects, and extracurricular experiences.

Standard 3 Areas of Growth

List the school's areas of growth for Standard 3. Each item should be a clear, actionable statement of need.

AREAS OF GROWTH

Develop and implement a comprehensive written school improvement plan that establishes clear priorities, measurable goals, action steps, timelines, and methods for monitoring progress while aligning with the school's core values, beliefs about learning, and vision of the graduate.

Standard 4 — Learning Support

Standard 4, Principle 1

All students receive appropriate intervention strategies to support their academic, social, and emotional success.

NARRATIVE

Appropriate, programmatic intervention strategies are in place to support students' academic, social, and emotional success. This process is anchored by the Student Assistance Team (SAT), which includes administrators, school counselors, school psychologists, the special education department head, the school nurse, the speech and language pathologist, and the substance use counselor. The SAT meets weekly to identify at-risk students and develop individualized intervention strategies. Students may be identified through teacher referrals, the Scientific-Research Based Interventions (SRBI) referral process, or counselor review of academic, behavioral, attendance, and social-emotional data. In response to referrals, the SAT may recommend a range of supports, including family outreach, targeted academic or behavioral interventions, Tier I classroom strategies, Tier II intervention plans, referral to a Child Study Team (CST), and collaboration with specialized staff. Once interventions are implemented, student progress is reviewed regularly and adjustments are made as needed. In addition to these structured supports, students also have access to non-programmatic resources such as TASC, after-school teacher assistance, and counselor check-ins.

While the school maintains a comprehensive and well-established system of supports, continued refinement will further strengthen implementation. One area for enhancement is deepening staff understanding and promoting consistent use of Tier I interventions prior to referral, ensuring that classroom-based supports are fully utilized before additional levels of intervention are considered. Additional opportunities for refinement include expanding Tier II intervention strategies, strengthening communication structures that regularly update families about available support services, and increasing collaboration between classroom teachers and SRBI team members. Continued advancement of the SRBI framework, including fine-tuning data-collection procedures and broadening the menu of available interventions, will further support the effectiveness of existing practices. Finally, students with persistent behavioral challenges will continue to benefit from increasingly targeted supports or specialized programming designed to ensure ongoing success as learners. The effectiveness of these systems is also reflected in stakeholder survey results related to Principle 4.1. On the staff survey, 74.4% reported "Totally True" and 25.6% reported "Mostly True" for Question 84, indicating that staff notice when a student needs help. For Question 85, 93.0% reported "Totally True" and 7.0% reported "Mostly True" that they take action when a student needs help. Additionally, for Question 86, 67.4% reported "Totally True" and 30.2% reported "Mostly True"

that the school has a system in place to find the right supports for students who need them. Family survey responses also demonstrate confidence in the school's support systems. For Question 28, 48.1% reported "Totally True" and 34.6% reported "Mostly True" that they know who to contact if their child needs academic help. For Question 29, 48.1% reported "Totally True" and 32.7% reported "Mostly True" that they know who to contact if their child needs social or emotional help. For Question 30, 38.5% reported "Totally True" and 17.3% reported "Mostly True" that the school has a clear and timely referral process when students need services or support. Student survey responses similarly reflect awareness of support structures within the school. For Question 64, 33.6% reported "Totally True" and 38.2% reported "Mostly True" that adults notice when someone needs help. For Question 65, 46.1% reported "Totally True" and 34.5% reported "Mostly True" that adults take action when someone needs help. These results indicate that a majority of stakeholders recognize that systems are in place to identify students in need and connect them with appropriate academic, social, and emotional support.

The school is in the implementing phase for Principle 4.1

Standard 4, Principle 2

All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.

NARRATIVE

All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel. The counseling department includes three full time school counselors, a full time school psychologist, a part time school based certified addiction counselor, and one counseling administrative assistant/registrar. One of our full time counselors also coordinates our school to career program.

Our counselors are delivering a written, developmental school counseling curriculum in classrooms across all grade levels. Within the first six weeks of the school year, the counselors have met with every student in the classroom. These classroom lessons include helping students understand their learning styles, set goals, explore career pathways, and investigate post-secondary options, with Naviance serving as the primary platform for completing assignments and organizing student materials and data. In addition to classroom instruction, counselors meet individually with all students on a regular basis to discuss academic progress, social-emotional development, career planning, and post-secondary goals. These meetings may be initiated by counselors, parents, teachers, and/or students. Students schedule appointments with our counselors by either seeing the counseling administrative assistant or reaching out in an email to their counselor. Our school psychologist meets regularly with students who have counseling services per their IEP and students who have been referred to school based counseling.

According to the CPS Family Survey 50% of families state that it is totally true that a counselor is available when their child needs help and 23.1% state that it is mostly true. As indicated by the CPS Student survey 55.9% of students state it is totally true that a counselor is available when they need help and 32.2% state it is mostly true. From the CPS Student Survey, 62.9% of students state that they meet with their counselor less than once a month, 18.9% of students meet with their counselor once a month, 13.8% students meet with their counselor twice a month, 2.8% of students meet with their counselor once a week, and 1.6% of students meet with their counselor more than once a week. Additionally, 52.9% of students stated it is totally true that if they need to improve academically their counselor helps them find a way to do it and 29.5% of students said this was mostly true.

Our school counseling department helps to connect students with the services available through either the Urgent Crisis Center and or Emergency Mobile Psychiatric Services as needed for support of a student's social-emotional needs. There is frequent and ongoing collaboration with our local youth services bureau to support the services provided by them to our students.

Counselors also attend shoreline clinician roundtables to learn about different clinicians in our surrounding area when they are providing resources to students and families and referring students to counseling. Our counselors also collaborate, given a signed release, with students' personal mental health providers. Results from the CPS Student Survey indicate that 48.6% of students stated it is totally true that if they need help with social or emotional issues their counselor helps them figure it out and 27.4% of students state it is mostly true.

Our counseling department utilizes a variety of surveys to gather feedback from students and families regarding programming and the information provided across all four grade levels. In particular, seniors are required to complete an end-of-year exit survey that collects detailed feedback on counseling services, including the quality of post-secondary planning support, access to their counselor, and participation in career-related opportunities. This feedback is carefully reviewed and used to inform ongoing program improvement and curriculum development.

Students at our school are provided with many opportunities to identify career aptitudes and interests. Individual meetings between students and their counselor are frequently career focused, as counselors are working with students to identify their post-secondary goals and how their classes at our school and other opportunities can enhance their pursuit. All ninth grade students take a semester-long course called High School 101 which includes a career unit that begins with students taking skill and interest surveys that match their results to specific careers and from there, they choose careers to research and report on. The tenth grade counseling curriculum is centered around further identification of areas of interest through Personality (adapted Myer's - Briggs) Inventory. Students also have the option to take the Armed Services Vocational Aptitude Battery (ASVAB) and receive information on their vocational strengths, weaknesses, and interests. All students have the opportunity to engage in two job shadows during their junior and/or senior years and some students elect to partake in more formalized internships. Students also have the opportunity to attend career-focused field trips. Our school counseling department developed and maintained a Summer Opportunities List of programs, volunteer opportunities, and other experiences that could lead students to career opportunities. Additionally, each of our counselors co-teaches a section of a Writing and Communication for the Real World course that is available to students in grade twelve during the fall semester. Throughout the course students complete a variety of writing assignments including college essays, short answers and resumes. At the start of the semester students shape their curricular goals as pertinent to their post-secondary plans. The Counseling Department utilizes the course to deliver a developmental guidance curriculum as it relates to life after high school and the post-secondary goals of the students. Based on results from the CPS Family Survey 40.4% of families state that it is totally true that counseling services meet their child's college and/or career needs and 26.9% state that it is mostly true. Results from the CPS Student Survey indicate that 56.5% of students feel it is totally true that if they need help

with career decisions, their counselor helps them figure it out and 26.1% of students feel that is mostly true.

The school is in the transforming phase for Principle 4.2

Standard 4, Principle 3

All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.

NARRATIVE

All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel. There is one full-time state licensed registered nurse, a certified athletic trainer, and a part-time drug and alcohol counselor. Our nurse has ongoing collaboration with our director of nursing services. Our director of nursing services consults regularly with our medical advisor (MD) regarding our schools compliance with the state requirements.

Our nurse ensures that all of our students' immunizations and physicals are compliant with state requirements. Student health records are maintained, reviewed, updated and stored in a secure location. Medications are administered to students and monitored by the nurse as prescribed by a licensed health care physician. Our nurse completes screenings for vision, hearing and posture as needed. In addition, she ensures compliance with the ninth grade male student population for posture screenings. She provides ongoing assessment and/or intervention for students with chronic and acute health concerns including but not limited to diabetes, asthma, seizure disorders, life threatening allergies, acute illnesses, and injuries. Our nurse also coordinates care plans for day field trips, as well as national and international overnight school trips. She also provides school staff with support supplies for medically involved students.

Our school nurse is the team coordinator for the Cardiac Response Team. This team is specifically trained to respond to cardiac emergencies in our school building. We have three AEDs placed in school, one on the first floor by the main entrance, one on the second floor and a third on the first floor outside of the weight room. In addition to AEDs, our school is also equipped with Stop the Bleed kits. Every classroom in the building has a classroom size kit that is placed in a location visible to all in the room. Larger Stop the Bleed kits are placed in common areas of the school including the Commons/ by the front door and outside the woodshop. Each year our staff is provided with a hands-on Stop the Bleed training. Our nurse is also the coordinator of our KI Team to respond in the event of a nuclear emergency.

Our school nurse works collaboratively with teachers, counselors, the school psychologist, the drug and alcohol counselor, the athletic trainer, occupational and physical therapists, the speech-language pathologist, coaches, and administrators to support student safety and overall physical and mental well-being. This collaboration includes ongoing communication regarding student care plans, as well as providing medication administration training to relevant staff members. The school nurse also participates in the Planning and Placement Team (PPT) and 504 meetings for students with medical needs. With appropriate

consent, our school nurse regularly communicates with physicians' offices regarding students' physical and mental health, including medication changes, annual physical updates, and current injuries. She also collaborates closely with the athletic trainer and sports coaches to monitor and manage student injuries, including concussions. Following a sports injury or concussion, the nurse follows up with the student's outside healthcare provider and ensures that appropriate care plans and academic accommodations are communicated to teachers during the student's recovery. In addition, she maintains daily communication with parents to provide updates on student health concerns and, when necessary, refers families to appropriate medical providers for further evaluation and care.

When a student's health concern involves mental health, the school nurse communicates with the student's parents and, when appropriate, initiates an internal referral to school counselors and/or the school psychologist. The nurse is also a member of the Student Assistance Team (SAT) and participates in weekly meetings, where she may make additional internal referrals as needed. Based on results from the CPS Family Survey, 75% of families stated that it is totally true that a nurse is available when their child needs help and 19.2% of families stated that this is mostly true. In the same survey, 53.8% of families stated that it is totally true that health staff effectively supports their child's well-being and 28.8% of families stated that it was mostly true. According to the results of the CPS Student Survey, 67.5% of students stated it is totally true that a nurse is available when they need help and 23.7% of students stated that this is mostly true.

The school is in the transforming phase for Principle 4.3

Standard 4, Principle 4

All students receive library/information services that support their learning from adequate, certified/licensed personnel.

NARRATIVE

All students receive library/information services that support their learning from adequate, certified/licensed personnel. Library services are provided to all students through the media center, which is staffed by a certified library media specialist. The media center is accessible before school, throughout the school day, and after school, offering students multiple opportunities to access resources in a welcoming and supportive environment.

The library collection is designed to meet the academic and recreational needs of students, faculty, and staff and is available in print, digital, and audio formats. Materials are selected in response to curricular needs, as well as student interests and learning needs. The media center also provides a comfortable, flexible space with a variety of seating options and access to up-to-date technology, including student computers, a charging station for school-issued Chromebooks, and on-site technology support.

In order to best serve the school community, the library media specialist takes an active role in collaborating with faculty through support of research and reading-based instructional activities. The library website provides curriculum-aligned resources, and teachers frequently bring classes to the media center to work directly with the library media specialist. The library media specialist provides instruction on information literacy, research techniques, citing sources, and accessing a wide range of literature. Students receive additional opportunities to engage in independent reading through initiatives such as the “What Are We Reading, Wildcats?” Book Club and morning chapter reads. Students are encouraged to consult the library media specialist for assistance with locating reading material, research questions, technology support, and general academic needs.

As the library media specialist works to connect with all students, efforts are continuously being made to integrate into more areas of the curriculum. As students’ needs change, the library media department wants to ensure that it remains responsive to the community, including material selection that supports diversity, the upkeep of resources such as media subscriptions and nonfiction texts, and continued support for school-wide projects.

The school is in the developing phase for Principle 4.4

Standard 4, Principle 5

Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

NARRATIVE

The school has four in-house certified special education teachers and one on-campus certified special education teacher, along with three school-based counselors, a school psychologist, a speech-language pathologist, and an English language learner tutor. Our on-campus certified special education teacher also serves as the transition coordinator, supporting students with IEPs in preparing for post-secondary education and employment following high school. The school additionally receives support from the district's board-certified behavior analyst, as well as an occupational therapist and a physical therapist. Special education students have access to additional support in their general education classes provided by eight instructional assistants. The high school also has two academic tutors who primarily support general education students, including those with 504 plans, in The Academic Success Center (TASC). TASC tutors provide executive functioning support as well as targeted academic assistance in mathematics and reading and writing skills. In addition, the English Language Learner (ELL) tutor collaborates closely with teachers, counselors, and administrators to scaffold instructional materials and develop appropriate accommodations to meet the needs of ELL students. The ELL tutor has designated periods to work directly with students in support of their English language development. Eligibility for this level of support is determined through assessment data, including LAS Links scores.

TASC tutors have ongoing communication with teachers to collaborate and assist in coursework completion. They also meet with the assistant principal on a monthly basis. Our school psychologist and speech pathologist also meet monthly with school psychologists and speech pathologists across the district. Special education teachers meet bi-weekly as a department with the school psychologist, speech and language pathologist, special services clerk and administration (assistant principal and director of special services) to collaborate on student progress, address concerns, and develop resources to meet the needs of our special education students. Special education teachers, school counselors, the school psychologist, and speech and language pathologist have ongoing collaboration with regular education teachers throughout the school year to support the student population with their academic, behavioral, social/emotional learning in the general education classroom. These collaborations happen throughout the school day, during common prep periods, department meetings or individual staffings held before or after school. Our special education department also offers an "Open House" at the start of the school year for collaboration between case managers and teachers who have special education students on their class rosters. Administration also provides opportunities for collaboration blocks to special education teachers and regular education

teachers during the school day to modify and adapt curriculum to meet the needs of our students.

The high school also has a Student Assistance Team (SA Team) which meets weekly. This team is composed of two administrators, three school counselors, a school based counselor, school psychologist, speech and language pathologist, and a school nurse. The purpose of this team is to identify students who are at risk and do not currently receive support services, as well as to review concerns and develop intervention strategies for students with an Individualized Education Program (IEP) or 504 Plan. Through the Special Education program, the high school conducts annual IEP review meetings and triennial re-evaluation meetings in accordance with established timelines. These IEP meetings include the participation of parents, the student, the case manager, an administrator, the school psychologist, a counselor, a general education teacher, the transition coordinator, and any related service providers, as determined by the needs of the student and the purpose of the meeting.

Our school offers an alternative education program for both identified special education and general education students who benefit from a smaller setting and an alternative space to complete coursework. Within the special education program, the high school also provides a Life Skills course for students who require instruction in independent living and vocational skills. As needed, additional classes in reading and mathematics are available for identified students whose skills are significantly below grade level, for whom traditional English or math courses may not be appropriate based on their learning needs.

Our special education educators also case manage and support students with IEPs in a wide range of courses including, ECE courses, AP courses, level one courses, level two courses, non-leveled classes and elective courses. Our students are meeting with success in these courses. Students in AP courses have full access to taking AP exams and have successful pass rates. For students with IEPs who have completed graduation requirements and deferred their diploma in order to receive special education services until the age of twenty-two, we partner with a neighboring high school to provide a post high school transition program. This program supports students in continuing their education of vocational and daily living skills.

It is our school's philosophy to promote inclusion in all aspects of our school to all students to the fullest extent possible. Students with IEPs are placed in the least restrictive environment possible that meets both their learning and social emotional needs. Special education teachers and related service providers collaborate with regular education teachers to make adjustments and modify the curriculum to make the instructional level accessible to high school students with current levels of performance needs that are well below grade level. Our inclusion goes beyond the school day. We also offer a three-season nationally recognized Unified Sports Team that is offered to all students. Based on results from the CPS Family Survey, 50% of families stated that it is totally true that their student(s) receive appropriate services and supports. Additionally, 21.2% of families stated that this statement is mostly true. According to the CPS

Student Survey, 54.7% of students stated that it is totally true that they receive the services and supports that they need and 34.3% of students stated that this is mostly true.

The school is in the transforming phase for Principle 4.5

Standard 4 Strengths

STRENGTHS

The school's counseling department, school psychologist, and school nurse work collaboratively with educators, families, and outside agencies to provide comprehensive academic, social-emotional, and physical health supports that promote student well-being and success.

The school prioritizes student and staff safety by maintaining emergency preparedness measures, including Stop the Bleed kits in every classroom, strategically located automated external defibrillators (AEDs), and annual staff training on emergency response procedures.

The master schedule includes dedicated collaboration time that enables faculty and staff to work together regularly to analyze student needs, coordinate interventions, and improve instructional practices in support of student achievement.

The school maintains a network of multidisciplinary teams that meet regularly to monitor student progress, identify areas of concern, and implement timely academic, behavioral, and social-emotional interventions.

Faculty foster an inclusive learning environment by adapting instruction and designing accessible learning experiences that support students with diverse learning profiles and promote equitable access to rigorous educational opportunities.

The school provides a comprehensive postsecondary transition program for students receiving special education services through age twenty-two, offering individualized experiences that support independent living, employment, and community participation.

Standard 4 Areas of Growth

AREAS OF GROWTH

Increase resources, professional learning, and instructional supports to better equip general education teachers to meet the needs of multilingual learners in the classroom.

Expand direct English language development services and targeted programming to provide multilingual learners with additional support in acquiring academic and social English proficiency.

Add a dedicated school social worker to strengthen supports for students and families by addressing barriers to learning across home, school, and community settings.

Reestablish a formal Scientific Research-Based Interventions (SRBI) process to strengthen the identification, monitoring, and support of students requiring academic or behavioral interventions.

Improve consistency in the implementation and documentation of Tier I interventions prior to referral for additional supports to ensure equitable practices across classrooms.

Expand the availability and use of Tier II intervention strategies to provide more targeted support for students experiencing academic or behavioral challenges.

Strengthen communication and collaboration with families to ensure they are active partners in supporting student learning, well-being, and intervention planning.

Increase collaboration among classroom teachers, intervention staff, and SRBI team members to improve coordination of services and monitor the effectiveness of student supports.

Develop more targeted and systematic interventions for students with ongoing behavioral challenges, including proactive strategies, progress monitoring, and coordinated support plans.

Continue integrating Library Media Center resources and services into curricular programming while maintaining a responsive, diverse, and evolving collection that supports collaborative learning and meets the changing needs of students and staff.

Standard 5 — Learning Resources

Standard 5, Principle 1

The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.

NARRATIVE

The high school underwent a complete renovation in 2014. Each department, program, and service is provided with dedicated space, and every teacher has their own classroom.

The school facilities are appropriately sized to serve the school community. Classrooms are designed to support an average class size of 16 students. The high school features three competition fields used for soccer, lacrosse, and football, as well as dedicated baseball and softball fields. In addition, a multi-use turf field opened in 2023 provides further space for athletic programming. The track was also resurfaced in 2023 and is utilized by both middle and high school teams.

The facilities provide appropriate spaces to support student learning and the curriculum. The high school includes a gymnasium, an auditorium with a stage, a music suite, and dedicated art and technology education spaces that support the curricular needs of all students. A tutoring center is available for student access, along with individualized spaces to support special education services. IT support is available in the library for both students and staff throughout the school day.

The facilities are clean, well-maintained, and equipped with appropriate mechanical systems. In addition, the building meets all applicable federal and state requirements and complies with local fire, health, and safety regulations.

The school is in the implementing phase for Principle 5.1

Standard 5, Principle 2

The community and the district's governing body provide time to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.

NARRATIVE

The district has recently developed and implemented a new evaluation system and updated all evaluation and observation documents using a single-point rubric that emphasizes teacher reflection and meaningful evaluator feedback.

The community and the district's governing body provide time to support research-based instruction, professional collaboration among educators, learning needs of all students, and student programs and services. All departments and the school's leadership team have dedicated common planning time built into the daily schedule to support ongoing collaboration. The academic calendar also includes five half-day professional development sessions, two full-day professional development days, and three monthly after-school meetings.

The community and the district's governing body provide time for professional development, evaluation and revision of the curriculum and improvement of instruction using assessment results and current research. In addition to all the mechanisms listed above for curriculum revision, the district provides compensation for teachers to work on curriculum and instruction during the summer months.

The school is in the implementing phase for Principle 5.2

Standard 5, Principle 3

The community and the district's governing body provide adequate and dependable financial resources to fully implement the curriculum, including co-curricular programs and other learning opportunities and employ a review process of its financial practices.

NARRATIVE

The community and the district's governing body provide adequate and dependable financial resources for a wide range of school programs and services. The district provides ample financial resources for field trips, instructional and extracurricular materials, advisory and athletic programs, and all curricular needs. There is adequate and dependable funding for sufficient professional and support staff to ensure appropriate class sizes and teacher load.

In addition to a teaching faculty that is staffed to meet the needs of all students and course offerings, LOLHS employs eight instructional assistants, a library media aide, a part-time ELL specialist, a part-time drug and alcohol counselor, and two full-time tutors.
There is adequate and dependable funding for professional development. The district provides compensation for teachers to work on curriculum and instruction during the summer months. The district also supports teachers attending professional development workshops/conferences, including transportation, registration, and lodging, as necessary.

The district provides funded collaboration blocks during the school day, allowing groups of teachers to meet for professional learning and development, with coverage arranged as needed. District-wide Ed Camps are also offered periodically to support ongoing professional growth. In addition, the district engages a consultant to provide professional development workshops for instructional assistants. .

Library and information services are fully funded to provide a wide range of materials and technologies that support the school’s curriculum. The library maintains a robust collection, including an updated selection of print resources, as well as access to online databases, research tools, and periodicals.

The school provides funding for a full range of technology and support to fully implement the curriculum. In addition to a 1:1 Chromebook initiative for all students, every classroom and academic space is equipped with a Soundfield system and a Smartboard. Teacher and student laptops are maintained on a four-year replacement cycle to ensure reliable and up-to-date technology access.

The school has adequate and dependable funding for sufficient instructional materials and supplies to fully implement the curriculum. The school has adequate and dependable funding for proper maintenance and replacement of furniture, technology, and equipment. The annual budget supports this more than adequately. Our building employs a full-time tech facilitator in addition to district-wide technology specialists and network personnel.

The community and the district's governing body ensure that records of all funds

collected and disbursed are audited at appropriate intervals according to local and state requirements. This is supported by an annual and independent audit. The community and the district's governing body follow generally accepted financial policies and procedures.

The school is in the implementing phase for Principle 5.3

Standard 5, Principle 4

The community and the district's governing body has short-term and long-term plans to address the capital and maintenance needs of the school building, facilities, and technology.

NARRATIVE

The community and the district's governing body schedule regular maintenance and repair of the school building and facilities. The school uses the “School Dude” platform to report maintenance and repair issues. Maintenance and facilities staff then receive these reports and triage the repair issues based on priority. There is a district technology email that staff is able to access to get IT support. The community and the district's governing body develop and implement a plan to address enrollment changes and staffing needs. The community and the district's governing body develop and implement a comprehensive technology plan.

The community and the district's governing body develop and implement a comprehensive capital improvement plan. Each school in the district is part of a five year plan to address facilities needs. This year, for example, the high school replaced the auditorium audio system. In subsequent years of the five year plan, the high school will repave the parking lot, replace the HVAC chiller compressor, repaint the tennis court surface, and replace the gymnasium audio system. Projects that are included in the reserve fund include adding lighting to the turf field, replacing the storage building, and renovating the track.

The school is in the implementing phase for Principle 5.4.

Standard 5, Principle 5

The school has infrastructure and protocols to provide a physically safe environment for students and adults.

NARRATIVE

There is a vestibule at the main entrance that is made of bullet-resistant glass. The high school employs two full-time day security guards as well as one security guard to work the afterschool/evening shift. There is a vetting process for every visitor to the high school. A new video/audio callbox was installed in the fall of 2025. All visitors are required to check in at the main office before entering the school building. Visitors must present identification and are issued a visitor's badge, which must be worn for the duration of their stay. If a visitor does not have a photo ID, then they are not permitted to enter the building. Faculty and staff have key card access to enter the building at the main entrance and various other entrances. In the event of an emergency outside the building, faculty and staff that may be outdoors can use these access points to return to the building. Throughout the day, the security staff walk the building as well as the perimeter of the building to check for any doors that may be ajar.

The school maintains written documentation that describes responses for various situations. The high school has written protocols for "Shelter in Place," "Secure the Building," and "Lockdown." Each teacher has these protocols in a safety binder in each classroom. In addition, safety protocols are printed and available in every substitute teacher's folder. The high school also uses the "My-EOP" app where all of the safety protocols can be found as well information regarding the following:

- Critical Incident Plan
- District Phone Numbers
- Utility Emergency
- Accidents/Medical Emergencies
- Diabetics/Seizures/Allergic Reactions
- Fire/Arson
- Unidentified Person/Trespasser
- Bus Incident/Accident
- Missing/Abducted Student
- Weapons on School Property
- Bomb/Telephonic Threat
- Reunification
- School Maps
- Handling and Documenting Threats to a School System
- Severe Weather
- Hazardous Materials

- Radio Guide

In the event of any of these emergencies, this app is at the fingertips of all faculty and staff in the building.

The school maintains a positive working relationship and protocols with emergency services personnel. The high school uses the “My-EOP” app, where all local emergency numbers are located. Local police officers frequent the building at student drop-off and pickup. School officials communicate and coordinate all safety drills with local emergency services, including the fire and police departments. The school maintains a school crisis team that meets regularly to review and revise protocols. The school maintains safety data sheets (SDSs) and written and applied safety testing in all relevant areas.

The school is in the implementing phase for Principle 5.5

Standard 5 Strengths

STRENGTHS

The school provides modern, well-maintained facilities that effectively support teaching, learning, and extracurricular programs. Following a complete renovation in 2014, the high school has continued to invest in its facilities through upgrades such as the addition of a multi-use turf field and the resurfacing of the track in 2023. Classrooms, athletic facilities, the auditorium, gymnasium, music suite, art rooms, and technology education spaces are appropriately sized and designed to support a comprehensive educational experience for all students.

The school offers dedicated instructional and support spaces that meet the diverse needs of students and staff. Every teacher has an assigned classroom, and specialized areas are available for tutoring, special education services, visual and performing arts, music instruction, and technology education. In addition, students and staff have access to on-site technology support through the library throughout the school day.

The district demonstrates a strong commitment to professional collaboration, curriculum development, and continuous staff growth. Common planning time is built into the daily schedule for all departments and the leadership team, allowing educators to collaborate regularly on instruction and student needs. The district also provides multiple professional development opportunities throughout the year, supports summer curriculum work through teacher compensation, and has implemented an updated evaluation system focused on reflection, professional growth, and meaningful feedback.

The school benefits from stable and dependable financial resources that support curriculum implementation, student programming, and staffing. Funding is consistently available for instructional materials, field trips, athletics, extracurricular activities, advisory programs, and professional development. The district also maintains sufficient staffing levels, including instructional assistants, tutors, counseling support, and English learner services, to ensure that students receive the academic and social-emotional support they need.

The school maintains a robust technology infrastructure that enhances teaching and learning. All students participate in a 1:1 Chromebook program, and every classroom is equipped with instructional technology tools, including Smartboards and Soundfield systems. Technology resources are regularly updated through a four-year replacement cycle, and dedicated technology personnel provide ongoing support to students and staff.

The district engages in comprehensive short-term and long-term planning to maintain and improve school facilities and resources. Through a structured five-year capital improvement plan, the district proactively addresses maintenance, technology, and facility needs. Recent and planned projects include upgrades to audio systems, parking lots, HVAC equipment, athletic

facilities, and outdoor spaces, ensuring that the learning environment remains safe, functional, and responsive to future needs.

The school has well-established safety infrastructure and protocols that promote a secure learning environment for students and adults. Security measures include a secure vestibule with bullet-resistant glass, visitor screening procedures, key-card access for staff, and dedicated security personnel throughout the school day and evening hours. Comprehensive emergency response protocols are available both in classrooms and through the My-EOP digital platform, and the school maintains strong partnerships with local police and fire departments to support safety planning, drills, and crisis response efforts.

Standard 5 Areas of Growth

AREAS OF GROWTH

The school should continue evaluating the effectiveness of professional development opportunities to ensure that learning experiences remain aligned with evolving instructional priorities, emerging educational research, and the diverse needs of students. Ongoing assessment of professional learning outcomes can help maximize the impact of training on teaching and learning.

The district should expand its long-term technology planning to anticipate emerging educational technologies and future infrastructure needs. Proactive planning will help ensure that technology resources, systems, and support structures continue to meet the demands of teaching, learning, communication, and data management.

The school should continue reviewing staffing levels in specialized support areas, including English language learning, academic intervention, and student wellness services, to ensure resources remain responsive to changing student demographics and evolving student needs.

The district should build upon its existing capital improvement planning process by regularly reassessing facility priorities in response to enrollment trends, program growth, and changing educational needs. Ongoing evaluation will help ensure that facilities continue to support current and future learning opportunities.

The school should explore additional opportunities to increase student and community awareness of available academic support services, including tutoring, library resources, and other learning supports, to maximize student access and utilization of these valuable resources.

The school should continue refining and practicing emergency preparedness procedures to ensure that all students and staff remain familiar with safety protocols and are prepared to respond effectively in a variety of emergency situations. Regular review and training will help maintain a strong culture of safety.

The district should continue monitoring the effectiveness of financial investments and resource allocation to ensure that expenditures remain aligned with strategic priorities, support student achievement, and maximize the impact of available resources on educational outcomes.

Part 3 — Priority Areas for NEASC School Growth Plan

Priority Area for Growth #1

PRIORITY AREA FOR GROWTH #1

The school will strengthen the implementation and understanding of its core values, beliefs, and Portrait of a Graduate to ensure they guide curriculum, instruction, assessment, and school culture for all members of the learning community. (Standards 1.1, 1.2, 1.3)

The school has established a clear set of core values and a Portrait of a Graduate; however, survey and reflection data indicate that awareness and understanding vary among students, staff, and families. Over the next three to five years, the school will increase opportunities for stakeholders to engage with these guiding principles, regularly review and revise the Portrait of a Graduate, and strengthen the integration of core values into school programs, curriculum, and decision-making processes. The school will also continue efforts to expand learning opportunities related to diverse perspectives and historically marginalized communities to promote a more inclusive school culture.

Priority Area for Growth #2

PRIORITY AREA FOR GROWTH #2

The school will develop and implement a comprehensive system for measuring, monitoring, and communicating student progress toward the Portrait of a Graduate competencies and learning expectations. (Standards 2.2, 2.3, 4.1, 4.2)

While curriculum documents identify connections to the Vision of a Learner and Portrait of a Graduate competencies, the school lacks a consistent process for assessing and reporting student progress toward these outcomes. Over the next three to five years, faculty and administrators will establish common expectations for competency assessment, create systems for tracking student growth, and develop meaningful methods for communicating progress to students and families. The school will also continue refining equitable grading, reassessment, and intervention practices to support student achievement.

Priority Area for Growth #3

PRIORITY AREA FOR GROWTH #3

The school leadership team and faculty will develop, implement, monitor, and regularly evaluate a comprehensive School Growth Plan to guide continuous improvement and support the achievement of schoolwide goals. (Standard 3.1)

Although the school engages in ongoing improvement efforts, it does not currently have a formal written School Growth Plan that clearly outlines goals, action steps, timelines, and measures of success. Over the next three to five years, the school will establish a systematic planning process that aligns with district priorities and the NEASC Standards. Progress toward goals will be regularly reviewed using multiple sources of evidence, ensuring that improvement efforts remain strategic, measurable, and sustainable.

Priority Area for Growth #4

PRIORITY AREA FOR GROWTH #4

The school will strengthen its multi-tiered systems of support to ensure that the academic, behavioral, and social-emotional needs of all students are effectively identified and addressed. (Standards 4.5, 4.6, 4.7, 4.8)

As student needs continue to evolve, the school recognizes the importance of expanding and refining support systems. Over the next three to five years, the school will enhance intervention structures by strengthening Tier I and Tier II supports, reestablishing the SRBI process, improving collaboration among educators and support staff, and expanding services for English Language Learners.

Priority Area for Growth #5

PRIORITY AREA FOR GROWTH #5

The school and district will ensure that learning resources, technology, staffing, facilities, and safety systems continue to support the effective delivery of curriculum, programs, and services. (Standards 5.2, 5.3, 5.4, 5.5)

The school benefits from strong facilities, technology resources, and financial support; however, ongoing evaluation is needed to ensure resources continue to meet changing educational needs. Over the next three to five years, the school and district will assess professional development effectiveness, expand long-term technology planning, review staffing levels in specialized support areas, monitor resource allocation, and update capital improvement priorities. The school will also continue refining emergency preparedness procedures and increasing awareness of available academic support services to maximize student access and success.

Evidence Collection

School-Wide Documents	
Student and Family Handbook	*Link:* *https://docs.google.com/document/d/1ljIa-kElECidUwq0ilFcaScu7rD24eWA9kVdPQyeYmQ/edit?usp=sharing*
Program of Studies	*Link:* *https://drive.google.com/file/d/15sjE0MpY2I2j90DaXSD4aidCcmu4Dzog/view*
NEASC Survey Results	*Link:* *https://drive.google.com/drive/folders/13tF18bQA6Ywh3gwngHvscJVYYUDMhGOc?usp=sharing*
Daily Bell Schedule	*Link:* *https://lolhs.region18.org/fs/resource-manager/view/2fd63659-f1f3-4b12-9290-d41b078a1e26*
Map of the school building	*Link:* *https://drive.google.com/file/d/1-SczfPSiaufEJa2jfmJ_XOqhKma_brOm/view?usp=sharing*

Standard 1: Learning Culture (supports FEs 1.1a, 1.2a)	
1.2: Written core values, beliefs about learning, and vision of a learner	*Link:* *https://lolhs.region18.org/fs/resource-manager/view/0e2e497d-3685-4f2c-963c-5b40d61854ec* *https://drive.google.com/file/d/1A0K53VM_l7uOiNjeg7WSNLJMGbdTf91C/view?usp=sharing*

Standard 2: Student Learning (supports FE 2.2a and the vision of a learner)	
2.1: Specific and measurable criteria for proficiency in the vision of a learner; reports to students and families on progress toward the vision of a learner	*Link:* *https://lolhs.region18.org/our-school#fs-panel-2961*
2.2, 2.3: Access to written curriculum documents for all courses, departments, and grade levels	*Not available*
2.4: Agreements on shared instructional practices or shared beliefs of learning for your school	*Not available*
2.7: A sample of assessments to illustrate the variety across the school	*Link:* *https://docs.google.com/document/d/10HcNyqGQAteYP5GEiqFMQvf36CYkGzpb5Xn1ibEBfNU/edit?tab=t.0*

Standard 2: Student Learning (supports FE 2.2a and the vision of a learner)	
	https://drive.google.com/file/d/1dC8ARHi9_NuvIMpqH4fp1cDhdexbxHbp/view?usp=sharing https://docs.google.com/document/d/1bj7ht6jMZhO9MxhH_cQVwAboM91ZRI_HtumvdzjpS9U/edit?usp=sharing https://drive.google.com/file/d/1Qu8-8RQUxHC7aKfQzpQ7mKgaPHDuVVaS/view?usp=sharing
2.8: School-wide revision, retake, or reassessment policy for student work	*Not available*

Standard 3: Professional Practices (supports FE 3.1a)	
3.1: District strategic plan	*Link: https://www.region18.org/about-us/strategic-plan*
3.1a: School growth/improvement plan	*Not available*
3.2: Current year's professional development schedule and structured collaboration time	*Link: https://docs.google.com/document/d/1L9iCNHrcBziDoKSLvh8Z5SkacWLABVM0-DXxJO_ZNS0/edit?usp=sharing*
3.2: Educator growth and evaluation plan or system	*Link: https://drive.google.com/drive/folders/1EScf1EwlBPjl0vvMnz7BKvW4gumfrTwR?usp=sharing*

Standard 4: Learning Support (supports FE 4.1a)	
4.1: Tiered support plan (MTSS)	*Link: https://docs.google.com/document/d/1U8kQMN0SByx023aeF4iSaxHhmpD74S8MPrthvpXq3BI/edit?usp=sharing*
Staff list with FTE (counseling, health, library, special education, EL)	*Link: https://lolhs.region18.org/faculty-staff*

Standard 5: Learning Resources (supports FEs 5.1a, 5.5a)	
5.4: Long-term capital plan	*Link: https://drive.google.com/file/d/1W6v1vixaKW0Qe-ZXUb3xvlC13yG3xUCA/view?usp=sharing*
5.4: Technology plan	*Not available*
5.5: Safety plan	*Link: https://drive.google.com/drive/folders/1c1XLBBeCEisnIEFTdiFmqtj8X6vVbvv2?usp=sharing*

Additional Evidence (place in an electronic folder and provide the link)	
Additional Evidence Folder for Standard 1	*Not available*
Additional Evidence Folder for Standard 2	*Not available*
Additional Evidence Folder for Standard 3	*Not available*
Additional Evidence Folder for Standard 4	*Not available*
Additional Evidence Folder for Standard 5	*Not available*

Submission Checklist & Sign-Off

Before submitting this Self-Reflection Report, confirm each item below. The principal certifies that the report is complete, accurate, and developed with appropriate stakeholder input.

- ☐ Cover page complete (school name, city, state, visit dates, principal)
- ☐ School and Community Summary complete
- ☐ Core Values, Beliefs, and Vision of a Learner complete
- ☐ Part 1 — A Look Back complete
- ☐ All Foundational Elements (1.1a, 1.2a, 2.2a, 3.1a, 3.6a, 4.1a, 5.1a, 5.5a) include a meets/does not meet statement
- ☐ Standard 1: all 7 principles addressed, with phase designations
- ☐ Standard 2: all 9 principles addressed, with phase designations
- ☐ Standard 3: all 6 principles addressed, with phase designations
- ☐ Standard 4: all 5 principles addressed, with phase designations
- ☐ Standard 5: all 5 principles addressed, with phase designations
- ☐ Standard-level Strengths and Areas of Growth completed for each Standard
- ☐ Part 3 — Priority Areas (three to five) drafted with referenced Standards/Principles
- ☐ Evidence Collection complete (every item has a link, "Not available," or "Under development" — no blank fields)
- ☐ Report reviewed by school leadership team
- ☐ Report reviewed by district/superintendent

Principal Certification

I certify that this Self-Reflection Report accurately represents the school and has been developed with appropriate stakeholder input.

If AI tools were used to create the report, they were used in a way compliant with the school's Acceptable Use policy for AI tools, or as covered in related school policies.

The report underwent human authentication, i.e., content was reviewed/edited/verified by school personnel or individuals designated by the school to ensure accuracy of the report based on the facts and available documentation of the school, regardless of whether AI tools were used or not.

Principal Signature:

James Wygonik

Date:

07/20/2026

Superintendent or Designee Signature:

Ian Neviaser

Date:

07/09/2026