

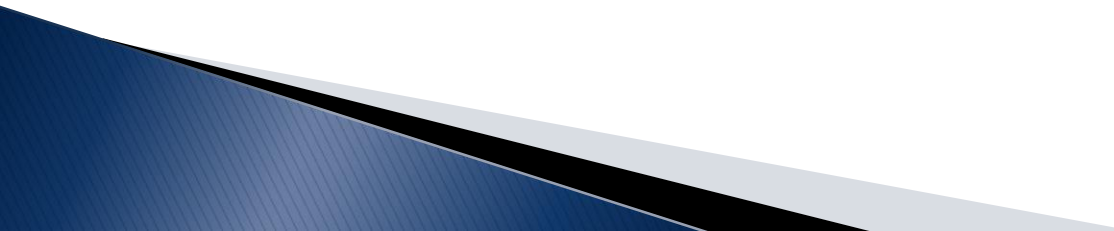
Avon High School

High School Reform & Course Level Offerings

January 20, 2015

Avon High School Core Beliefs

Avon High School is a student centered community that empowers each member to engage in authentic and **substantive learning**, develop effective leadership, and demonstrate humane character.



Avon High School Learning Expectations

Express Yourself

Face Challenges

Choose Well

Think

Belong

Learn

Strive

Contribute

Do Good

High School Reform

| Current Requirements (22.5) | Class of 2019 (25.0) |
|-----------------------------------|------------------------------------|
| English 4.0 | English 4.0 |
| Social Studies 3.0 | Social Studies 3.5 |
| Science 3.0 | Science 3.0 |
| Math 3.0 | Math 4.0 |
| Physical Education / Wellness 1.0 | Wellness 1.5 |
| The Arts 1.0 | STEM Elective 1.0 |
| Humanities 0.5 | Fine Arts 1.0 |
| Elective Courses 7.0 | Humanities Elective 1.0 |
| | World Language 2.0 |
| | Capstone 1.0 |
| | Personal Finance 0.5 |
| | Career / Life Science Elective 1.5 |
| | Elective 1.0 |

NEASC Self-Study

- ▶ Ensure that identified core values and beliefs and 21st century learning expectations are actively reflected in the culture of the school, utilized by teachers to drive curriculum, instruction and assessment, and guide the school's policies, procedures, decisions and resource allocations.
- ▶ The principal, working with other building leaders, provides instructional leadership that is rooted in school's core values, beliefs and learning expectations.
- ▶ Continue to purposefully design written curriculum and align with taught curriculum.
- ▶ Continue to develop more heterogeneously grouped courses to ensure that all students have opportunities for a powerful and varied educational experience.
- ▶ Continue to monitor development, implementation and refinement of SRBI – Tiers 1-3.
- ▶ Provide dependable and ongoing funding for all teachers' professional development activities.
- ▶ Continue implementation of formal teacher collaboration time in all subject areas...

NEASC Recommendations

- ▶ Ensure the curriculum is purposefully designed to provide **all students** with opportunities to practice and achieve all of the school's 21st century learning expectations
- ▶ Ensure **every student** has access to current instructional materials
- ▶ Consistently incorporate student performance data and **best-practice research** into the curriculum revision process
- ▶ Develop and implement **challenging higher order learning** opportunities for all students at all levels
- ▶ **Increase the consistency of research-based effective instructional practices in classes at all levels across the curriculum**
- ▶ Engage in regular discourse to increase alignment of instructional practices with the newly created **21st century learning expectations**
- ▶ Recognize, maintain, and share the expertise of the faculty to **improve instructional practices**
- ▶ **Revise present 21st century rubrics** to ensure they will provide **actionable data** to inform curriculum and instruction
- ▶ Implement a formal process for communication of **whole-school and individual student progress** in achieving the school's 21st century learning expectations to students, parents and community
- ▶ **Review grading practices to ensure alignment with the school's core values and beliefs about learning**
- ▶ **Create shared expectations for CLTs**

NEASC (Self-Study) Two-Year Target

Ensure that the principal, working with other building leaders, provides instructional leadership that is rooted in school's core values, beliefs, and 21st century learning expectations.

What factors are contributing to this decision?

Our AC courses are currently overrepresented by identified subgroups.

Our current achievement data suggests that students can perform at a higher level than they are. Offering the PSAT during the school day will likely support this further.

We have the talent among our faculty to raise the learning expectations for students currently in lowest level classes.

The findings of educational research have consistently not supported ability groupings, especially for students in the lowest level classes.

There have been no studies that support students achieving civically or socially as a result of being in lowest level courses.

We can no longer let fearing change be a reason to not get better.

With recommended changes to GPA based on the Community Leadership Team findings last year, this is a logical next step.

The NEASC self-study.

The NEASC recommendations.

How do we compare?

| District | Level I | Level II | Level III | Level IV |
|---------------|---------|----------|-----------|----------|
| Avon | √ | √ | √ | √ |
| Newtown | √ | √ | √ | |
| Ridgefield | √ | √ | √ | |
| Farmington | √ | √ | √ | |
| Granby | √ | √ | √ | |
| Simsbury | √ | √ | √ (math) | |
| West Hartford | √ | √ | | |
| Glastonbury | √ | √ | | |
| New Canaan | √* | √ | | |
| Westport | √ | √ | | |

Plan Overview



Job-
Embedded
Professional
Development



Robust SRBI
Program



Collaborative
Learning
Teams



Special
Education
Programming

