

MILTON HIGH SCHOOL  
NEASC PRESENTATION  
11.7.2012



# NEASC Recommendations

Continued Accreditation Letter Issued May 16,2012

- Understand 21<sup>st</sup> Century Learning Expectations
- Develop and implement a school-wide format for curriculum
- Develop uniformly high-quality curriculum
- Examine student work and use assessment data to inform and drive instructional practices
- Establish a formal process of collecting and reporting data
- Have formative and summative assessment collaboration that is frequent and formal
- Review, revise, and analyze data from common formative assessments

# ONGOING PROCESS

- February 1, 2013 – Special Progress Report
- October 1, 2013 – Two Year Progress Report
- 3-5 Year Plan

# WHAT IS OUR CHARGE?

## By February 1, 2013 We Must...

- Develop and begin to implement a plan for the regular review, evaluation, and revision of the curriculum that places the school's core values and beliefs about learning at the core and that ensures the curriculum is aligned with the 21<sup>st</sup> Century Learning Expectations
- Identify which department/content area assumes responsibility for teaching and assessing each of the school-wide 21<sup>st</sup> Century Learning Expectations
- Provide teachers with increased, formal, structured time to collaborate within content areas and across content areas for the purpose of improving teaching and learning

# WHAT IS OUR CHARGE?

- Ensure that prior to each unit of study, teachers communicate the school's applicable 21<sup>st</sup> Century Learning Expectations as well as the related unit specific goals to be assessed
- Ensure that in every high school student's experience, he or she is enrolled in a minimum of one heterogeneously grouped core course

# Milton High School's 21<sup>st</sup> Century Learning Expectations

- Effectively apply critical thinking skills to solve problems
- Communicate skillfully and effectively through written, visual, oral and technological means
- Apply tools and technology to a variety of authentic tasks
- Demonstrate connections between and among subjects to enhance understanding of the world
- Demonstrate originality and innovation through individual and collaborative work
- Demonstrate good citizenship, personal responsibility and character through individual and collective actions
- Demonstrate understanding and respect for the diversity of ideas, cultures, abilities and lifestyles in the school and beyond

# How Did We Decide on the 21<sup>st</sup> Century Learning Expectations?

- The 21<sup>st</sup> Century Learning Expectations derived from a crosswalk of the North Central Regional Education Lab (NCREL), the International Society for Technology Education (ISTE), and the Partnership for 21st Century Skills (P21).
- For more information please go to:  
[http://cpss.neasc.org/getting\\_started/21st\\_century\\_learning/](http://cpss.neasc.org/getting_started/21st_century_learning/)

# Why Did We Revise Our Original Learning Expectations?

- We needed to demonstrate a clearer connection to 21<sup>st</sup> Century Skills to promote the application of learning to real world tasks, development of problem solving, and of critical thinking
- Our learning expectations needed to be more closely connected to curriculum, instruction and assessment
- Our learning expectations needed to be readily measurable



# What might measurement look like?

- Effectively apply critical thinking skills to solve problems.
  - Organizing visual elements and principles of design in art class – select and apply combinations of visual elements and organizing principles to achieve their expressive purposes in art-making.
  - Use the quadratic equation to determine the maximum height of an object's trajectory
- Communicate skillfully and effectively through written, visual, oral and technological means.
  - Multi-media presentations – e.g. in Auto Maintenance, student must research their dream car, favorite car, or current vehicle. They must include the history of the model, specifications, options, and present the information to class.
  - Students must present a mathematics problem/project to the class showing an understanding of how to solve the problem through various means.
  - A social justice project in art in which a student researches an issue, formulates a statement, and creates a piece of art that illustrates or provokes a feeling

# What might measurement look like?

- Apply tools and technology to a variety of authentic tasks.
  - In Physics, use appropriate data collection devices (CBL's) to record, analyze, and interpret data for labs.
  - Use Naviance (Guidance program) for resumé building, career interest finding, and the college application process.
  - Assessing group performances in music class.
- Demonstrate understanding and respect for the diversity of ideas, cultures, and lifestyles in the school and beyond.
  - In both English and History classes we show understanding and respect for diversity in every unit – diversity of races, gender, socio-economic status, ethnic background, etc (examples in History: immigration, class tensions during industrial revolution, women's suffrage movement, imperialism in Africa, Asia and India, etc. Examples in English: To Kill a Mockingbird, Narrative of Frederick Douglass, the *Yellow Wallpaper*, Their Eyes Were Watching God, "Speech on being Convicted of Voting," etc.

# What Have We Done So Far?

- Developed a schedule to pilot 5 early release days for collaborative time for teachers
- Continuing conversations to determine methods of measuring student achievement, both individually and in the aggregate
- Aligned our Learning Expectations to the 21<sup>st</sup> Century Learning Skills
- Initiated the conversation and a process where departments/content areas assume responsibility for teaching and assessing each of the school-wide 21<sup>st</sup> Century Learning Expectations
- Continuing to use data to inform instruction and increase student achievement
- Increasing the number of formal cross disciplinary and integrated learning experiences for all students

# What Have We Done So Far?

- Enhanced a formal and ongoing program which ensures each student has one adult in addition to the school counselor who personalizes the student's learning and assists the student in achieving the school wide learning expectations
- Involved teachers and building administrators in the development and implementation of the budget
- Established a heterogeneous core class that every student will take during their high school career
- The Administration and the Follow-Up Committee will continue to monitor the implementation and evaluation of the recommendations in NEASC's evaluation report

# Milton High School

## Early Release Days

**First Wednesday of each Month\***

11:16 a.m. Dismissal

- January 9, 2013\* (Second Wednesday of the month)
- February 6, 2013
- March 6, 2013
- April 3, 2013
- May 1, 2013
  - School will start at its regular time: 7:50 a.m.
  - Staff lunch: 11:16 A.M. -11:45 a.m.
  - Teachers will meet from 11:45 a.m. until 2:45 p.m.
- Transportation: 2-4 buses to transport students to each side of the town (East Milton and West Milton).