

Madison Public Schools Curriculum & Student Development

Tuesday, November 15, 2022 5:30 PM

Town Campus Hammonasset Room/Zoom, 10 Campus Drive, Madison, CT 06443

I. **Program of Studies**

II. **Printmaking Adoption and Art Philosophy**

III. **NEASC Visit**

IV. **Public Comment**

V. **The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at ferranted@madisonct.org at least five (5) business days prior to the meeting.**

Daniel Hand High School

2023 - 2024 Program of Studies

Overview of Changes

- ❖ STEM & Humanities Criteria for Designation
- ❖ Department Specific Updates
 - Art Department
 - CTE Department
 - English Department
 - Mathematics Department
 - Music Department
 - P.E. and Health & Wellness Department
 - Science Department
 - World Language Department



STEM Designated Courses

At least 50% of the academic standards taught and/or assessed in the written curriculum include:



- ❖ Common Core Math
- ❖ NGSS
- ❖ ITEEA
- ❖ CSDE CTE Technology Education
 - Domains include: Automotive Technology, CADD, Digital Video Production Systems, Engineering Technology and Wood Technology
- ❖ National Core Arts Standards
 - Strands include: Music Technology



Humanities Designated Courses

At least 50% of the academic standards taught and/or assessed in the written curriculum include:



- ❖ Common Core English Language Arts
- ❖ Common Core History/Social Studies
- ❖ ACTFL World Readiness Standards
- ❖ CSDE Social Studies
 - Domains include: Civics, Economics, Geography and History
- ❖ CSDE CTE Business Management
 - Domains include: Business Law and Economics
- ❖ National Core Arts Standards
 - Strands include: Composition and Theory, K-12 Media Arts, Visual Arts



Art Department Update

Art Philosophy

“Art is not a thing, it is a way.” -Elbert Hubbard

Art is essential. The Art Department in Madison encourages and cultivates a unique sense of creativity in each and every student. Offering a wide variety of curricular pathways and experiences, each student can access their desired materials and methods while also developing a breadth of creative and technical skills from the traditional to the digital and commercial. We seek to create confident and curious minds prepared to craft the future of their dreams with passionate, fearless originality.



Art Department Update

Delivery Method / Values

Our growth-based approach ensures that each student is met at their skill level and receives personalized and specific feedback to help them develop as artists. We encourage risk taking in a safe environment. Students are exposed to a wide range of artistic methods and materials so that every student can personalize their success in the arts.

With an emphasis on process, investigation, and reflection along with the elements and principles of design, we seek to endow every student with the tools to pursue, apply, and appreciate excellence in the visual arts as an integral part of their personal and professional journey. The creative thinking developed in the arts: holistic problem solving, empathy, pattern reading, and visualization of complex ideas, coupled with those formed in core educational curriculum, is what will prepare our students to meet the emerging challenges of the future.



Art Department Update

Printmaking Curriculum

UNIT 1

- Peace-building and social advocacy
- Respectful Dialogue
- Contemporary Artists and World Heritage

UNIT 2

- Collagraph Prints

UNIT 3

- Thematic series combining printing techniques
- Experimental series



Art Department Update

New Humanities Course Designation

Animation I

AP Studio Art Drawing

Short Films

Printmaking



Art Department Update

Painting Studio - Prerequisite Change

Successful completion of Drawing.



CTE Department Update

Revised Course Name & Revised Course Description

Computer Integrated Manufacturing → Computer Aided
Manufacturing



CTE Department Update

Partnership with Goodwin University

Students can earn credit for Technical Drawing & Specifications (Course #: BMM 222)

Revised Course Name & Revised Course Description

Computer Aided Drafting & Design → Technical Drawing & Specifications (#541)



CTE Department Update

Entrepreneurship - Remove Prerequisite

Successful completion of Introduction to Business



CTE Department Update

Revised Course Name

Introduction to T.V. Studio → Introduction to T.V.
Production



CTE Department Update

Revised Course Descriptions

Personal Finance

Robotics Engineering



English Department Update

New Course Name & Revised Course Description

Combat Literature → Attitudes Toward War



Mathematics Department Update

Removal of Course Offerings

Accounting

Computer Science Application Development



Music Department Update

Removal of Course Offerings

Music Theory 1 & 2

Piano 1 & 2



Music Department Update

NEW! Course Offerings with STEM Designation

Intro to Music Technology

Piano and Digital Audio



Music Department Update

NEW! Course Offerings with Humanities Designation

Music Theory and Composition

AP Music Theory



Music Department Update

Revised Course Names

Chamber Orchestra → Chamber Ensemble

String Orchestra → String Ensemble

Sinfonietta → Orchestra

Show Choir Band → Show Band



Music Department Update

Revised Course Descriptions

All Courses



P.E. and Health & Wellness Department Update

Removal of Course Offerings

P.E. & Health 9

Junior/Senior Health

Self Defense



P.E. and Health & Wellness Department Update

NEW! Course Offerings

Personal Fitness

Recreational Games

Health I

Health II



P.E. and Health & Wellness Department Update

2023 - 2024 Course Offerings

Grade	P.E. Course Options	Health & Wellness Course Options
9	Recreational Games Personal Fitness	Health I
10	P.E. and Health 10	
11	PE 11	Health II
12	n/a	



P.E. and Health & Wellness Department Update

Revised Course Descriptions

All Courses



Science Department Update

Biotechnology - Prerequisite Change

B- in Honors Biology or A- in Biology and successful completion of, or concurrent enrollment in, a course in Chemistry.



Science Department Update

Removal of Course Offerings

Science Extension Course A

Science Extension Course B



World Language Department Update

New UConn/ECE Designation

Spanish Conversation & Cinema

AP Latin 4

AP French 5



World Language Department Update

NEW! Course Offering

Deaf Culture/American Sign Language I



THANK YOU!

*The following slides contain the new
Course Description details.*



NEW! AP Music Theory

AP Music Theory is a rigorous study of music theory for students interested in pursuing music beyond high school. The focus will be on skills required to be successful as a first year music student at a college, university or conservatory. The course is designed to prepare students for the AP music theory test in the spring.

Students considering this class should have a strong background in music, including the ability to read both bass and treble clefs fluently.

Course content will include harmony and harmonic analysis, melodic and rhythmic structure, part-writing, formal analysis, score reading, and a music history overview. Personal musical skills will be developed daily through ear-training, dictation and sight-singing. Although keyboard skills are not required, they are beneficial and will be developed during the term of the class.

Attitudes Toward War

War has been one of the most prevalent topics in literature throughout time. This course will look at modern war from World War I & II and Vietnam to the War on Terror. Students will study the transition or change in sentiment towards war and how the literature both shapes and reflects this change. Students will have a unique opportunity to study literature (Vonnegut, Wiesel, Guterson, Zusak, Hillenbrand, Spiegelman, and O'Brien, etc.) and film (Saving Private Ryan, Forrest Gump, The Hurt Locker) to trace the various sentiments of different subcultures. Students should expect daily reading assignments, journal writing, and thought provoking, rigorous assessments.

Chamber Ensemble

Have you been looking for an opportunity to perform college and professional ensemble repertoire? Look no further! Chamber is THE advanced string ensemble, performing original works by the greats like Mozart, Beethoven, Dvořák, as well as more modern music, utilizing different instrument techniques. Students will also learn chamber ensemble techniques.

Chorus

Are you the star of karaoke? Do you hang out and sing along with your friends? This exploratory course provides foundational skills in sight-reading, independent part-singing, group singing, and proper vocal technique to be able to amp up your singing in any setting. A variety of music literature will be studied and performed, with the emphasis on each student's individual improvement and active participation in rehearsals and performances. In addition to performances at school and in the community, students have the opportunity to audition for regional and state music festivals, and go on a major trip out of state.

Computer Aided Manufacturing

The design and manufacture of everyday items are ubiquitous in modern life, yet most students have not had the opportunity to experience the innovative nature of modern computer aided manufacturing. This course is an introduction to how the use of computer technology is used within the manufacturing industry. The focus will be on engineering design, modeling and applications in automation, robotics, and numerical control. Using Computer Aided Design as a basis, students will be introduced to state-of-the art rapid prototyping machines such as 3D Printers, CNC Mills, automation robots and 3D scanners to produce prototypes in solving manufacturing challenges.

Concert Band

Concert Band is an immersive experience that creates a community of musicians through a rigorous program and performance schedule. A variety of exciting and challenging marching and concert band literature will be studied and performed, with an emphasis on each student's individual improvement and active participation in rehearsals and performances. In addition to performances at school and in the community, students have the opportunity to audition for regional and state music festivals, and go on a major trip out of state.

Concert Choir

Have you ever been awestruck by someone who can harmonize on the spot? Concert Choir focuses on advanced music technical skills that anyone can learn and apply to informal sing-alongs and formal performances. A variety of challenging and advanced music spanning many genres will be studied and performed, with the emphasis on each student's individual improvement and active participation in rehearsals and performances. In addition to performances at school and in the community, students have the opportunity to audition for regional and state music festivals, and go on a major trip out of state.

NEW! Deaf Culture/American Sign Language I

American Sign Language (ASL), a highly visual language, is the third most studied language in America. This course is designed to introduce students to Deaf Culture, including the history of the language and various aspects of the Deaf community. In addition to Deaf Culture, students will learn the basics of ASL, including receptive and expressive communication using fingerspelling, vocabulary, numbers, words, facial expressions, gestures, sentence usage, conversational behaviors, and novice -level communication with other signers. Students will participate in an interactive classroom where voicing (speaking aloud) is limited to ensure ASL immersion. Class participation and willingness to sign in the classroom are essential for the development of beginners' signing proficiency. Classroom activities will involve presentations (in class or on video), games, media, and novels relating to high-frequency topics such as introducing oneself, exchanging personal information, talking about where you live, talking about family, and talking about everyday activities.

Flag Squad

Have you ever wanted to perform in front of a crowd of people at a Friday night football game but you aren't a musician? Then the Tiger Flag Squad is for you! The flag squad is selected through tryouts during the spring of the previous year. Students do not need prior experience and will be taught a routine by our current flag squad members for the tryout.

Students attend a mandatory one-week band camp at the high school in August to prepare for marching season. Mandatory performances at home football games and parades with the Tiger Marching Band are the main activities of this group. In addition, the flag squad will have the opportunity to travel out of state with the band when they go on their biennial trip.

NEW! Health I

Health I will support students in developing skills to make healthy choices thereby reducing risk behaviors. Students will engage in activities predicated on decision making, analyzing influences, advocacy, communication, and self-management capabilities as they explore topics such as stress management, sexual health, healthy relationships, nutrition, alcohol, nicotine, and other drugs.

Community-based resources, such as Madison Youth and Family Services, will support and aid in delivery of select lessons. Students will become CPR/AED certified during this course.

NEW! Health II

Health II will build upon prior health instruction by having students apply their prior knowledge through student-centered, project-based learning that provides student choice and self-direction. Students will learn and practice strategies for decision making, advocacy, accessing information, and analyzing influences. Topics explored include sexual health, disease prevention, mental health, and addiction, along with self and situational awareness in order to lead a healthy, balanced, and mindful life. Community-based resources, such as Madison Youth and Family Services, will support and aid in delivery of select lessons.

NEW! Intro to Music Technology

Do you love music? Are you interested in learning more about or possibly pursuing a career in the music industry? All styles of contemporary, popular music need someone to compose music and beats, record and edit performances, run live sound systems, and so many other creative facets that make the multibillion-dollar music industry what it is today. This course will allow students to design and create their own compositions using the DAW software, GarageBand and Logic in our state of the art Mac lab. This hands-on course is for beginning through advanced musicians and no previous experience with music or technology is required.

Jazz Band

Do you want to take your musicianship and performance skills to the next level? Play multiple gigs throughout the school year both locally and out of state? Jazz Band is an advanced level ensemble, performing music from a multitude of genres from the past 100 years. Students will learn how to create improvisations based on a deepening understanding of musical composition and increased comfort in taking musical risks in front of live audiences.

Jazz Band consists of the following instrumentation: saxophone, trumpet, trombone, drum set, piano, guitar, bass/bass guitar. Enrollment is determined by audition, which will be held during the spring of the previous year. At least three mandatory major concerts will be performed yearly. The ensemble will also have opportunities to perform at outside functions throughout the year, including local schools, events, and a biennial trip to NYC.

Music Theory and Composition

Music provides a way for students to express themselves artistically, but music also enhances intelligence and creativity. Music Theory 1 is designed to develop students' visual and aural understanding of the structure of music. Students will study the language and symbols of music. Not only will students learn to read various musical elements, such as scales, chords, pitch notations, and time signatures, they will also learn to construct these elements themselves. The course also teaches students to understand basic forms in music compositions, including the skill of notation. As students learn these various aspects of music theory, they will undergo ear training to teach them to recognize these elements aurally as well.

Orchestra

This advanced level of orchestra capitalizes on students' musical skills to play new and recognizable music with their peers, while also providing leadership opportunities within the string community. A variety of music literature will be studied and performed, with the emphasis on each student's individual improvement and active participation in rehearsals and performances. In addition to performances at school and in the community, students have the opportunity to audition for regional and state music festivals, and go on a major trip out of state.

P.E. and Health 10

Students will explore a variety of activities that include personal, cooperative, and team games such as pickleball, badminton, hiking, yoga, and swing dance. During health instruction, students will engage in lessons focused on skills for decision-making, advocacy, communication, and self-management. Health topics will be taught as a component of the Physical Education curriculum. Students will become CPR/AED certified in this course.

P.E. 11

In this course, students will engage in several leisure and recreation activities that will enable them to lead a physically active lifestyle beyond high school. Students will be empowered to develop positive behaviors that support lifelong physical fitness and activity. As part of this course, students will learn self defense skills and strategies while learning about personal and situational awareness, boundary setting, and assertive communication.

NEW! Personal Finance

This course will prepare students to take an active role in their future finances. Students will learn to become financially responsible and learn that financial success is not about how much money you make, but about how much money you can save. Units of study will include financial planning, budgeting, paying taxes, understanding banking, managing credit, investing for retirement, and investing in the stock market. Students will also become familiar with stock market concepts and terminology by participating in an online stock simulation competition.

NEW! Personal Fitness

This course is designed to enhance the likelihood of engaging in lifelong physical activity through exposure to the health and skill related components of fitness such as cardiorespiratory endurance, power, flexibility, muscular strength and balance. Emphasis will be placed on developing an appreciation for and deeper understanding of the goal setting process as it applies to lifelong fitness. Students will spend time engaging in exercises using body weight, free weights and machines as well as improving metrics of individual physical fitness.

State fitness testing will take place during this course.

NEW! Piano and Digital Audio

Want to learn how to play piano and create your own music at the same time while using state of the art technology? This class will take you there, and no prior experience is necessary! This course's approach to piano provides an introduction to the keyboard designed to promote music reading, performance skills, and self-expression. In addition, students will explore music composition techniques and music theory through a digital platform. Students will work on composing music projects in a variety of styles and learn more about mixing, sound design, and audio engineering and recording. This hands-on course is for beginning through advanced musicians.

NEW! Recreational Games

The goal of this course is to promote physical activity that can be enjoyed across a lifetime. Students will participate in a variety of group and individual recreational activities to develop an appreciation for an active lifestyle. Learning experiences will provide opportunities for social interaction enabling students to develop collective intelligence and sportsmanship. Students can take healthy risks to step out of their comfort zone to promote social and emotional growth. State fitness testing will take place during this course.

Robotics Engineering

Students will be introduced to the fundamentals of building and programming a robot. Implementing the Engineering Design Process throughout the course, students will work respectfully and responsibly with others in exchanging and evaluating ideas in building and programming a robot to perform a variety of tasks. Students will also be expected to document and analyze their performance throughout the process in evaluating progress of their robot as it performs in a variety of challenges.

Show Band

It's time to turn the amp up to 11!! This rocking ensemble is the backbone of the Show Choir. The Show Band provides opportunities for students to perform music at a professional level. Every year is organized around new musical productions to push the repertoire and skillsets of the students to make them more versatile musicians.

Enrollment is determined by audition, which will be held during the spring of the previous year. Show Band will participate in mandatory performances outside of the school day at various festivals outside of Connecticut.

Show Choir

Ever wanted to sing and dance on a national stage? This highly-selective, audition only opportunity may help prepare you for your aspirations. The Show Choir provides opportunities for students to combine singing and dancing in a large group setting at a professional level. Every year is organized around new musical productions to push the repertoire and skillsets of the students to make them more versatile musicians.

Enrollment is determined by audition, which will be held during the spring of the previous year. Show Choir will participate in mandatory performances outside of the school day at various festivals outside of Connecticut.

String Ensemble

Rosin up your bows and get ready to fine tune your skills as you perform music with a community of string players! A variety of music literature will be studied and performed, with the emphasis on each student's individual improvement and active participation in rehearsals and performances. In addition to performances at school and in the community, students have the opportunity to audition for regional and state music festivals, and go on a major trip out of state.

Symphonic Band

Symphonic Band kicks up the intensity, leadership, and independence by performing more advanced literature to a wider variety of venues and audiences. More advanced and challenging marching and concert band literature will be studied and performed, with an emphasis on each student's individual improvement and active participation in rehearsals and performances. In addition to performances at school and in the community, students have the opportunity to audition for regional and state music festivals, and go on a major trip out of state.

Technical Drawing & Specifications

This course introduces the basic principles of engineering drawings. It addresses line types, orthographic projection, and isometric views that are used in industry standards. The six basic views of parts are designed to acquaint the student with a pictorial vision of a 3D part in a flat pattern view. Areas of study include: line types, orthographic projection, isometric views, fundamental tools of title block information, drawing standards, general and special notes such as quality assurance data, non-destructive testing, symbology, geometric dimensioning and tolerancing parameters, blueprint drawing abbreviations, linear units of measurement, rules of dimensioning, inclined surfaces, measurement of angles, holes and bolt hole patterns, drawings to scale, blueprint revisions, notes, 3d modeling, additive prototyping and 3d printing. Upon completion, students should be able to interpret basic prints and visualize the features of a part or system. Through hands-on exercises, students will apply these skills and processes associated with engineering drawings, 3d modeling and 3D printing to communicate design intent.

Waes Haeil Madrigals

“Classical music is boring” - No chorus kid ever

This highly selective vocal ensemble will rehearse and perform advanced classical literature from the 16th century to the present. The class will challenge students and expose them to a wide variety of both new and familiar music.


Enrollment is determined by audition, which will take place a month before trimester 3. There is a mandatory spring performance.

Printmaking Curriculum Overview

2022-2023

<p><u>Unit 1</u> <i>Mutual Understanding</i></p>	<p>In this unit, students will consider the impact media and the arts have on the individual and how that may influence peace building and social advocacy. Students will become acquainted with several resources that will be utilized throughout the course to inform an artistic investigation: The United Nations' Declaration of Human Rights, U.N. Sustainable Development Goals, Unesco's World Heritage, and U.S. Institute of Peace. In this unit, Students will utilize these resources to inform a drypoint print.</p> <p><i>" Art can be instrumental in shaping the tone and nature of intercultural relations. It provides, on the one hand, a medium through which cultural heritage and identity can be experienced and interpreted. On the other hand, it can create a unique space for artists, audiences, and other stakeholders in cultural management to come together on a neutral platform." Art as Cultural Diplomacy - Course Description</i></p> <p>Students will apply their knowledge through a series of written reflections and drawings in their personal journals in response to introductory class activities and prompts. The activities may include the Harvard personal bias test, a discussion of the role of art and media in peace building, understanding personal work habits and building trust to work collaboratively. Some of the activities will include imagining design solutions for a related art project (dry point print).</p> <p>Students will learn through a series of interactive activities aimed at fostering cooperation. Rules for Respectful Dialog will be followed. Students will collectively to brainstorm ideas for the subject and content of upcoming printmaking projects.</p> <p>Profile of a Graduate Capacities: Idea Generation, Citizenship, Alternate Perspectives</p>
<p><u>Unit 2</u> <i>Collagraph Project for a Cause</i></p>	<p>In this unit, students will develop imagery, based on a chosen class theme, to create a collagraph print for a cause.</p> <p>The students' collagraph work should be on behalf of or benefit others. The collagraph prints may be exchanged with an international or regional partner. Or, they may be exhibited to raise awareness about an issue the students are concerned about (i.g environmental, socio-political, etc.). it's also possible that the prints could be offered for sale or donation to benefit a local non-profit.</p> <p>They will apply their knowledge of a chosen topic and design to create a collagraph print informed by compositional studies and selected color schemes. *</p> <p>Students will learn through teacher demonstration and guided practice to create thematic collagraph prints and prepare them for an art installation.</p> <p>Profile of a Graduate Capacities: Analyzing, Design, Product Creation</p>

<p><u>Unit 3</u> <i>Experimental Printmaking Series for Peace</i></p>	<p>In this unit, students will collaboratively brainstorm and develop imagery suited to multiple, experimental printmaking processes, for the creation of a series of prints that are inspired by and honor the culture or social cause researched. The works may include maps, symbols, language and or other symbolic motifs.</p> <p>Students will apply their research and printmaking experiences to create a series of prints that will be prepared for a specific audience/purpose. Students will run multiple monotypes that can include stencils, chine-colle, and or drypoint plates. The initial compositional process and selection of color schemes is deliberate however, after an initial pass through the press, students will experiment manipulating their prints or plate(s) in response to their print.</p> <p>Students will learn by teacher demonstration, guided practice and peer to peer evaluation.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation, Self-Awareness</p>
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New England Association of Schools and Colleges (N.E.A.S.C.)

NOVEMBER 15, 2022

Ten-Year Cycle for 2024 Protocol

- ▶ **DHHS Current Status: Accredited**
- ▶ **Self-Reflection Completed - 2021-2022**
- ▶ **Collaborative Conference Visit – November 2, 3, 2022**
- ▶ **Development and Implementation of School Growth Plan-2022-2023**
- ▶ **Decennial Accreditation Visit- November 17-20, 2024**
- ▶ **New/Revised Improvement/Growth Plan 2025**
- ▶ **Progress Updates 2027-2030**
- ▶ **New Cycle begins 2031**

Accreditation Coordinators

- ▶ Jennifer Aguzzi
- ▶ Paul Mezick

Steering Committee Members

- ▶ Jen Aguzzi
- ▶ Brian Bodner
- ▶ Celina DaSilva
- ▶ John Gage
- ▶ Sue Greenvall
- ▶ Sue Groll
- ▶ Catherine Kennedy
- ▶ T.J. Salutari

Responsible for the oversight of the Accreditation Process and determines how the Self-Reflection phase will progress

Self-Reflection Committee Members

Standard 1 LEARNING CULTURE	Jen Hawley (Standard Chair) Erica Browne (Chair 1.1a) Justin Kaeser (Chair 1.2a)
Standard 2 STUDENT LEARNING	Katie O'Neil (Standard Chair) Jason Engelhardt (Chair 2.2a)
Standard 3 PROFESSIONAL PRACTICES	Pete Nye (Standard Chair) Bill Sommer (Chair 3.1a)
Standard 4 LEARNING SUPPORT	Kim Dunn (Standard Chair) Lindsey Fiondella (Chair 4.1a)
Standard 5 LEARNING RESOURCES	Dawn Fiorelli (Standard Chair) Dan Grenier (Chair 5.1a)

Determines the extent to which the school is aligned to the Standards of Accreditation through a reflective process based on evidence.

New England Association of Schools and Colleges (N.E.A.S.C.)

- ▶ **Standards of Accreditation (5)**
- ▶ **Principles of Effective Practice (32)**
 - ▶ **Descriptors of Effective Practice**
- ▶ **Foundational Elements (6)**

Themes in 2020 Standards:

- ▶ Profile of a Graduate
- ▶ Culture of Teaching to a Culture of Learning
 - ▶ What are the students doing?
 - ▶ Practices v. Beliefs
- ▶ Developing a Growth Mindset for all constituents
- ▶ Well-Being
 - ▶ (SEL needs due to pandemic)

2020 Standards of Accreditation

Standard 1 LEARNING CULTURE	Learning Culture promotes shared values and responsibility for achieving the school's vision.
Standard 2 STUDENT LEARNING	Student Learning practices maximize the impact of learning for each student.
Standard 3 PROFESSIONAL PRACTICES	Professional Practices ensure that practices and structures are in place to support and improve student learning.
Standard 4 LEARNING SUPPORT	Learning Support ensures that the school has appropriate systems to support student learning and well-being.
Standard 5 LEARNING RESOURCES	Learning Resources ensure that the school has the resources necessary to meet the learning needs of all students.

Summary

- ▶ Each Standard includes **Principles of Effective Practice** (Principles replace indicators in the former Standards)
 - ▶ **Descriptors of Effective Practice** describe what each Principle looks like in practice in a school
- ▶ **32** principles have replaced the previous **52** indicators

Rubrics for the Standards for Accreditation

Foundational Elements Rubric

Use the criteria in the rubric to determine whether the school is meeting each of the Foundational Elements in the Standards.

Meets	Does Not Meet
All criteria of the Foundational Element are evident in the school.	Some criteria of the Foundational element are not yet evident in the school.

Foundational Elements

- ▶ Each Standard contains **Foundational Elements**
- ▶ At a minimum, **accredited schools must align with each of the Foundational Elements**
- ▶ Foundational Elements **represent essential building blocks** for each Standard
- ▶ Schools that are not yet aligned with the Foundational Elements are **expected to prioritize work to ensure alignment with those Elements**

Foundational Elements

Standards for Accreditation	Foundational Elements
#1 Learning Culture	1.1a The school community provides a safe environment. 1.2a The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
#2 Student Learning	2.2a There is a written curriculum in a consistent format for all courses in all departments across the school.
#3 Professional Practices	3.1a The school has a current improvement/growth plan.
#4 Learning Support	4.1a The school has intervention strategies designed to support learners.
#5 Learning Resources	5.1a The school site and plant support the delivery of curriculum, programs, and services.

Rubrics for the Standards for Accreditation

Principle Rubric

Use the following continuum to determine the school's current phase of implementation which best describes the school's alignment to each Principle in the Standard.

Not yet evident	Elements of the Principle are not yet evident in the school.
Initiating “Thinking About It”	The ideas and concepts in the Principle are being considered by the school community, but not yet in action
Developing “Working on It”	Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.
Implementing “Living It”	All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.
Transforming “Shifting the paradigm”	The Principle is driving innovative and transformative practices to achieve the school's vision of the graduate.

Standard 1: Learning Culture Principles

- ▶ 1.1 The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
- ▶ **1.1a Foundational Element - The school community provides a safe environment.**
- ▶ 1.2 The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
- ▶ **1.2a Foundational Element - The school has a written document describing its core values, beliefs about learning, and vision of the graduate.**
- ▶ 1.3 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.
- ▶ 1.4 The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
- ▶ 1.5 The school's culture promotes intellectual risk taking and personal and professional growth.
- ▶ 1.6 The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
- ▶ 1.7 The school culture fosters civic engagement and social and personal responsibility.

Standard 2: Student Learning Principles

- ▶ 2.1 The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
- ▶ 2.2 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 the graduate.
- ▶ **2.2a Foundational Element - There is a written curriculum in a consistent format for all courses in all departments.**
- ▶ 2.3 Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
- ▶ 2.4 Instructional practices are designed to meet the learning needs of each student.
- ▶ 2.5 Students are active learners who have opportunities to lead their own learning.
- ▶ 2.6 Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
- ▶ 2.7 Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
- ▶ 2.8 Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
- ▶ 2.9 Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

Standard 3: Professional Practices

Principles

- ▶ 3.1 The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
- ▶ **3.1a Foundational Element - The school has a current school improvement/growth plan.**
- ▶ 3.2 Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
- ▶ 3.3 Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
- ▶ 3.4 Collaborative structures and processes support coordination and implementation of curriculum.
- ▶ 3.5 School-wide organizational practices are designed to meet the learning needs of each student.
- ▶ 3.6 Educators develop productive student, family, community, business, and higher education partnerships that support learning.

Standard 4: Learning Support Principles

- ▶ 4.1 All students receive appropriate intervention strategies to support their academic, social, and emotional success.
- ▶ **4.1a Foundational Element - The school has intervention strategies designed to support students.**
- ▶ 4.2 All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
- ▶ 4.3 All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
- ▶ 4.4 All students receive library/information services that support their learning from adequate, certified/licensed personnel.
- ▶ 4.5 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.

Standard 5: Learning Resources

Principles

- ▶ 5.1 The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
- ▶ **5.1a Foundational Element - The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.**
- ▶ 5.2 The school/district provides time and financial resources to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
- ▶ 5.3 The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
- ▶ 5.4 The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
- ▶ 5.5 The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Summary

- ▶ All faculty members assigned to committees
- ▶ Surveyed Faculty, Students, Parents/Guardians
- ▶ Liaison visit – Tuesday, October 12, 2021
- ▶ Prepared for the 2-Day Collaborative Visit - Scheduled Fall of 2022
- ▶ **Completed Self-Reflection Process** Look Back
 - ▶ Current Conditions (Standards Reflection)
 - ▶ Capacity for Continuous Growth as a Learning Organization
 - ▶ Goals and Vision for the Future
 - ▶ Priority Areas for NEASC School Growth Plan
- ▶ Collaborative Conference Visit – November 2, 3, 2022
- ▶ Review Collaborative Conference Visit Report
- ▶ Update School Growth Plan (18-24 months for initial implementation)
- ▶ Plan and Prepare for the 4-Day Decennial Visit November 17-20, 2024

Collaborative Visit-November 2, 2022

7:15	Team Arrival
7:20-7:50	Briefing with Chairs
7:50-8:20	Building Tour
8:23-9:18	Review of Self-Reflection
8:23-9:08	Meet w/Parents
9:12-9:57	Meet w/Students
9:22-9:52	Classroom/Advisory Obs.
10:04-10:54	Meet w/Faculty
10:14-10:54	Observe Classrooms
10:58-11:58	Observe Classrooms
12:32-1:02	Observe Classrooms
1:06-2:00	Meet with Cen. Office
2:05-2:45	Meet w/Support Staff
2:50-3:35	Meet w/Coordinators
3:40-4:20	Meet w/Administrators

Collaborative Visit-November 3, 2022

7:15	Team Arrival
7:25-12:00	Report Writing
12:30-1:30	Finalize Report
1:30-2:15	Debrief

Developing or Does Not Meet Standard

▶ **Does Not Meet Standard:**

- ▶ Foundational Element 2.2a - Student Learning There is a written curriculum in a consistent format for all courses in all departments across the school.

▶ **Developing:**

- ▶ Standard 1, Principle 2-The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
- ▶ Standard 2, Principle 1-The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
- ▶ 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 the graduate.
- ▶ Standard 5, Principle 1-The community and district provide school buildings and facilities that support the delivery of high quality curriculum, programs, and services.

Standard 1: Learning Culture Principles

Strengths:

- ▶ The commitment to the safety of the school community (Principle 1.1 and Foundational Element 1.1a).
- ▶ The commitment to providing a positive, respectful, and inclusive culture that honors diversity, which is evident through our various course and extracurricular offerings (Principle 1.1)
- ▶ The Core Value and Belief statement and Profile of a Graduate capacities, which are articulated and adopted with rubrics for each capacity (Principle 1.2 and Foundational Element 1.2a)
- ▶ The commitment to learning and well-being as displayed throughout our various programs, offerings, and support systems (Principle 1.3)
- ▶ The commitment to collaboration to promote academic and professional growth vis a vis support for academic risk-taking and an explicit focus on the growth mindset (Principle 1.4 and 1.5)
- ▶ The numerous opportunities for informal leadership roles/experiences for interested faculty members (Principle 1.6)
- ▶ The reliance on democratic values of agency, civil dialogue, adjusting thinking in the face of new information, equality, and a commitment to the common good that is embedded in our course and extracurricular offerings (Principle 1.7)

Standard 1: Learning Culture Principles

Areas of Growth:

- ▶ Fully embed Profile of a Graduate capacities and rubrics into the DHHS board adopted curriculum and develop a system to track and communicate student progress and growth towards mastery (Principle 1.1).
- ▶ Enhance the communication and understanding of both the core values and beliefs and the Profile of a Graduate (Principle 1.2).
- ▶ Promote social and emotional mental health and well-being through the expansion of programs such as Advisory, the Helping Hallway, and Wellness Wednesday (Principle 1.3).
- ▶ Provide dedicated and protected time for PLC and collaborative work to facilitate data analysis, continuous improvement, use of technology, and professional development (Principle 1.4 and 1.5).

Standard 2: Student Learning Principles

Strengths

- ▶ The curriculum maps that exist in EduPlanet21 for all core classes and include units of study with essential questions, content, transferable skills, and instructional strategies (Principle 2.2)
- ▶ The emphasis on deep understanding through interdisciplinary learning, project-based learning, and authentic learning experiences (Principle 2.3)
- ▶ The teachers who proactively implement instructional practices to meet the needs of varied learning styles and continue reviewing and revising instructional practices as needed (Principle 2.4)
- ▶ The relevant, authentic learning in every unit of every course that Daniel Hand faculty provides to students (Principle 2.5)
- ▶ The ample opportunities for students to analyze information, evaluate and critically consider varying points of view, and consider relevant applications for their learning experiences in the contemporary world (Principle 2.6)
- ▶ The multiple opportunities for students to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning (Principle 2.8)
- ▶ The technology that students use to collaborate digitally and engage in learning beyond the constraints of the school building and school day and to share work with audiences beyond the school community (Principle 2.9)

Standard 2: Student Learning Principles

Areas of Growth

- ▶ Complete the Wellness (Physical Education, Health and Wellness, and School Counseling) and the Performing Arts curriculum documents and submit them for Board of Education approval (Principle 2.2 and Foundational Element 2.1 a).
- ▶ Reduce interruptions that prevent efficient collaboration and refine the process to effectively collaborate with colleagues to discuss student work, reflect on instruction, calibrate assessments, and align curriculum (Principles 2.7 and 2.8).
- ▶ Increase opportunities for ongoing professional development related to instructional technology (Principle 2.9).

Standard 3: Professional Practices

Principles

Strengths

- ▶ The active involvement of the faculty and administration in the creation of the school development plan(Principle 3.1 a)
- ▶ The POG which reflects beliefs about learning as evidenced by the inclusion of the district's student growth and development matrix, our redefined core values, and our written curriculum (Principle 3.1)
- ▶ The prioritization of student social and emotional well-being as evidenced by the existence of small mentoring groups (Principle 3.3)
- ▶ The rich variety of programs and services that is provided which involves resources beyond the building walls (Principles 3.3 and 3.5)
- ▶ The collaboratively developed curriculums which were reviewed and rewritten to align with the school's core values, beliefs, and vision (i.e. Profile of a Graduate) as well as state/national standards (Principles 3.3 and 3.5)
- ▶ The flexible course registration and override processes which allow all students the opportunity to take higher level courses based on their interest and/or motivation (Principle 3.5)
- ▶ The engagement of parents, students, families, and faculty in school events and processes through annual surveys, point of interest surveys/questionnaires, PTO meetings, and other after school events throughout the school year (Principle 3.6)

Standard 3: Professional Practices

Principles

Areas of Growth

- ▶ Support teacher-teacher peer observations and enhance in-house professional development and individualized professional development opportunities outside of the district (Principle 3.2).
- ▶ Inform instruction by increasing the examination of student data during collaborative time (Principles 3.2, 3.3, and 3.4).
- ▶ Use collaborative time to update or modify the curriculums as needed to ensure that written curriculums and delivered curriculums are consistent (Principle 3.4).

Standard 4: Learning Support Principles

Strengths

- ▶ The process for providing academic, social, and emotional intervention, which guarantees support for all students (Principle 4.1 and Foundational Element 4.1a)
- ▶ The adequately staffed counseling services with counselors who have reasonable caseloads that allow them to implement a school counseling curriculum in classrooms and provide specialized programs and opportunities for students (Principle 4.2)
- ▶ The variety of preventative health services and direct intervention services provided by a full-time nurse and an athletic trainer (Principle 4.3)
- ▶ The commitment to reimagine the Library/Media center to support ongoing curricular changes and expand access to technology (Principle 4.4)
- ▶ The commitment to supporting sub-groups by expanding EL, coaching, and co-teaching services (Principle 4.5)

Standard 4: Learning Support Principles

Areas of Growth

- ▶ Increase communication to faculty and families regarding the number and variety of resources to better support academic, social, and emotional needs (Principle 4.1 and Foundational Element 4.1a).
- ▶ Inform and uphold universal SST guidelines and protocols with fidelity (Principle 4.1).
- ▶ Complete the writing of a comprehensive School Counseling curriculum and increase professional development opportunities that are targeted to school counseling in order to facilitate delivery of the written curriculum (Principle 4.2).
- ▶ Increase collaborative time dedicated to coordinating support services for all students (Principle 4.5).

Standard 5: Learning Resources

Principles

Strengths

- ▶ The support of students and student interests through a variety of specialty areas including facilities like the gymnasium, outdoor athletic fields, a TV studio, computer labs, band/chorus rooms, cafetorium and stage, a robotics lab, spaces for health and wellness classes, art studios and space for a variety of extra-curricular programs that take place after school (Foundational Element 5.1a)
- ▶ The commitment to the safety of the school community (Principle 5.1)
- ▶ The commitment of the district to fund equipment and technology to support curriculum, programs, and services (Principles 5.3 and 5.4)
- ▶ The commitment of the school to maintain and practice safety protocols, and communicating that information to parents, staff, and students (Principle 5.5)

Standard 5: Learning Resources

Principles

Areas of Growth

- ▶ Develop plans to address the limitations of physical layout, special facilities (i.e., music and physical education rooms, as well as the gymnasium), and other areas to meet the needs of all learners and curriculums (Principle 5.1).
- ▶ Improve the functionality of the HVAC system to ensure consistent, safe, and comfortable temperatures and air flow throughout the building (Principle 5.1).
- ▶ Create a plan in the district's budget to address furniture needs and upgrades (Principle 5.3).
- ▶ Hire additional technology staff to adequately meet the demands of service and maintenance associated with the increase of technology (e.g. Promethean boards, 1:1 Chromebook initiative) (Principle 5.4).

Growth Plan (Anticipated)

- ▶ Complete the process of writing curriculum driven by our Core Values and Beliefs for remaining content areas (Physical Education, Health and Wellness, and the Performing Arts) and fully embed the Profile of a Graduate capacities and rubrics into the MPS Board of Education approved curriculums. Utilize the written curriculum to develop a system to track and communicate student progress and growth towards mastery.
- ▶ Support the expansion and improvement of practice to stimulate professional growth and effectiveness in meeting the needs of today's learners, including best practices for PLC and collaborative time while expanding the use of student data to inform instruction.
- ▶ Communicate and uphold current tiered-systems of support for all learners to thrive emotionally, socially, and academically.
- ▶ Promote social and emotional mental health and well-being through the expansion of programs such as Advisory, the Helping Hallway, and Wellness Wednesday.
- ▶ Maximize the use of our facilities to improve existing support for programming, high-quality curriculums, and delivery of instruction and services.

NEASC Debrief – Preliminary Plan

▶ Priority Areas

- ▶ Utilize written curriculum to communicate growth, embed, collect, and report data on Profile of a Graduate
- ▶ Improve the structure of PLCs to support curriculum development, focus on data, common planning
- ▶ Develop plans to address limitations of the physical layout for specialty areas to support all programming

▶ Recommendations

- ▶ Offer resources that students can pursue to foster diversity in thinking
- ▶ Improve communication of achievement of Profile of Graduate to families
- ▶ Assure consistent and dependable PLC time to support common planning, alignment of practices, calibration
- ▶ Engage more faculty in the SST process
- ▶ HVAC repair

Next Steps



- ▶ Receive Collaborative Conference Report – (4-6 months)
- ▶ Develop School Growth Plan
- ▶ Plan for November 2024 Visit
- ▶ Decennial Visit - November 17-20, 2024

Questions?

Thank you.