

The School Improvement Plan
for
Dover-Sherborn High School
2021 – 2022

Presented to the Dover-Sherborn Regional District School Committee
by the
Dover-Sherborn High School
School Council

Dover-Sherborn High School
School Council
2020-2021 Members

Anita Lotti	Faculty Representative
Timothy O'Mara	Faculty Representative
Elizabeth Birmingham	Student Representative
Lily Caplan	Student Representative
Amal Sharfi	Student Representative
Emily Waugh	Student Representative
Sterling Williams	Student Representative
Shemica Debnam	Boston Parent Representative
Nicole Kepnes	Sherborn Parent Representative
John Lin	Dover Parent Representative
Donna Strouse	Sherborn Parent Representative
Michael Jaffe	School Committee Representative
John Soraghan	Community Representative
John G. Smith	Principal

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Initiative	Reasoning	Person(s) Responsible for Implementation	Funding	Timeline	Evidence of Accomplishment
<p>1. DS will initiate a new schedule that was developed prior to the 2020-2021 school year. This schedule incorporates the later start times, more flexible passing time as well as a flex block that enables students to receive academic support, an opportunity to organize academic work and extracurricular school life and to create positive and personalized relationships with members of the faculty.</p> <p>Strategic priority-</p> <p>Ensure the health and well being of staff and students</p> <p>Maintain excellence and rigor while adapting best practices and programs to prepare graduates for success in a rapidly changing world.</p>	<p>Feedback from our last Challenge Success student survey indicated that 78% of our student body indicated they had a faculty member who they could turn to for support.</p> <p>Although another survey revealed a higher connection rate (87%), the remaining 13% without such a connection support this initiative for improvement.</p> <p>Current research shows positive relationships between students and faculty results in stronger academic performance, social and emotional well being as well as overall better student engagement in their school environment.</p>	<p>Building-based Administration</p> <p>High School Faculty</p> <p>Student Council</p> <p>World of Difference trained students</p> <p>Peer Helpers</p> <p>Student body</p>	<p>NA</p>	<p>2021-2022 School Year</p> <p>Hold regular advisory meeting times between students and staff 4 times per month</p>	<p>Create advisory activities for faculty and students to develop language as to purpose of advisory as well as opportunities to create personal school experiences for students.</p> <p>Survey students and faculty for feedback and continue to have students meet with faculty mentors on a regular basis during flex</p> <p>Create an end of the school year survey for students and faculty to evaluate the effectiveness of our advisory.</p> <p>Use Advisory model as a means to enhance difficult conversations regarding, race, equity, gender and identity</p>

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<p>2. Educators will continue to identify and share strategies that foster innovative teaching practices and support mastery of the competencies outlined in the Portrait of a Graduate as well as the NEASC 2020 standards. Based upon our decennial visit in March 2021, administration and faculty will work to address the recommendations of the NEASC visiting committee as well as those ideas generated by the faculty in our collaborative conference in 2018.</p> <p>Strategic Priority-</p> <p>Ensure the health and wellbeing of staff and students</p> <p>Maintain excellence and rigor while adapting best practices and programs to prepare graduates for success in a rapidly changing world.</p> <p>Provide the highest quality education in an efficient and productive manner</p>	<p>In October of 2018, NEASC visited Dover Sherborn High School for a two day collaborative conference. As a result of our self study, as well as input and feedback from the NEASC team, a growth plan was approved. This plan is the basis for our next steps as a school moving forward in the NEASC accreditation process.</p> <p>NEASC has created standards that explicitly align with the skills and competencies associated with a Portrait of a Graduate.</p> <p>In the Spring of 2021, NEASC conducted a virtual visit with six members representing NEASC and other public education institutions throughout New England. This Committee examined our progress on our growth plan as well as examining the standards as established by NEASC. https://cpss.neasc.org/standards</p>	<p>District Administration</p> <p>High School Administration</p> <p>Faculty</p> <p>Regional School Committee</p>	<p>Building and district budget</p>	<p>2021-2022 School Year</p>	<p>Conduct Professional Development opportunities for faculty to ensure we are teaching the skills as outlined in our Portrait of a Graduate.</p> <p>Implement a professional growth plan with specific priorities drawn from self study and collaborative conference.</p> <p>Coordinate with the District Innovation team to implement our Portrait of a Graduate</p>

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<p>3. In reflection of this last year of instructional practices and procedural decisions, we would like to determine and maintain the positive changes to learning that have occurred as a result of the Covid-19 pandemic while shifting back to a more typical learning style.</p> <p>Strategic priority-</p> <p>Ensure the health and well being of staff and students</p> <p>Maintain excellence and rigor while adapting best practices and programs to prepare graduates for success in a rapidly changing world.</p> <p>Evaluate and adapt facilities and learning spaces to support 21st century learning spaces</p> <p>Provide the highest quality of education in an effective and productive manner</p>	<p>Determine which changes from this year were regarded by the school community as the most positive.</p> <p>Summer 2021</p> <p>Meet with a committee comprised of faculty members, administrators, parents/guardians, and students about the realistic implementation of the changes from the survey</p>	<p>District Administrators</p> <p>Central Office Administration</p> <p>High School Administration</p> <p>Director of Technology</p> <p>Building based leaders</p> <p>Faculty</p> <p>Students</p> <p>Community at large</p>	<p>Summer Faculty Committee - additional summer pay to review and implement changes</p> <p>Budget</p>	<p>PD throughout the summer of 2021 and the 2021-2022 school year</p>	<p>Spring 2021</p> <p>Survey faculty, students, and parents/guardians about what changes positively and negatively influenced their time at the high school.</p> <p>Survey topics: weekly learning plan, zoom/remote technology, asynchronous learning style, Google Classroom, using a standard remote style (WLP, GC), passing periods with extra break time, removal of bells to conclude classes and the day, , more flexibility with DRs at the beginning/end of the day, lunch sign outs (juniors/seniors), etc</p> <p>Survey students and faculty for feedback and continue to have students meet with faculty mentors on a regular basis during flex</p>

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<p>4. <u>Equity Audit</u> - As the district strives "to foster a school community free from bias and discrimination, and ensure a sense of belonging and equitable outcome for all Dover Sherborn students," (DS AIDE), it will undergo an equity audit to examine all aspects of the system, including culture and climate, achievement data, policies, community engagement, hiring practices, among others. All stakeholders will be given an opportunity to provide data and feedback via surveys and focus groups and the district will undergo a K-12 curriculum review from the lens of cultural responsiveness. Findings and recommendations will be published in a report that will inform the Strategic Plan and district's efforts moving forward.</p>	<p>This is an ongoing part of our strategic plan as well as the current climate in our nation that requires us to take a deep dive into the current state of our schools as it relates to race, equity and inclusion.</p>	<p>High School Administration Faculty Regional School Committee Central Office Administration</p>	<p>Budget DSEF grants gifts</p>	<p>Summer 2021 School year 2021-2022 2021-2022 and beyond</p>	<p>Feedback from students, faculty, parents and community members that will enable the district to complete an audit that will provide commendations and recommendations for an inclusive climate with policies that support all students</p> <p>During the Fall of 2021, The entire district will undergo an extensive equity audit to determine what changes to policy and procedures need to be made as well as changes to our curriculum and the establishment of programs and affinity groups that will engage in important discussions regarding race, equity and inclusion.</p>