

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



Committee on Public Secondary Schools

**School Summary Report for
Wilton-Lyndeborough Cooperative Middle School/High School**

Wilton, NH

October 27, 2019 - October 30, 2019

Brian Bagley, Principal

School and Community Summary

School and Community Summary

The Wilton-Lyndeborough Cooperative Middle/High School (WLC) serves the towns of Wilton and Lyndeborough. It is located in the Monadnock Region of southern New Hampshire (NH).

Wilton is a rural town of approximately 25 square miles located within Hillsborough County. The quaint town is populated with 3,701 community members as of the 2010 census. The town sits on the convergence of the Souhegan and Stony Brook Rivers, where the town once boasted a bustling Mill business. Today, the majority of residents commute to surrounding towns to work, including Milford, Amherst, Nashua, and beyond. Wilton is a Main Street community with New England charm. The town has a few sites of interest, including Andy's Summer Playhouse, Frye's Measure Mill, and the Wilton Town Hall Theater, which has been open since 1886. This historic building first showed traveling vaudeville shows and now presents movies from classic to modern.

Lyndeborough was incorporated in 1764. The first census, in 1790, showed 1,280 residents. In 2017, over 250 years after its founding, the population is 1,716. The town's geographic area is approximately 30 square miles and has many small farms. There are no major businesses located in Lyndeborough; therefore, residents work in other local communities and beyond. Those residents who work in Lyndeborough are home-based as both skilled craftsmen and some home offices.

The residents of both towns are primarily White, English speaking families. The total district enrollment is 567, with fewer than 20 identified as other than White. It is estimated that fewer than five of WLC's students' families speak a language other than English at home. The unemployment rates are similar: Wilton has an unemployment rate of 2.4 percent and Lyndeborough has an unemployment rate of 2.5 percent (which is the same as the state's average of 2.5 percent.) The major employers in the towns are Label Art, Bur-Bak Industries, Kimball Physics, and the Wilton-Lyndeborough Cooperative School District. Home values are increasing in Wilton with the average cost of a home now \$237,000. In Lyndeborough the average home value is \$276,083. According to the New Hampshire Employment Security website, in 2017 the median household income in Wilton was \$74,162, with 3.0 percent of families below the poverty level, and in Lyndeborough the median household income is \$84,948, with 4.2 percent below the poverty level.

The Wilton-Lyndeborough Cooperative School District was incorporated in 2009 to include two elementary schools in addition to the middle/high school. The Lyndeborough Central School currently houses 58 students in Preschool for three and four year olds, and full day Kindergarten. The Florence Rideout Elementary School houses 232 students in grades 1-5 in the town of Wilton. The Pine Hill/High Mowing Waldorf School, a private grades K-12 school, is located in Wilton with both day and boarding students. Homeschooling is another option exercised by some families; reporting in NH is not required. In addition, there are several regional, specialized charter schools available.

Wilton-Lyndeborough Cooperative Middle School/High School is located in Wilton, NH, near Main Street. It is a wooded site on 52 acres, which has several playing fields, a disk golf course, and an extensive trail system used for walking, mountain biking, science classes, running, snowshoeing, and cross-country skiing. The MS/ HS has 277 students in grades 6-12; with approximately 71 percent from Wilton and 29 percent from Lyndeborough. The school's overall enrollment has declined steadily for the past few years; however, projections suggest that the school population will begin to level off in the near future. Special education students comprise 17 percent of the student population

The school budget is voted on at the district school meeting in March of each year. The district's 2019-2020 budget is \$12,679,674.00 as compared to the 2018-19 budget of \$12,529,005. The 2019-20 budget reflects an \$82,289 decrease from what the schools put forth in their budgets. At the beginning of the 19-20 school year it was announced that the district began the year with a deficit of over \$300,000. In the 2017-18 school year, the school spent \$19,784.86 per middle school student compared to the state average of \$15,021.13 and \$19,769.33 per high school student compared to the state average \$16,214.73. Twenty-six percent of WLC students are

eligible for free or reduced lunch and breakfast, under the guidelines of the federal free lunch program.

There are 31 students in the Class of 2020. The SAT exam was taken by 100 percent of the seniors, with average test scores of 491 in Math and 523 in Verbal. Post-secondary reporting for the class of '19 shows that 57% percent of students attended four-year colleges, 8 percent attended two-year colleges, 3 percent went into the military, 12 percent attended trade and vocational programs, and 20 percent sought employment. For the past four years, the average dropout percentage has been 0 percent. The four-year cumulative average of students pursuing an early exit, non-graduation track and completing the NH Hiset is 2.27 percent. In the 2016-2017 school year, the student average daily attendance rate at the middle school was 90 percent and at the high school it was 86 percent. In 2018-19 both of these rates improved -- middle school to 94.7% and high school to 90.1%.

There are 33 certified teachers at WLC, creating an approximate student/teacher ratio of 9.5:1. High school teachers carry an average load of 65 students, with an approximate average class size of 12. Middle school teachers have a student load of 58 with an average class size of 14. Since the Collaborative Conference, WLC has created a common planning time for high school teachers to mirror the middle school teachers' collaborative team time. PLCs meet four times/ week for a full period. Teachers are teamed with an interdisciplinary group of peers. They work on curriculum, assessment, discuss teaching strategies and student needs. In addition, for professional development and collaboration there are two half day and one full day professional development days during the school year and three professional development days before school starts. Last year the school board added four half day professional development days to the 2019-20 school. However, the teacher union grieved the addition of days outside of a negotiation year. This grievance went to arbitration and the days were removed from the calendar.

During the school year, the high school runs seven, 46-minute periods with a modified block schedule. Each day has a 25-minute lunch. Advisories also meet every day, but vary in length - Monday, Tuesday and Friday they are 20 minutes in length, and on Wednesday and Thursday they are last approximately 55 minutes. Each class meets four times/week, with one 90-minute block included. Each teacher has one period assigned for planning, and one period for a common planning time in a Professional Learning Community. The Unified Arts (UA) teachers have a higher teaching load, on average an additional 25 students/quarter.

WLC offers Advanced Placement (AP), honors, college preparatory, Early College, eStart, Running Start, and general elective courses on site, at Milford Technical Center, or via the web. Virtual High School and Virtual Learning Academy Charter School are web-based curriculums offering a wide variety of courses. General electives are available in all disciplines. Students have access to the automotive program at Mascenic High School and the NH Firefighter Program at Contoocook Valley Regional High School. Running Start classes are taught by WLC teachers; students who complete these classes receive credit from both WLC and Nashua Community College. All students must complete a year-long, research based senior project to graduate. Students must pass competencies in all of their classes to receive credit. Students are also assessed in all classes on the WLC Student Learning Expectations. Extended learning opportunities and internships are arranged for students through the student services office.

High school students play soccer, basketball, baseball, softball, tennis, and track. In addition, students have the opportunity to wrestle or swim in cooperation with the Milford High School team. The school competes in Division IV of the New Hampshire Interscholastic Athletic Association (NHIAA). Students can also participate in band, chorus, small ensembles, dance team, ski club, student government, Interact, Destination Imagination, math team, and National Honor Society. At the middle school, students can participate in Chess, Checkers, Science club, scrap booking, film club , and more. At the high school level, discussion is underway as to how to incorporate clubs during long-block Thursday advisory but not inhibit faculty's availability for students who need extra help. Last year students performed Peter and the Starcatcher with the newly minted Drama Club. This year First Lego Robotics clubs are being offered at both the high school and middle school levels. In addition, there are numerous sports, theater, and dance programs available in the local community. Students are required to complete 24 hours of community service during their four years of high school.

WLC recognizes student achievement by publishing an honor roll in the local newspapers, honor Students of the Month for the middle and high school students, Top Ten Senior Luncheon, and Sports Night at the end of each sport season. There is an awards ceremony on the last day of the semester when teachers from individual classes distribute awards. Many WLC Seniors are honored by receiving scholarships at graduation with a large

pool of scholarship funds available to graduating seniors. Last year, \$83,250 in scholarship money was awarded to a graduating class of 34 students.

Core Values, Beliefs, and Vision of the Graduate

We Value ...

- *Responsibility*
- Diversity
- Integrity
- Collaboration
- Achievement

We Believe ...

All students have the potential to achieve.

Lifelong learning and achievement is achieved through a broad range of experiences.

A safe, productive, and inclusive learning environment is vital.

Students, parents and staff share responsibility for open communication to maintain a thriving school community.

Vision of the Graduate

The WLC Graduate will be an effective communicator, a strong collaborator, a creative problem solver, a self-directed learner, and a responsible citizen.

School Improvement/Growth Plan

The school improvement/growth plan is not attached.

Related Files

- [2019-07-18-09:46_WLC School Improvement Plan 11.pdf](#)

Standards & Principles

Foundational Element 1.1a - Learning Culture

The school community provides a safe environment.

FOUNDATIONAL ELEMENT 1.1A

When surveyed, 67.6% of students, 84.3% of parents, and 97.6% of faculty report that they feel safe when they are at the school. The WLC and SAU 63 websites list policies and procedures that are in place to ensure the safety of individuals in the WLC community. The Student Handbook, which is updated annually, clearly articulates procedures that most directly affect students on a daily basis. Discipline data tracked since 2007 show a marked decrease in Out of School Suspensions. The Alternative Education room, located adjacent to the School Counseling Office, allows students to serve in-school suspensions, or “time-outs” from class, while working on class assignments. During the 2018-19 school year, WLC worked with Bridges, a local organization that counsels victims of sexual and domestic violence, to do workshops for the faculty on stress, abuse, and the chronic effects of these on both students and faculty. The faculty was taught to look for signs of depression and suicide and how to support students who suffer with mental illness.

RATING

Meets the Standard

Foundational Element 1.2a - Learning Culture

The school has a written document describing its core values, beliefs about learning, and vision of the graduate.

FOUNDATIONAL ELEMENT 1.2A

The faculty engaged in a dynamic, collaborative and inclusive process informed by current research and best practices to identify the school's core values and beliefs about learning that align with WLC's Vision of the Graduate. However, we are the beginning stages of embedding our identified core values and beliefs about learning in all aspects of our school culture.

The Student Learning Expectations (SLEs) that embody the school's Vision of the Graduate are clearly articulated in the Student and Parent Handbook, on the school website, and posted in all classrooms. These expectations are assessed by all teachers in all classes and are reported on the report card. Many teachers include SLEs in rubrics and project descriptions. At the end of the year-long Senior Project, seniors reflect on how the skills identified in the WLC SLEs help them complete their senior project successfully.

RATING

Meets the 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.

FOUNDATIONAL ELEMENT 2.2A

Although considerable work has been done writing curriculum in a consistent format for all courses in all departments across the school, there are still faculty members who need to complete their curriculum work. In most cases, these faculty members carry a heavier class load (therefore have more units to write) or are in a position in which their curriculum is changing due to a change in class offerings.

All faculty has used extensive PLC time during the school day to write curriculum, as well as collaborative time during Department meetings and designated time on professional development days. Training in the "Understanding by Design" model has been provided by the Curriculum Coordinator. In addition, the Curriculum Coordinator has led the faculty in protocols to facilitate peer review. Using grant money, CAST has been hired to work with our school on training UDL (Universal Design for Learning). A whole-school workshop introduced the concepts and team-leaders have had extensive monthly training in 2018-19 in order to be school leaders for this initiative in the 19-20 school year. The UDL concepts will be incorporated into the curriculum as our understanding progresses.

With the use of PLCs and professional development time, faculty members will complete the missing curriculum before the start of the 2020-21 school year.

RATING

Does Not Meet the Standard

Foundational Element 3.1a - Professional Practices

The school has a current school improvement/growth plan.

FOUNDATIONAL ELEMENT 3.1A

A school improvement/ growth plan grew out of our Collaborative Conference and work on our self-reflection. The school improvement/growth plan includes school specific goals and informs decision making that prioritizes the allocation of grant resources and faculty professional development to positively impact student learning.

The goals in the growth plan were discussed and voted on in a faculty meeting. However, the WLC NEASC team (Julie Heon, Amy White, Sarah Edmunds, Brian Bagley) created the actual school improvement/ growth plan. In the plan, the team specified ways in which the school could address each of the goals with specific actions and tasks and linked the improvement goals to the NEASC standards. With the extensive turnover in the faculty, faculty members in general may not be aware that they are working on an improvement plan. Instead they know they are being asked to complete certain tasks (for example write curriculum) and so they are doing it.

RATING

Meets the Standard

Foundational Elements 4.1a - Learning Support

The school has intervention strategies designed to support learners.

FOUNDATIONAL ELEMENTS 4.1A

WLC provides a range of intervention services and strategies for students and a process to identify and refer students who need additional assistance. School counselors, the school nurse, special education teachers and paraeducators, special service providers (OT, Speech Language, Psychologist), the librarian, and classroom teachers provide numerous support services to support individual learning needs. Additionally, the school employs several support staff members and contracted service providers to deliver emotional, academic, and/or social instruction/services as appropriate. Intervention strategies are provided as pull out, push into classrooms, and in consultation with regular education teachers.

The school has a student service referral team that meets as needed to discuss interventions and services. In addition, there are monthly meetings to discuss data for at-risk students and interventions are recommended accordingly. To increase family awareness of services and interventions, families receive a Student/Parent handbook that outlines each school policy within the first week of school. (See Handbook pages 13-16, 39-40.)

The CHAT team (Children Advocacy Team) meets biweekly to discuss students who have needs. Teacher observations, and reports to guidance and special ed are all shared with the CHAT team. These students are identified in a myriad of ways - from attendance issues, behavior, parental concerns, teacher concerns, and, similarly, these students have a myriad of needs and problems. The CHAT team identifies resources to support these students and then follows up to ensure these interventions are making a difference. If the interventions are not sufficient, then the team refers the students on for further evaluation. The diagram 'Pathways to Success' and Tier 1, Tier 2, Tier 3 (found in documents for visiting team) indicate the many paths and interventions that are available to students. If a student is formally identified: triennial evaluations are completed, there are quarterly progress reports, annual IEP meetings, and biweekly special ed staff meetings (which includes admin, DSS, school psych, case managers, BCBA). The staff at WLC works collaboratively to support all of our students.

RATING

Meets the Standard

Foundational Element 5.1a - Learning Resources

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

FOUNDATIONAL ELEMENT 5.1A

The WLC community and district provides school buildings and facilities that support the delivery of curriculum, programs, and services. Although the district has had a flat or declining budget for the past three years, primarily due to declining enrollment, there continues to be sufficient financial resources for the development, implementation, and improvement of school programs and services. (Note: the district stated the school year with a deficit greater than \$300K. Cutbacks have been made to save funds. Funds needed for student safety and learning are prioritized. Many purchases are being delayed until funds are available next year.) The Capital Improvement Plan shows that planning is in place for short and long-term goals to address the capital needs of the school's building and facilities and the maintenance staff continues to strive to maintain a clean school environment. The school has the infrastructure and protocols in place to ensure effective responses in crisis situations.

The school subscribes to databases including EBSCO, Student Resources in Context, Opposing Viewpoints in Context, Britannica, and Teen Health and Wellness to support student research and learning across the curriculum. The WLC Ebook collection is increasing to support our 1:1 computer initiative. In addition, WLC's library provides Noodletools to support students citing sources. As in many schools, the WLC library media specialist also acts as a tech integrator and supports students' and teacher's use of technology to increase student engagement and learning. Programs like Hapara, Nearpod, and Google Classroom support file management, classroom management, and student engagement. When used at its highest level, Nearpod supports Virtual Reality and Virtual Field trips. Other programs like WeVideo promote student creativity and allow students to demonstrate their learning in personal ways.

There are five science labs, three in the high school and two in the middle school. Not are all equipped with gas lines or, so middle school students use high school labs when they need more resources.

This year supplies and consumables have been purchased to support student learning, but issues with the budget has impacted the purchase of books for the library, the purchase of chromebooks and faculty devices in accordance to the replacement cycle, and other trade offs.

RATING

Meets the Standard

Priority Area 1

PRIORITY AREA Please list your priority area goal.

Ensure 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 resources.

ACTION - IMPACT - GROWTH Please describe the actions you have taken to achieve your goal, the impact it has had on student learning or the school community, and your next steps or questions regarding this priority area.

Actions -

Engaging in a dynamic, collaborative, and inclusive process informed by current research and best practices, the faculty worked throughout the year during faculty meetings to identify the school's core values and beliefs about learning. We clarified our core values and beliefs about learning through discussion and debate and created a written document that is aligned with our vision of the graduate. At the same time, discussion at the Department and PLC levels supported teachers in their assessment of Student Learning Expectations in their classrooms. This year marked the first year SLEs were assessed in all classes and reported at all levels on the report card.

Impact --

The collaborative discussion that was involved in the values and beliefs work was healthy, albeit challenging, for our faculty. The stress of the year made it difficult for some teachers to step beyond day-to-day frustrations and be positively forward thinking. However, by the end of the process, everyone was pleased with what we had agreed upon and felt it represented what we value and aspire to create at WLC. In this way, the actual process was cathartic for the faculty. It was an act of coming together, looking forward, and agreeing to what the future can be.

The students have not been impacted by the actual values and beliefs about learning yet, since this work was concluded at the end of the school year last year. However, the students have been impacted by our work with our complete adoption of the Student Learning Expectations. Teachers are more often to discuss SLE's in their classroom and include them on rubrics. Students are beginning to see the connection between performing well on SLE's and understanding course content.

Growth --

Ten new faculty members joined WLC this fall. This marks an enormous area for growth. The new staff will bring enthusiasm and new ideas to our school. We will share our values, beliefs about learning, vision of the graduate, and student learning expectations and they will have new ideas of how to incorporate them into our school and community.

We have seen that the more students understand the expectations and beliefs that underpin their education, the more motivated they will be to take ownership of their own learning. We need to continue to support teachers in understanding how to embed SLEs in their curriculum and instruction and how to clearly identify SLEs in their assessments so that students may make the connection between SLEs and taking ownership of their education.

The new faculty have monthly mentor meetings in which they meet together with admin, mentors, and seasoned

teachers. In addition, all new faculty meet with their mentors routinely (each of these meetings are recorded in meeting minutes with what is discussed as well as the time the pairs meet.) The mentor program ensures new faculty are aware of the work that has been done before they arrived, and are steeped in the learning culture of our school.

Our work with Bill Preble and the Center for School Climate and Learning will compliment our work implementing our SLEs and Vision of the Graduate. The new faculty, along with all the faculty and community members, will be informed by the student and faculty leadership teams about the team's efforts. This work would not be true to our school if it did not reflect our Values, Beliefs about Learning, and Vision of the Graduate.

Our next steps will be led directly by our work with the Center for School Climate and Learning. After a school and community wide survey is completed, areas of need will be identified. The Student Leadership Team will meet and identify their priority areas to address. This team, with the support of the teacher leadership team, will then present the survey findings to the entire faculty, as well as to the school board. Through this, goals will be set - linked to the NEASC goals - and our Vision of the Graduate -- and a plan will be created to move forward.

EVIDENCE Please upload, link, or explain any evidence that you examined to determine growth in this priority area.

WLC's Senior Project has been reworked and aligned with our Vision of the Graduate and Student Learning Expectations. The Senior Project handbook outlines the steps seniors take during their year-long research project.

[Self-scoring Rubric for 9th Grade Science](#)

Rubrics from Creative Arts and Consumer Science also assess SLEs.

[Curriculum Documents Reflect SLEs](#)

Related Files

- [2019-07-24-14:00 Values and Beliefs.png](#)
- [2019-09-29-18:22 WLC Senior Project Packet 19 20 updated September.pdf](#)
- [2019-10-04-10:48 Rubrics from Creative Arts and Consumer Science Classes.pdf](#)

Priority Area 2

PRIORITY AREA Please list your priority area goal.

Write curriculum in a consistent format for all departments that includes units of study with guiding/ essential questions, content, and skills and integrates the school's vision of the graduate.

ACTION - IMPACT - GROWTH Please describe the actions you have taken to achieve your goal, the impact it has had on student learning or the school community, and your next steps or questions regarding this priority area.

Action:

All faculty were scheduled in common planning time during the school day to write curriculum. High school teachers met 4x/ week for 45 mins per day and Middle School teachers met 1x/ week for 45 mins per day. (The middle school had common planning time 5x/ week however they used their time for other tasks, including team meeting, whole team meeting, vertical teams, and more.)

Julie Heon, District Curriculum Coordinator, met with each PLC to review unit format (UbD), the components of the unit, and how to incorporate the Vision of the Graduate and Student Learning Expectations. After several weeks, Ms. Heon met with the PLC groups again to analyze a UbD unit, review its components, and guide the group in a protocol for analyzing units. A schedule was set so staff understood how many units needed to be written and when they were due. Ms. Heon and Ms. Edmunds, Assistant Principal, were available to work with staff individually to support their unit writing work.

Staff were directed to use Department meetings to write curriculum and to support each other in the writing of curriculum as well. Department meetings were used to review units using a common protocol.

In October and December, early release Professional Development days were used to support writing curriculum.

A group of teachers was identified as the UDL Team Leaders in the summer of 2018. This team of teachers began intensive training in UDL (Universal Design for Learning) in July of 2018, taught by CAST. Ongoing support and training continued throughout the year with the team traveling to workshops and CAST members coming to WLC for observations and instruction. In addition, CAST conducted a whole faculty workshop on October 2nd to ensure everyone is familiar with UDL principles and can begin incorporating these principles in their written curriculum and teaching practices.

Impact:

The Mathematics, English, and Social Studies Departments have the majority of their curriculum written. During the 18-19 school year, the Science Department embarked on intensive training on the NextGen Science Standards and therefore made limited progress on their written curriculum. However, with a better understanding of their standards, they are now poised to move forward writing their curriculum. The Unified Arts Department has some members who finished writing their curriculum and others who encountered problems. In general, Unified Arts teachers carry a heavier teaching load and are writing curriculum for a larger number of courses than core teachers. In other cases, changes in course offerings made it difficult for some staff to write curriculum. In all cases where curriculum has not been written, administration will provide a plan to support staff members so they can carry out their professional responsibilities.

The UDL Team Leaders have had extensive UDL training and feel confident and ready to lead the rest of the faculty in UDL work in the 2019-20 school year. WLC will continue to work with CAST to support our work in this area to create curriculum that is accessible to all students.

Learners are beginning to demonstrate a depth of understanding over a breadth of knowledge.

Next Steps:

Continued integration of the SLEs and our Vision of the Graduate in our curriculum will strengthen the students' and communities' understanding of what it means to graduate from WLC.

Continued work with CAST and the UDL Team Leaders will help the faculty understand the what, why, and how of instruction to engage students in the process of learning.

When we have a complete written curriculum in a consistent format for all departments that includes units of study with guiding/ essential questions, content, and skills and integrates the school's vision of the graduate, students will have a clear and deep understanding of the desired result of each unit of study.

Growth:

Teachers are implementing the curriculum they have written. All curriculum is easily accessible through a shared Google Drive. Teachers are reflecting on their written curriculum as they teach the units this year and are rewriting any areas that do not meet their expectations. The faculty and administration strive for WLC to have a living curriculum that is dynamic, changeable, and responds to the needs of all constituents.

EVIDENCE Please upload, link, or explain any evidence that you examined to determine growth in this priority area.

The visiting team will have access to the [Google Drive with all curriculum documents. \(Curriculum Documents\)](#)

The visiting team will have access to all materials that support work in curriculum writing. ([Curriculum Resources Shared Folder](#))

The visiting team will have access to all materials in the [PLC shared folder](#) (concise notes and attendance records.)

The visiting team will have access to all materials in the [Department Meeting folder.](#)

Related Files

- [2019-09-29-18:25 Agenda and Notes from Leadership Team.pdf](#)

Priority Area 3

PRIORITY AREA Please list your priority area goal.

Ensure that learners regularly engage in inquiry, problem-solving, and higher order thinking skills.

ACTION - IMPACT - GROWTH Please describe the actions you have taken to achieve your goal, the impact it has had on student learning or the school community, and your next steps or questions regarding this priority area.

Action

In the year following our Collaborative Conference we have made some progress on this goal.

A group of teachers was identified as the UDL Team Leaders in the summer of 2018. This team of teachers began intensive training in UDL (Universal Design for Learning) in July of 2018, taught by CAST. Monthly ongoing support and training continued throughout the year with the team traveling to workshops and CAST members coming to WLC for observations and instruction. In addition, CAST conducted a whole faculty workshop on October 2nd to ensure everyone is familiar with UDL principles and can begin incorporating these principles in their written curriculum and teaching practices.

In the summer of 2019 teachers from the Science, Technical Education, and Computer Science department attended several weeks of training sponsored by Project Lead the Way. These teachers are now incorporating this training in their classes, embedding project based, real-world learning steeped in design principles across. Much of these changes can be seen directly in the evolution of the curriculum in the Computer/ Technology program. Classes in app design, html, and circuits have replaced lessons on typing and the use of Google tools.

Department heads were given access to standardized testing for all students and were trained by the Curriculum Coordinator on how to facilitate analyzing student data. Each department worked collaboratively to examine data from standardized tests to improve curriculum, instruction, programs, services, and assessment practices.

A Faculty meeting was devoted to assessment practices including the use of formative assessment, common assessments, peer feedback and self-reflection. Emphasis was placed on the importance of consistent, systematic, specific, and timely corrective feedback.

Late in Spring of 2018, a committee was convened to review competency-based assessment practices, including retakes, deadlines, competency-recovery, competency-reporting, summer school, and more. Posters were printed for every classroom and shared space in the school with the policies concerning remediation and late work. Because of this work, students have a clear understanding of the policies surrounding remediation, late work, competencies and grades.

The middle school piloted a Challenge Option during the 4th Quarter of 2018-19 that will be implemented fully during the 2019-20 school year. The foundational elements of the Challenge Option are based on student choice, intrinsic motivation, and valuing depth of knowledge over breadth of knowledge. All students, families, and stakeholders were informed of this new option.

Representatives from the Middle School, English and Math Departments attended a workshop on how to analyze standardized testing data and use this information to inform instruction. This workshop was specific to the SAT

for the high school English and Math faculty, and state standardized tests for Middle School.

Impact

All stakeholders have a shared understanding of policies surrounding remediation, late work, competencies and grades. At the middle school, students are given a challenge option on summative assessments that promotes intrinsic motivation and depth of knowledge. Faculty are aware of the need to examine current assessments and are being given the support and resources to ensure that learners regularly engage in inquiry, problem-solving, and higher order thinking skills.

Next Steps

A committee will be convened to look again at competencies and assessments. The longer we work with competencies, the deeper the conversations become of what it means to be competent, how we assess competency, and how we best report it. We are committed to routinely look at our policies and procedures and reflect if they are best for promoting student engagement and learning.

The UDL team continues its training this year and will become coaches within our school.

PLCs are focused on Depth of Knowledge and creating robust, project based assessments that have real-world connections, are interdisciplinary when possible, and promote intrinsic motivation. In PLCs teachers are examining student work, assessments and rubrics to look at where we are now and how we can support each other moving forward.

The leadership team will be given training and support to lead their departments in data analysis so standardized tests inform instruction.

Growth

At the end of 2019-20 WLC will look for evidence of our growth in this area. Growth will be measured within departments by analysis of assessments and student work. During PLCs, teachers will support each other and help each other work in this area. Administration will look for evidence when doing teacher evaluations and classroom visits.

EVIDENCE Please upload, link, or explain any evidence that you examined to determine growth in this priority area.

The visiting team will have access to the [Google Drive with all curriculum documents. \(Curriculum Documents\)](#)

The visiting team will have access to all materials that support work in curriculum writing. ([Curriculum Resources Shared Folder](#))

The visiting team will have access to all materials in the [PLC shared folder](#) (concise notes and attendance records.)

The visiting team will have access to all materials in the [Department Meeting folder.](#)

CAST has worked with a team of teachers on UDL <http://www.cast.org/our-work/about-udl.html#.XZ-rTEZKjIU>

Related Files

- [2019-07-25-10:20 Challenge Option Presentation.pptx](#)

Priority Area 4

PRIORITY AREA Please list your priority area goal.

Ensure 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.

ACTION - IMPACT - GROWTH Please describe the actions you have taken to achieve your goal, the impact it has had on student learning or the school community, and your next steps or questions regarding this priority area.

Action:

A representative from BRIDGES, a local organization that offers support for victims of domestic and sexual violence, attended faculty meetings on an ongoing basis throughout the year. She led workshops on stress, resilience, anxiety, abuse, and how to support students and each other.

Wall of names -- every student's name in the school was listed and faculty members identified students they had a connection with. By so doing, they committed to connecting with these students several times each week and creating a special bond. The teachers were not the students' advisers. The intention was to create a second faculty-student connection within the school.

The Middle School held a Open House to showcase student projects and celebrate student learning. Families and community members were invited to join students and faculty members one evening to view and talk to students about their work. This gave students an opportunity to share their work with a wider audience, and to grow in pride in their identity as a member of the WLC community.

A whole school assembly was held on suicide prevention and awareness. This was an incredibly powerful presentation and many students spoke with the presenter individually which then opened conversations with guidance and students at risk.

This year, the school is sponsoring an assembly on Vaping. Vaping has plagued the school for the past two years -- as it has for many schools. It is hoped this assembly will raise awareness and help students make better choices.

The Assistant Principal attended professional development on Restorative Practices.

Impact:

The Counseling Office and Administration worked tirelessly to communicate with teachers so teachers are best able to support all students in their learning journey. Students overall attendance at WLC improved last year.

This year the Assistant Principal led a team of advisers in learning about restorative circles. This team will quarterly to learn other restorative practices they can add to their advisory.

Next Steps:

WLC has contracted [The Center for School Climate and Learning](#) to work with our school for two years. After presenting to the whole faculty, a group of teachers identified themselves as the Leadership team who will work directly with Bill Preble and the consultants from the Center for School Climate and Learning on a monthly basis. The leadership team will in turn identify and encourage students to join the Student Leadership team. Together these two teams will identify areas in WLC that need to change, and work together to create support across all areas of the school community and create the change. Bill Preble's team has worked successfully with schools and districts across the country to deal with serious issues of racial discrimination, bullying, disengagement, poor school attendance and more. As a faculty we are so excited to have an outside organization help us build the structures and look at our school community honestly to create lasting, positive change.

Growth:

In the 2016-2017 school year, the student average daily attendance rate at the middle school was 90 percent and at the high school it was 86 percent. In 2018-19 both of these rates improved -- middle school to 94.7% and high school to 90.1%. We are improving our climate and culture and it is showing in improved school attendance.

EVIDENCE Please upload, link, or explain any evidence that you examined to determine growth in this priority area.

The Center for School Climate and Learning <https://www.thecscl.com/>

Related Files

- [2019-07-24-11:53 Bridges Training at Faculty.JPG](#)
- [2019-07-24-12:12 Depression Workshop.JPG](#)
- [2019-07-24-12:13 Suicide Workshop.JPG](#)
- [2019-07-24-12:14 suicide workshop 2.JPG](#)
- [2019-07-25-10:22 Name Wall with a few note updates.PNG](#)
- [2019-10-07-15:03 Supporting Documents from The Center for School Climate and Leadership.pdf](#)

Priority Area 5

PRIORITY AREA Please list your priority area goal.

Improve communication within the school and broader communities.

ACTION - IMPACT - GROWTH Please describe the actions you have taken to achieve your goal, the impact it has had on student learning or the school community, and your next steps or questions regarding this priority area.

Action

This priority area is actually an extension of the work we have done for our first goal -- creating Values, Beliefs about Learning, and a Vision of the Graduate, and embedding these solidly in the school community. A school that is motivated by shared values, and shared beliefs about learning, has a stronger foundation of trust and communication. When the Decennial Visiting Committee visits in October, it was agreed by the NEASC commission that it can review and write about our work in this Priority Area under Priority Area 1.

A new school newsletter was introduced to the WLC community. Assistant Principal Sarah Edmunds is the editor and has all faculty and departments contribute student news to the newsletter on a rotating basis. Student activities and learning are highlighted.

A new monthly parent - administration meeting was created to invite all community members for casual conversation about topics of their interest. Coffee and Conversation, as it was called, was held on the last Friday of the month in the morning. This opportunity was advertised on the school calendar and in school announcements.

The middle school held an open house for the entire school community in the spring to showcase student work. All families were invited to watch student presentations and share in their growth. In addition, families are invited to watch 8th grade Genius Hour presentations. These are the middle school version of senior projects and are the capstone of their middle school learning journey.

Senior Projects are beginning to become wider community events. Select seniors shared their presentations at the Souhegan Valley Sustainability Fair that is held annually at WLC on a Saturday in May. Moreover, we are working to publish the Senior Project Presentation Schedule to invite all community members to celebrate the learning of our seniors. This is a shift in practice and culture but we are beginning this work to give a real-world audience to the work of our seniors.

Impact:

The school newsletter highlighted student learning and school programs. Students and families were excited to see student work showcased and celebrated. Teachers were proud to have their programs recognized. The wider Wilton and Lyndeborough communities are beginning to be aware of the myriad of things that are happening at our school

Coffee and Conversation was attended by a core group of parents. When they expressed concerns about issues (for example the school calendar on the website not being updated accurately) the principal was able to address these issues quickly and parents felt their voices were heard and see immediate action taken.

Next Steps:

The newsletter will continue and school programs and student learning will continue to be highlighted. Giving a real-world audience for student work will help grow the intrinsic motivation of students when they know a broader community will see their work.

Coffee and Conversation is going to be revamped in hopes to attract more parents with a different time of day. Next year, administration plans to team up with Coop Connection (the existing parent organization of the school) and will attend their meetings in the early evening. The benefits will be two fold: this will build a stronger connection between COOP Connection and the administration and 2. perhaps more parents will attend the Coop Connection meeting in order to meet with the Principal and Assistant Principal.

Growth:

The student leadership team will become ambassadors for the work we are doing in the school. They will help set the goals we are working on and communicate with students and community members on our progress. When the students take ownership of what is happening in their school, with the support of teachers and administration, then communication will flow seamlessly because it will be driven by the students.

EVIDENCE Please upload, link, or explain any evidence that you examined to determine growth in this priority area.

Example of monthly [newsletter](#)

The Center for Climate and Learning <https://www.thecscl.com/>

Related Files

- [2019-10-04-14:12 offe and conversation.png](#)

Priority Area 6

PRIORITY AREA Please list your priority area goal.

Create and implement a school improvement plan.

ACTION - IMPACT - GROWTH Please describe the actions you have taken to achieve your goal, the impact it has had on student learning or the school community, and your next steps or questions regarding this priority area.

Action:

We created and implemented a school improvement plan based on the six priority areas identified in our Collaborative Conference. We shared the improvement plan with the faculty and administration. Over \$76,000 in grants were received to support the school's work in the areas identified by our improvement plan.

Impact:

We began working on all areas of the improvement plan. Each of the areas impacted student learning and/ or the culture of the school. We were working under an abbreviated amount of time and did not fully incorporate community involvement in the improvement plan. Our hands were full tackling goals that were directly related to teacher responsibilities. This year, with the bulk of curriculum writing under control, the faculty's attention is turning to issues of teaching, assessment and school culture. The Climate and Culture initiative that began in the fall of 2019 is already beginning to have an effect on the school climate. In addition, the influx of new teachers has brought a new energy and vitality to the school.

Next Steps:

We will create a school improvement plan after the Decennial visit that reflects one, three, and five year goals. Having a plan that reflects both short and long term goals will help us be forward-looking and accountable.

Growth:

Our improvement plan will be created not just by the faculty and administration, but with input from our newly formed student leadership team. (This team results from our work with Bill Preble and the Center for School Climate and Learning.) A school and community wide survey will be administered through the work with the Center for School Climate and Learning. The students, with support from the teacher leadership team, will communicate the results of the survey to the entire faculty and to the school board. In addition, the student and teacher leadership teams will together set goals to work on. These goals will be in line with the goals that flow from our NEASC work. When the students have voice in identifying our improvement goals, then the entire school community will be invested in our growth and improvement.

EVIDENCE Please upload, link, or explain any evidence that you examined to determine growth in this priority area.

Improvement Plan uploaded on portal.

The Center for School Climate and Learning <https://www.thecscl.com/>

Related Files

- [2019-09-27-13:01_NEASC_grant_projects.docx](#)
- [2019-10-10-18:01_Center for School Climate and Learning Documents.pdf](#)

Principle Rating Changes

Please list any principles that you feel may have changed ratings on the Principles of Effective Practice Rubric since the Collaborative Conference based on your work in your priority areas or other areas of the school. List each principle with a very brief explanation of the work that has been done.

PRINCIPLE

Standard 1 Principle 3

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL

Implementing

EXPLANATION

The school has worked hard in this area using both formal and informal practices. Workshops with BRIDGES helped faculty look for and support students and co-workers who struggle with abuse, stress, and mental health issues. The Wall of Names was an exercise in which faculty members identified students they knew best and committed to connecting with the student and or family in a meaningful way at least once per week. These connections were in addition to the advisory system that was already in place.

On a day-to-day basis, there is a very close working relationship between school counseling, special education, and administration. This open communication enables coordinated, appropriate, and timely support for students' needs. This collaborative team approach is shared with teachers so they can support their students in the most appropriate ways possible. This collaborative spirit is in addition to the formal monthly CHAT meetings which bring the team of support providers together to discuss and arrange services for students at risk.

PRINCIPLE

Standard 1 Principle 4

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL

Implementing

EXPLANATION

The school arranged the schedule to provide for professional learning communities at both the high school and middle school levels. These PLCs are proof of the school's commitment to continuous improvement, collaborative learning, research based professional development, innovation and reflection.

PRINCIPLE

Standard 2 Principle 1

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL

Implementing

EXPLANATION

The Vision of the Graduate is assessed in all classes at all levels. Common rubrics were created in a collaborative fashion and assess students in five areas: collaboration, communication, creative problem solving, self-directed learning, and being a responsible citizen.

PRINCIPLE

Standard 2 Principle 5

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL

Implementing

EXPLANATION

We offer more opportunities for students to choose from including AP courses, Running Start, 8th graders can elect to receive high school credit in math and foreign language, and all middle school students can elect to pursue a Challenge Option on projects within their core courses. In addition, teachers are using more project based learning which allows for more student choice.

PRINCIPLE

Standard 2 Principle 7

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL

Implementing

EXPLANATION

All faculty have participated in workshops in Universal Design for Learning. A team of teachers has participated in monthly workshops and training led by CAST in the principles and practices of UDL. They are integrating these practices in their instruction and curriculum and are sharing these practices with the rest of the faculty during PLCs and department meetings.

Principle Rating Changes Additional (if needed)

Please list any principles that you feel may have changed ratings on the Principles of Effective Practice Rubric since the Collaborative Conference based on your work in your priority areas or other areas of the school. List each principle with a very brief explanation of the work that has been done.

PRINCIPLE

Standard 2 Principle 8

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL

Implementing

EXPLANATION

Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. There is a remediation policy in place that clearly delineates how students can remediate their work. Moreover, they can work on competencies for the entire school year and pass the competency for the class and earn credit and persevere.

PRINCIPLE

Standard 2 Principle 9

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL

EXPLANATION

Learners use technology across all curricular areas to support, enhance, and demonstrate their learning. Faculty has universally adopted Google Classroom/ Hapara to share, comment, and support students' use of their school issued chromebook device. The faculty are giving assessments that challenge students to use technology to demonstrate their learning.

Part 4 - Capacity for Continuous Growth as a Learning Organization

Please evaluate your school's capacity for growth as a learning organization based on the four criteria below - conceptual understanding, commitment, competency and capacity.

CONCEPTUAL UNDERSTANDING Is there a shared understanding of what optimal or effective learning looks like in the school? How do you know?

WLC teachers have many opportunities for professional collaboration: daily PLCs, twice monthly department meetings, twice monthly faculty meetings, as well as monthly new teacher mentor meetings and professional development offered by the district throughout the year. With fifty percent of our faculty (15) having worked at WLC for one year or less (and 10 of those being new hires this year) shared planning time for professional collaboration is vital to nurturing a shared understanding of what effective learning looks like.

The school has a vision of the graduate that emphasizes the attainment of transferable skills. We are on our third year of embedding these skills (as identified by the schools Student Learning Expectations) into curricula, classroom instruction, assessment, and thus, school culture. All teachers assess SLEs in all classes. New teachers are supported in how to embed SLEs in their instruction and assessments and how to report a student's progress in Powerschool. Students know the SLEs because these are posted in their classrooms, are assessed in their work, and are reported on their report cards. Last year, over the span of a year, the faculty worked collaboratively to identify our values and shared beliefs about learning. We are at the beginning stages of incorporating these into our school culture.

In order to best learn and demonstrate higher-level learning, students should have access to information needed to solve real-world, relevant problems and use tools to analyze them. In middle school, every student has their own chromebook that they use during the day, and then return to the docking station to charge at night. High school students are assigned a chromebooks for their use at home and at school. The school has strong wifi and bandwidth to support reliable connectivity. Many teachers use Nearpod, Hapara, and Google Classroom to support student learning. WeVideo and Google tools are used to demonstrate student learning and promote collaboration. Ebsco, Britannica, and Gale resources are used to support student research and NoodleTools is used extensively by students to cite sources. While a large faculty turnover provides challenges, it also creates opportunities for new policies and procedures. The leadership team is working collaboratively to consider universal adoption of certain tools or policies. With such a new faculty, these decisions are easier to implement because there is less resistance from staff with entrenched habits. (For example: stating only Noodletools would be used for citing sources across all departments.)

Since our Collaborative Conference, the faculty has been focused on ensuring there is a vertically aligned, robust, written curriculum for all courses that reflects our Vision of the Graduate and emphasizes a depth of knowledge over a breadth of understanding. This work has taken place in the PLCs, Department meetings, and professional development time. This work has been led by Julie Heon, our Curriculum Coordinator, who has trained the Leadership Team and faculty to write curriculum in the UBD format, understand the components of Understanding By Design, and employ principles of UDL (Universal Design for Learning). A team of teachers were identified and received intensive training working with [CAST for UDL training](#) and these teachers are now ready to begin coaching within our school. The Curriculum Coordinator works with all PLCs instructing on the use of protocols for examining student work within the context of the teacher's unit plan, formative and summative assessments to look for rigor and the depth of knowledge required in projects. In addition, department representatives have received training on how to interpret and use standardized data to inform instruction. These teachers will, in turn, instruct the rest of the faculty so they too can use students' standardized test scores to inform instruction. All of this is to increase rigor, promote student engagement, and implement the vision of the graduate.

We know that there is a shared understanding of the Vision of the Graduate because it is assessed by all teachers in all classes and all students and families see these assessments on student report cards. Moreover,

Student Learning Expectations are the basis of much student reflection when evaluating their work in class.

COMMITMENT To what extent are members of the school community committed to the school's vision of the graduate? To what extent are members of the school community committed to a growth mindset for students? For adults? For the school? To what extent is the school community committed to alignment with the Standards for Accreditation?

The Vision of the Graduate and our Student Learning Expectations are in their third year of implementation at WLC. As each year passes, they are becoming a deeper part of our school culture and learning environment. Some examples are: when giving semester awards, some teachers now give class awards based on Strong Collaborator, Creative Problem Solver, Effective Communicator, and other SLEs; teachers often use the SLEs as part of their rubrics and indicate which SLE is being incorporated into a project; teachers post SLEs around their classroom and discuss learning traits in terms of success in the SLEs. Senior Project, a year long research project that is a graduation requirement for all seniors, is another example where our Vision of the Graduate is manifest. Students reflect on how effective they were in each of the five SLEs when completing the yearlong senior project. Mentors communicate with their mentees throughout the process, using the language of the SLEs to shape their understanding of the tasks at hand.

Sarah Edmunds joined our school last year as Assistant Principal. The faculty talked about the importance of a growth mindset in faculty meetings and other venues before she came. However, Ms. Edmunds brought with her a strong emphasis on a growth mindset. Her enthusiasm for everyone's potential for growth can be seen in her interactions with students, faculty, and parents on a daily basis. Last year, Ms. Edmunds attended multiple trainings on Restorative Practices and these practices are beginning to inform her work in the school. This year she created an Advisory Committee and trained teachers who volunteered to lead restorative circles in their advisories. The intent is that restorative circles help build a sense of belonging and ultimately hope and connection. Ms. Edmunds wants to make policy changes and incorporate restorative principles, which are steeped in the growth mindset, in the discipline code. However, she recognizes this shift toward processing behavior and less toward a punitive response to discipline infractions requires a shift in culture and will be taken slowly. Building a strong sense of belonging is the foundation for all change. Over her first year at WLC, she recognized that we needed help building a stronger culture and community - both for students and faculty. Toward that end, she was instrumental in hiring Bill Preble and the Center for School Climate and Learning to help the school community help itself. There is a strong growth mindset, not just for students, but for the school itself. We can grow and change.

Attendance has been a problem for students and faculty. Teachers, advisers, and administration are all working to create strong relationships with students and families so students want to be in school. The statistics show it is working. However, Ms. Edmunds is doing the same for teachers. She gives surprise treats to make people smile, chocolate for faculty meetings, treats in the faculty room on random days. Both she and Principal Bagley are working purposefully to make teachers feel valued and connected to the school. However, statistics still show that faculty absences remains an issue.

Only 50% of the teachers are familiar with the 2020 Standards of Accreditation because only 50% of our teachers were at WLC during our Collaborative Conference. The teachers who joined us last year are somewhat familiar with the Standards through our improvement plan, but they did not become immersed in them as did the faculty who participated in the Self Reflection. However, NEASC standards are representative of best practices in education. When a teacher is familiar and committed to following best practices, then he or she is committed to alignment with the NEASC standards. We are committed to using the NEASC standards to shape our growth plan moving forward, and use the standards to encourage honest reflection.

When our faculty has a chance to work together for a longer period of time, collaborate and support each other daily in PLCs, learn together in Department Meetings, laugh together in faculty meetings, then we will grow tighter as a unit and work even more closely together. Even in the interviews and the first days of new-teacher training, our new teachers learned about our Vision of the Graduate and what effective learning looks like in our school. Our shared vision and our united sense of purpose will only grow stronger the longer we work together,

when we all have a strong sense of belonging, and when the whole community is involved in creating our plan moving forward.

COMPETENCY To what extent does the school community understand and acknowledge the changes that need to be made in order to align with the Standards? To what extent do faculty members, staff members, and school and district leaders have the skills, knowledge and dispositions necessary to help students achieve the school's vision of the graduate? What additional professional learning will be required for the school to align with the standards?

The school community is working on the goals of our Improvement plan. Directed to work on initiatives during PLCs, Department Meetings, Faculty Meetings, and in professional development time, the staff dutifully works to meet their professional responsibilities. However, 50% the faculty have been at the school one year or less and the pressing responsibilities of daily instruction and assessment and the personal responsibilities of SLOs weigh on teachers. With this fact, it is not surprising that teachers do not have a sense of the big-picture and are not aware that they are in fact working to align to NEASC standards. In fact, after a stressful preparation for the Collaborative Conference that left many faculty members a bit unenthusiased about NEASC, we purposefully did not use the standards as motivation to complete tasks. Rather, we want the tasks to speak for themselves as goals to align ourselves with best practices.

Significant time, grant money, and effort has been expended to ensure our staff has the skills and knowledge necessary to align themselves with best practices and implement our vision of the graduate. Staff has been trained to write curriculum following the UBD framework, select faculty members have been working with CAST to implement UDL principles of design in their lesson design and instruction, and this team is ready to begin training the rest of the faculty. In addition, the whole school is beginning to work with Bill Preble and the Center for School Climate and Learning to improve school culture and climate. New teachers received training at the beginning of the summer and again at the end of the summer in curriculum writing, competencies, and unit design. Moreover, new teachers work closely with mentors throughout the year and are supported with their work in all areas. Staff is given plenty of time in PLCs and Department meetings to reinforce these skills and for meaningful collaboration. All staff know who to turn to for support: department heads, curriculum coordinator, assistant principal and principal.

This week Bill Preble met with the team on School Climate and Culture and described a historical study of successful school initiatives. Briefly stated, initiatives that stem from the bottom up have a higher buy-in than those that start from the top-down. This is one of the founding principles of the NEASC 2020 standards. And toward that end, the WLC improvement goals of improving communication and improving climate and culture are goals that the faculty is committed to and excited to work on. However, there is less enthusiastic buy-in for writing curriculum in the UBD format and writing units using UDL principles. With that said, the faculty members view this work as part of their professional responsibilities and will complete the work. When the Committee on Climate and Culture is able to help the faculty to see the connection between curriculum, student engagement and climate and culture, the overall disposition to work in this area will dramatically improve.

The faculty has the time to work on the identified priorities. Support is given from the administration and from consultants hired through grants. However, it is unclear if there will be repercussions from the budget problems this year. But the faculty and administration are committed to advocate for the students and the school, improve climate and culture, increase rigor, promote student engagement, and implement the vision of the graduate.

CAPACITY Does the school have the time, resources, and support needed to make progress on its identified priorities?

The faculty has the time to work on the identified priorities. Support is given from the administration and from consultants hired through grants. It is unclear if there will be issues derived from the budget problems this year; however, the faculty and administration are committed to advocate for the students and the school, improve climate and culture, increase rigor, promote student engagement, and implement the vision of the graduate.

Part 5 - Planning for the Decennial Visit

In preparing for the Decennial visit, the steering committee should identify any areas, in addition to the priority areas, that the school would like the visiting team to look at and provide feedback on. Also, the steering committee should begin to brainstorm possible activities they will plan during the visit to demonstrate growth in their priority areas.

ADDITIONAL AREAS OF FOCUS Please provide information on any particular areas for the visiting team to review more deeply concerning the current priority areas or any areas of growth for the future and suggest any specific areas of focus for the team's classroom observations.

Our school has two primary focuses this year: improving **Climate and Culture** and ensuring that **learners regularly engage in inquiry, problem-solving, and higher order thinking**. We invite the visiting team to focus on these two areas while visiting classrooms, talking to students, conducting meetings, and attending PLCs and advisories.

We are incredibly excited and energized by our work with Bill Preble and the Center for School Climate and Learning. We feel supported and fortunate to have a team of professionals guiding us on our journey of change. However, remember we are just at the very beginning stages!

There is a lot to do. Faculty who were at WLC last year worked arduously on writing curriculum. Due to retirements and personal moves, there was a large turnover at the end of the year. The new faculty who joined WLC have various levels of teaching experience so they are working hard to adjust to our community. Some have stepped into programs with curriculum written. Others are in a position in which they need to write many new units. On top of that, the emphasis in PLCs is on examining student work, assessments and rubrics and creating new projects to ensure learners regularly engage in inquiry, problem-solving, and higher order thinking. An outside perspective on the work that has been completed, the work that remains ahead, and how we should best use collaborative time on these tasks, would be most welcome.

VISIT PLANNING What activities are you planning for the decennial visit to demonstrate growth in your priority areas?

The visiting team will meet with appropriate point-people and groups that have worked on the priority areas. But because we wear many hats at a small school, you will see a lot of the same people on many different committees! In addition to visiting classrooms, advisories, PLCs, and eating lunch in the cafeteria one day, we will arrange for the visiting team to meet individually with students to discuss samples of their work. You will note that one meeting (for example, meeting with parents) will provide an opportunity to address several priority areas.

Priority Area 1

Communication (Priority Area 5) - Meet with Brian and Sarah

Leadership Team

Senior Project Advisers

Meeting with Business Administrator, Superintendent, and SAU staff

Priority Area 2

Leadership Team

PLCs - Curriculum

Meeting with Curriculum Coordinator (can be combined with Leadership Team/ and or with SAU meeting)

Priority Area 3

PLCs - Student Learning, Examining Student Work, Assessment

UDL Team

Student Led Discussions about Student Work

Priority Area 4

Meet with the Climate and Culture Faculty Leadership Team

Meet with Advisory committee

Meet with CHAT committee

Eat in the cafeteria one day to talk with students

Food service committee

Lunch prepared by Creative Cooking/ eat with student cooks

Priority Area 5

(See Priority Area 1)

Priority Area 6

Leadership Team