

April 2023

NEASC

Recommendations and Progress



NEW ENGLAND ASSOCIATION
OF SCHOOLS AND COLLEGES



Southington High School

Agenda

- Overview of NEASC Mission & Goals
- Recommendations from NEASC
- Status Updates & Next Steps



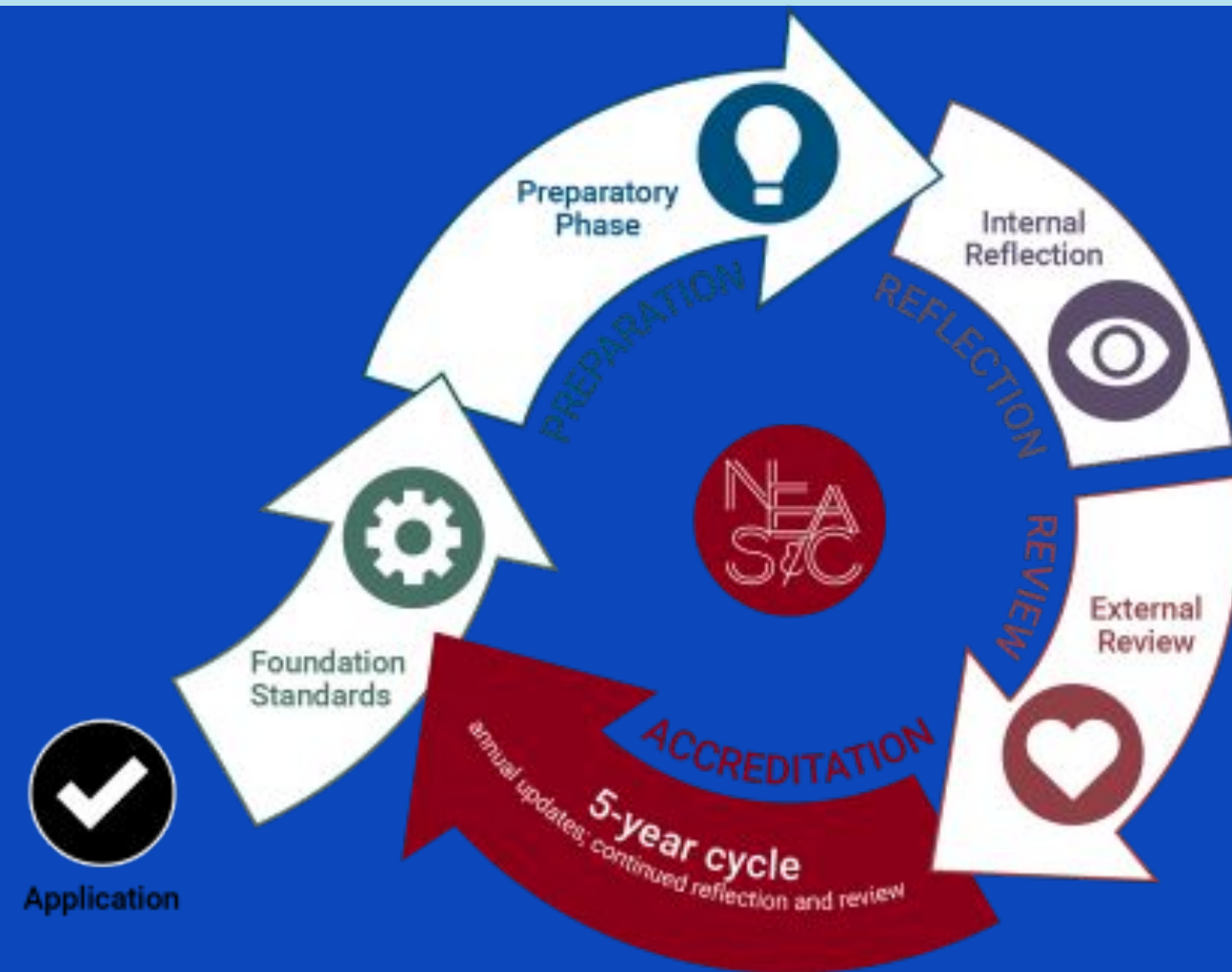
NEASC Mission Statement

The **NEASC Commission on Public Schools**, in partnership with its members, strives to ensure that all students experience an equitable, high quality education necessary for their future success and well-being. We will accomplish this mission through a cycle of **continuous improvement and growth** that includes:

- *Quality, research based, standards for accreditation*
- *An inclusive, collaborative process of accreditation*
- *An inquiry-based process of self-reflection*
- *Valid and reliable feedback and assessment through peer review*
- *Ongoing monitoring and professional support*



NEASC Accreditation Standards



Learning Culture

Learning Culture promotes shared values and responsibility for achieving the school's vision.

Student Learning

Student Learning practices maximize the impact of learning for each student.

Professional Learning

Professional Practices ensure that practices and structures are in place to support and improve student learning.

Learning Support

Learning Support ensures that the school has appropriate systems to support student learning and well-being.

Learning Resources

Learning Resources ensure that the school has the resources necessary to meet the learning needs of all students.

Foundational Elements Ratings

Foundational Elements	Decennial School's Rating	Decennial Visitor's Rating
1a) Learning Culture <i>*Safe Environment*</i>	Meets	Meets
1b) Learning Culture <i>*Mission and Vision*</i>	Does Not Meet	Does Not Meet
2) Student Learning	Does Not Meet	Does Not Meet
3) Professional Practices	Meets	Meets
4) Learning Support	Meets	Meets
5) Learning Resources	Meets	Meets

Priority Area 1: Learning Culture

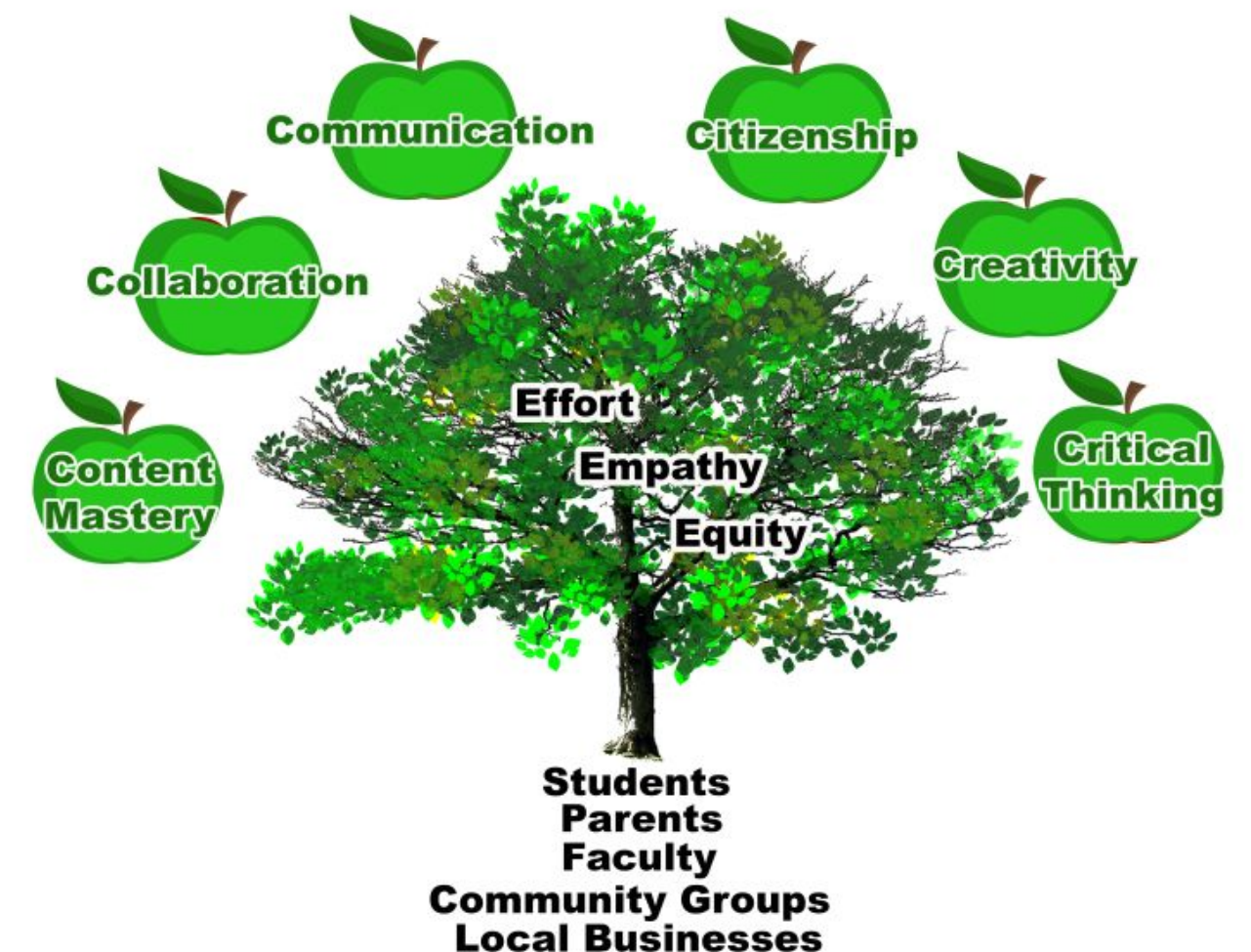
Implement and integrate Southington Public School's vision of the graduate and six Cs and develop core values and beliefs about learning to drive school culture, student learning, professional practices, and the provision and allocation of learning resources.

DOES NOT MEET

NEASC Recommendations:

- Complete implementation of the capstone, ensure the process supports the learning and achievement of all students.
- Revise the 6 Cs rubrics with a focus on paring down the document with more student-friendly language
- Ensure sufficient staffing and leadership to fully implement the capstone process; for example, establish a capstone coordinator
- Continue the development of the capstone period lessons

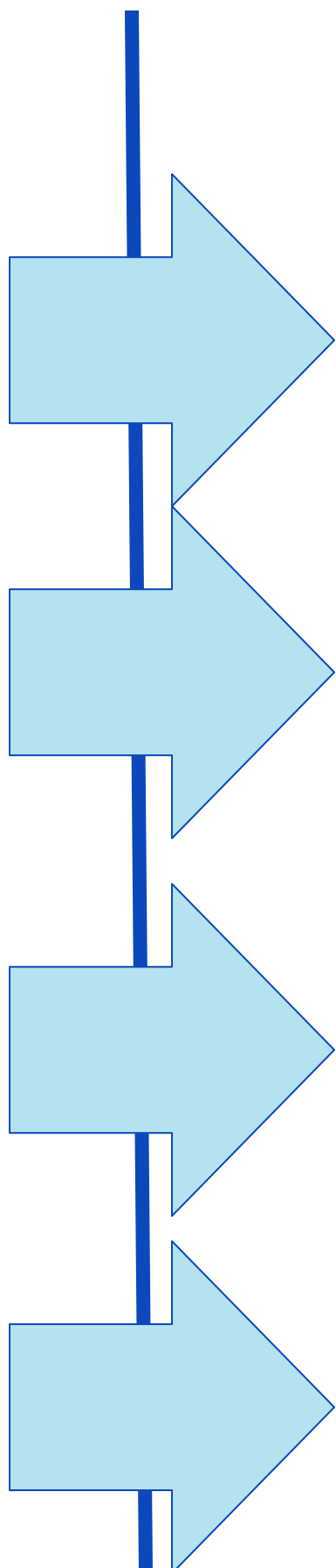
Southington Public Schools Vision of a Graduate



Status Updates

- Implementation of Capstone:
 - Students develop the capstone portfolio over 4 years (*Blue Knights Advisory & Portfolio Program-BKAPP*)
 - Professional learning given to teachers
 - BKAPP block provided for students twice a month
 - 4 Cs Rubrics revised with more student-friendly language
- Identified a BKAPP leadership stipend position
- Student lessons differentiated to meet the needs of each grade level

Next Steps

- 
- Continue eliciting teacher and student feedback to improve and enhance the BKAPP experience
 - Additional professional learning around curricular, instructional, and assessment implications of the vision of the graduate and capstone.
 - Maintain BKAPP leadership stipend
 - Identify Teacher “scorers” for senior portfolio
 - Continue strengthening the relevancy of the senior portfolio and BKAPP lessons based on feedback



PORTFOLIO PROGRAM

For Students



WHAT'S BKAPP?

The **B**lue **K**nights **A**dvisory & **P**ortfolio **P**rogram promotes meaningful relationships between staff and students while providing academic, social-emotional and college or career ready support to students. Through monthly meetings with their advisors, students experience a more personalized learning environment with a structure and set of practices for monitoring and encouraging academic progress, social-emotional development and career/college readiness. Additionally, in order to graduate from Southington High School, students must complete a portfolio that reflects their journey toward the Southington Public Schools Vision of a Graduate.

Priority Area 2: Student Learning

Create curricular documents in a consistent format for all courses in all departments across the school including guiding/essential questions, concepts, content, and skills and integrate the school's vision of the graduate.

DOES NOT MEET

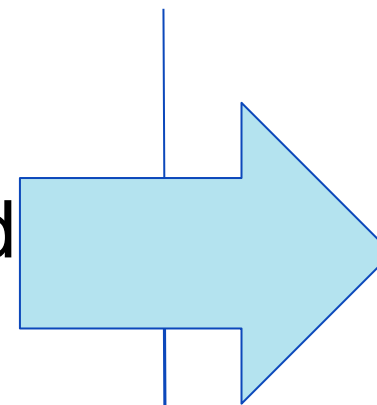
NEASC Recommendations:

- Develop a shared understanding of the components of effective curriculum/unit planning to support all learners
- Incorporate the transferable skills in the district's vision of the graduate into the curriculum
- Update the Curriculum Writing Cycle and process
- Complete curriculum for all courses in UBD format
- Address the curriculum implications of the plan to transition to a block schedule and the collapse of course levels
- Provide training, time and resources necessary to align and maintain curricula in the approved format
- Identify learning targets for each unit in the curriculum and clearly communicate those learning targets to students; align assessments to targets

Unit Overview	
Unit Title:	
Teacher:	
Grade Level/Course:	
Length/Dates:	
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	
Stage 1: Desired Results	
Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Standards.	
Other Goal(s) List the Disciplinary Transfer Goals that this unit will address.	
These will be the "practices" that guide your discipline (i.e. Science and Engineering Practices, etc).	
Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student learning goals that do not apply to your unit. Delete the transfer goals that do not apply to your unit.	
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems on the challenges and benefits of the process and the product.	
Creativity/Innovation Transdisciplinary Goal: Students work creatively to design and refine their ideas and exploring possibilities.	
Collaboration Transdisciplinary Goal: Students flexibly and cooperatively work with others to share responsibility for completing a project.	
Communication Transdisciplinary Goal: Students effectively communicate and use language in various contexts.	
Citizenship Transdisciplinary Goal:	
Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Each EU listed should correspond to at least 1 or more EQ below.
Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Each EQ listed should correspond to at least 1 or more EU above.
What will students know... Factual information, vocabulary and basic concepts related to each indicator	What will students be able to do... Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Month, Year	

Status Updates

- A district curriculum inventory was created and updated to prioritize the curriculum needs by grade/level and department
- Google folder system established to store curriculum for public access
- The district curriculum writing guide and process was updated and now reflects our Vision of the Graduate (VOG)
 - An updated District “Understanding by Design” (UBD) template was finalized in Google
 - The UBD template includes alignment to the 21st skills in the VOG



Next Steps

- Curriculum renewals and revisions in progress through curriculum writing teams
 - Professional development time continues to support curriculum alignment, viability and renewal
- Continue posting curriculum for public access for all courses K-12 on SPS website
- All courses to utilize district UBD framework and processes
 - Alignment of standards and assessments to the VOG rubrics
 - Professional development time continues to utilize support curriculum, instruction and assessment

UNDERSTANDING BY DESIGN

A "Backwards" framework for Instructional Design

1. Identify Desired Results

2. Determine Acceptable Evidence

3. Plan Learning Experiences and Instruction

SPS-Curriculum Maps

Physical Education

Elementary School

Middle School

High School

All curriculum documents are stored in a Google Shared Drive, and are organized by course. Use the link below to access the drive.

Physical Education

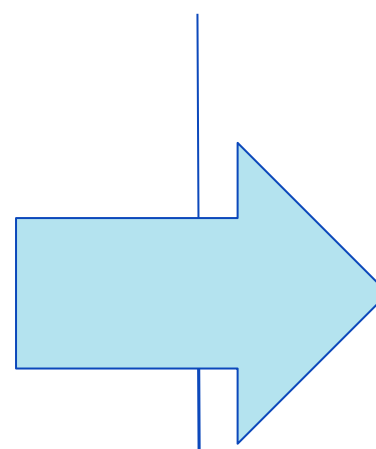
Curriculum Maps for Website > Public > Public HS PhysEd ▾

Files

The image shows two curriculum map documents for HS Physical Education. The left document is titled 'HS Physical Education...' and contains a table with columns for 'Unit Overview', 'Unit Title', 'Unit Description', 'Unit Objectives', 'Unit Assessments', and 'Unit Resources'. The right document is also titled 'HS Physical Education...' and contains a table with columns for 'Unit Overview', 'Unit Title', 'Unit Description', 'Unit Objectives', 'Unit Assessments', and 'Unit Resources'. Both documents are PDF files.

Status Updates

- Each department leader, in conjunction with the Director of Teaching and Learning created action plans to support the curriculum and instruction needs of the department
 - Curriculum writing teams established to support writing and revisions
- All academic areas collapsed to two main levels for 23-24 SY
 - Criteria for this collapse was collectively generated with departments to support student placement
- Whole school professional learning around teacher clarity (learning targets and success criteria) was provided



Next Steps

- Continued implementation of department specific action plans to support curriculum and instruction needs
 - Alignment of assessments to the VOG rubrics
 - Curriculum writing during Tuesday meetings and beyond
 - All new and updated curriculum continues to be brought to C/I committee; once approved, stage 1 of UBD is posted for public access
- Preparing curriculum units for teaching in a block to support all levels
 - Additional block PD to be provided in Spring and Fall
- Teachers continue to develop and share learning targets with students to drive lessons
 - Continued professional learning around curriculum, instruction, and assessment practices to support teachers differentiated by need

Priority Area 3: Professional Practices

Create and implement a school-wide improvement/growth plan which reflects the school's core values, beliefs about learning, and vision of the graduate and engage all stakeholders in the process.

MEETS

NEASC Recommendations:

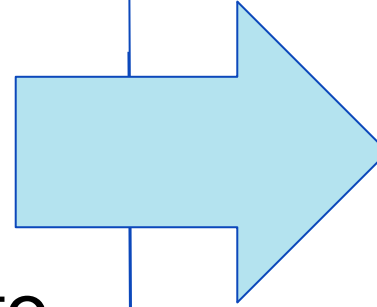
- Engage stakeholders in the process of developing the school improvement/growth plan
- Develop a theory of action for how to ensure that priority areas for growth are fully implemented with sufficient understanding, commitment, competency, and capacity
- Communicate and disseminate the school improvement plan to all staff and the school community
- Provide focus on school-wide initiatives and schedule professional development to support teachers in the implementation of new initiatives



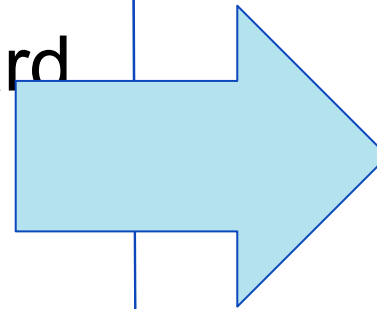
Status Updates

In Progress

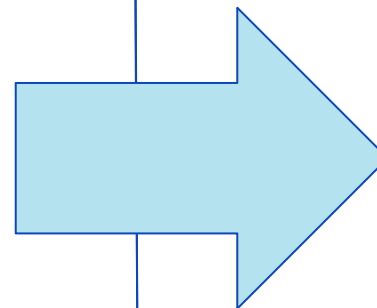
- Developed a theory of action and school improvement plan to:
 - Provide students with more opportunities to take classes relevant to college and career
 - Increase day to day instructional time to go deeper into connect and support the VOG
 - Provide professional development on effective Tier 1 strategies for a block
- Presented improvement initiatives to the Board of Education, staff students and parents
 - Hosted informational events for parents throughout the spring.
- Developed a structure of subcommittees to gather feedback from stakeholders and implement steps within the improvement plan



- Administrative team meets weekly; School Improvement Team meets bi-weekly with a focus on school improvement:
- Integrate more teacher and student voice into school improvement.
 - Develop a structure for professional learning that integrates more teacher collaboration
 - Walkthroughs to identify strengths and growth areas within and across departments



Ongoing informational sessions about the shifts



Subcommittees meet twice a month and report progress to the administrative team and the School Improvement Team

Priority Area 4: Learning Resources

Ensure that all students receive appropriate intervention services that support their academic, social, and emotional success, and that counseling services meet the personal, social, emotional, academic, career, and college counseling needs of students.

MEETS

NEASC Recommendations:

- Ensure the continuation of SRBI academic supports, EL support, and funding to keep math and literacy interventionists
- Ensure sufficient mental health support, mental health resources, and support staff are available for all students



Status Updates

- We have supports in place through our counseling and social work department. We have increased mental health related interventions
- Each Assistant Principal leads an SRBI team to intervene when students experience academic and or behavior issues



Next Steps

- Developed a Student and Staff Support team to assist in identifying effective programming for students with mental health issues
- We continue to need dedicated interventions for students and are consistently advocating for more supports

Priority Area 5: Learning Support

Ensure the facility supports the full implementation of the curriculum, that time and financial resources support research-based instruction, professional growth, and the development, implementation, and improvement of programs, services, and curriculum, and that there is adequate funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.

MEETS

NEASC Recommendations:

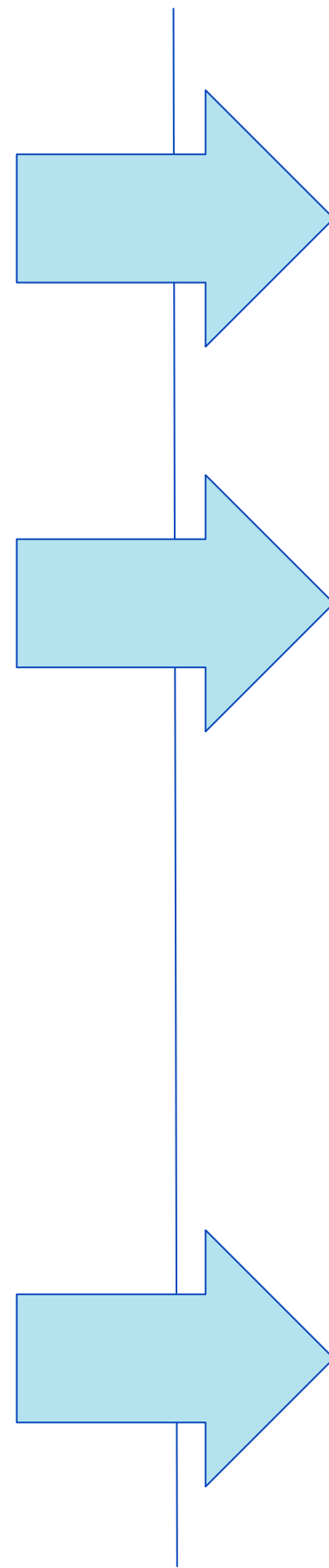
- Conduct an audit of space within the building to see if the spaces are being utilized to their fullest potential
- Include input from stakeholders in the new schedule rollout process to develop a schedule that will meet the school's needs and to understand the needs that will develop when the schedule is implemented
- Revise the schedule to allow for researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services

Period	Start	End
1 A/ 1 B	7:37	9:07
2 A/ 2 B	9:11	10:39
3 A/ 3 B	10:43	12:43
Lunch Wave 1	10:43	11:13
Lunch Wave 2	11:13	11:43
Lunch Wave 3	11:43	12:13
Lunch Wave 4	12:13	12:43
4 A/ 4B	12:47	2:15

Status Updates

- Subcommittees Formed:
 - Building Structure & Process
 - Scheduling Needs
 - Teaching and Learning
 - Communications
- Students made course selections for the year
- Shifted our program of studies to better articulate the relevancy between classes college and career

Next Steps



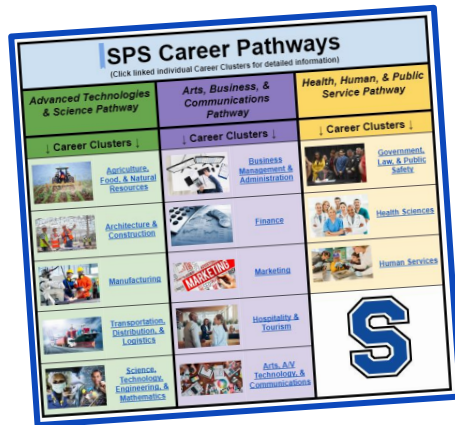
- Assigning rooms/spaces for courses
 - Finalizing teacher schedules and duties
- Course requests doubled for most courses and tripled in some
 - Matching students with course selections that provide opportunities for students to take part in classes relevant to their future plans
 - Being sensitive to the needs of teachers as we shift to a new schedule
- School year 24-25 iteration of program of studies to further highlight career cluster pathways and courses

Elective Course Requests

- Each department saw an increase in elective requests for the 23-24 school year.
- Department leaders have worked to maximize their course offerings keeping in mind teacher and building capacity
- Students will not be able to obtain all course requests

Department	22-23 Total Course Requests	23-24 Total Course Requests	Change
Ag-Science and Technology	210	184 (Not including core requirements)	-26
Art	364	676	+312
Business	909	1683	+774
English	497	498 (Not including core requirements)	+1
Family & Consumer Science	523	758	+235
Mathematics	811	811 (Not including core requirements)	0
Music	257	364	+107
Physical Education		76 (New Health & Safety Cert. course only)	+76
Science	1256	1530 (Not including core requirements)	+274
Social Studies	619	892 (Not including core requirements)	+273
Technology and Engineering	555	807 (Not including PLTW courses)	+252
World Language	1468	1516	+48

Course and Career Additions



Courses

- Teaching Assistant Internships for Humanities & STEM
- Medical Terminology Course (*Science Department*)
- Student Help Desk Internship
- Health and Safety Certifications
- Criminal Justice Course
- Asian Studies Course
- Classical Mythology (ECE)

Career Additions

- Creation of Career Pathways promoted through program of studies
- Career Liaison Stipend Position
- Career Related Field Trips
- Career Fair - April 20th
- BKAPP - Career survey completion in Naviance
- CNA Program through Tunxis

