

School Improvement Plan: 2022-23 Summary Report

Strategic Objectives

1. **Connectedness:** Create an inclusive, collaborative school climate that fosters a sense of belonging and connectedness.
2. **Narrow the Opportunity and Achievement Gaps:** Achieve excellence with equity.
3. **Curricular and Programmatic Engagement:** Create, maintain, and deliver meaningful, robust, current, accessible curriculum and programming.
4. **Student and Staff Well-being:** Prioritize student and staff well-being and positive self-identity development as essential components to sustainable personal growth and life-long learning.

School Goals: 2022-2023

- Continue and expand work on student and staff connectedness. (**Connectedness Initiatives 1.1, 1.2, 1.3,1.4, 1.5; Core Value of Focus: Fostering Caring and Cooperative Relationships**)
- Gather data and establish metrics to assess both achievement and opportunity gaps. (**Narrow the Opportunity and Achievement Gaps Initiatives 2.1**)
- Review department curricula to ensure that they: include the L-S Portrait of Graduate principles; are current and relevant; promote culturally responsive practices; support social-emotional learning. (**Curricular and Programmatic Engagement Initiative 3.1**)
- Finalize a decision on the current block schedule. (**Curricular and Programmatic Engagement Initiative 3.2**)
- Assess institutional challenges to student and staff well-being. (**Student and Staff Well-being Initiative 4.1**)

Guiding Strategic Plan Initiative	Specific Improvement Action	Persons Responsible	Required Resources	Timeline/Benchmarks	Status in May 2023
<p>Connectedness : 1.2 <i>Provide ongoing professional development opportunities for faculty and staff that foster connectedness and model cultivating community.</i></p> <p>1.3 <i>Implement programming specifically designed to cultivate community for groups that have traditionally reported not feeling a sense of belonging and connectedness to L-S.</i></p> <p>1.4 <i>Implement both new and ongoing programs and school events that enhance an inclusive school climate broadly, and solidify connections for all within the L-S</i></p>	<p>Finalize the year one advisory curriculum. Train faculty advisors.</p>	<p>Advisory Committee</p> <p>Full Faculty</p>	<p>Stipends for two coordinators and curriculum creators, consultancy fees.</p>	<p>Faculty PD to begin in November 2022.</p> <p>Full year-one curriculum to be reviewed and finalized.</p> <p>Pending MOA between LSSC and LSTA, advisory to start in SY 2023-24.</p>	<p>The Advisory Coordinators (supported by a consultant) organized a day of professional development plus two PD afternoons to support faculty learning about advisory.</p> <p>Grade level coordinators wrote, revised, and shared advisory curriculum with faculty.</p> <p>MOA completed. Advisory will be implemented for all students beginning September 2023.</p>

<i>community.</i>					
<p>Connectedness <i>1.4 Implement both new and ongoing programs and school events that enhance an inclusive school climate broadly, and solidify connections for all within the L-S community.</i></p>	<p>Continued CCC and House activities to build community for all</p>	<p>The Cultivating Community Committee will continue to provide Fun Fridays, with different L-S departments, programs, and clubs (e.g., GSA, German Club, Biology Club, Math Department, Autism Awareness Club) volunteering to host Fun Fridays. Broaden involvement in Fun Fridays. Intentionally incorporate new hires into this process (so they feel connected to both students</p>	<p>None</p>	<p>Fun Fridays to be held twice monthly</p>	<p>Fun Fridays were held on two Fridays each month, sponsored by various groups in the school. Activities included arts, games, and food. Student and staff participation was strong.</p>

		and staff in their first year experience).			
<p>Narrow the Opportunity and Achievement Gaps 2.1 Gather data and establish metrics to assess both opportunity and achievement gaps.</p>	<p>Develop additional metrics beyond grades and test scores to measure student achievement and opportunity. Begin collecting data on these metrics.</p>	<p>Strategic Planning Committee Academic Council</p>	<p>None</p>	<p>Additional metrics to be agreed upon and initial data collected by the end of the school 22-23 year. Data analysis to begin on a rolling basis as collected. Strategies to address will be promoted on a rolling basis.</p>	<p>Data from the annual student, staff, and family equity surveys was collected and shared. Metrics were determined by the Academic Council to utilize as potential long term measurements for academic and opportunity gaps.</p>
<p>Narrow the Opportunity and Achievement Gaps 2.3 <i>Provide ongoing professional development opportunities for faculty and staff that enhance institutional student supports.</i></p>	<p>Continue to train faculty in Universal Design for Learning and grading for equity practices.</p>	<p>Administrative Team Academic Council</p>	<p>Title IIA grant funds for continued professional training</p>	<p>Provide more faculty with access to the introductory UDL Explore course through Harvard Graduate School of Education and CAST. Send a team to the second second course in the series, UDL Apply, by the end of the 22-23 school year.</p>	<p>28 faculty and administrators have completed the UDL Explore course. 12 faculty and administrators are completing a UDL Leadership course. A small team completed the “Intro to Universal Design for Learning” via CAST. A small team completed “UDL101A” via</p>

					CAST. A small team is going to a summer conference. People who have been trained in grading for equity practices are continuing to implement these practices.
<p>Curricular and Programmatic Engagement 3.1 <i>Review department curricula to ensure that they: include the L-S Portrait of Graduate principles; are current and relevant; promote culturally responsive practices; support social-emotional learning.</i></p>	<p>Faculty in departments agree on the ways that their courses help students develop the qualities listed in the Portrait of the Graduate</p>	<p>Administrative Team Academic Council Departments</p>	<p>none</p>	<p>End of semester one</p>	<p>Departments have added the Portrait of the Graduate to their curriculum guides.</p>
<p>Curricular and Programmatic Engagement: Initiative 3.2 <i>Finalize any changes to the current block</i></p>	<p>Produce a new schedule which builds in time for advisory</p>	<p>Schedule Review Committee Full Faculty</p>	<p>None</p>	<p>Schedule to be completed by spring 2023.</p>	<p>A schedule creating an advisory block, as well as making small changes to address other areas of</p>

<i>schedule, including adding time for advisory</i>					concern was approved by the faculty in January 2023
Curricular and Programmatic Engagement: Initiative 3.7 <i>Re-evaluate the structure and schedule of the January and June exam weeks.</i>	Create a new schedule for end of semester assessments which based on feedback from faculty and students	Academic Council	None	New midyear schedule to be finalized by early October 2022, for use in January 2023. Student and faculty feedback collected in February 2023 for continued analysis and discussion by the Academic Council.	A new midyear assessment schedule was finalized by October and utilized in January. Student and faculty feedback was collected in February and discussed by the Academic Council. This new assessment schedule, with some small adjustments, will continue to be used moving forward.
Student and Staff Well-being 4.1 <i>Assess institutional challenges to student and staff well-being, including: technology, academic commitments, co-curricular commitments, professional</i>	Disseminate data from the MetroWest Adolescent Health Survey. Engage community members, including students, staff, and	Metro-West Survey Team	None	Discuss the 2021 MetroWest survey results with faculty, students, and community in September and October 2022. Collect suggestions for improvement.	The Metro-West survey results were discussed with faculty, students, and community in September and October 2022. The Counseling Department made a presentation to

<p><i>responsibilities, professional culture, and community expectations.</i></p>	<p>the community, in a discussion of its findings</p>				<p>the School Committee in February which discussed the mental health needs of students and school provided supports</p> <p>Additionally, The Counseling Department is sending quarterly notes to families about mental health resources.</p>