

Questions for Jeff Shedd regarding the 2016 NEASC Final Report Recommendations
September 13, 2016

What is your plan for carving out time for this work? When will teachers be provided time to start working collaboratively on these complex issues, and involve students and parents? What is your plan for the school year work and summer work? In your opinion do we need to lengthen the school year for teachers, through collective bargaining, to gain additional days for PD?

CURRICULUM

No. 7.

How are you going about encouraging more students to explore and participate in authentic learning opportunities outside of the school? PATHS, but in addition to PATHS?

INSTRUCTION

No. 7

What is your plan to "develop and later implement instructional strategies to better personalize learning for all students within the learning community at CEHS through the use of professional development time"? Have you and teachers agreed on what it means to "personalize learning for all students"?

ASSESSMENT

What is your time frame for developing and implementing school-wide rubrics? Where are we in that process? How will students and parents be involved, or will they?

SCHOOL CULTURE

No. 1

What is planned to "celebrate the successes of all students, including vocational and special education students"?

No. 2

What is planned for "creating a culture of belonging for all students"?

No. 4

Is the advisory program under review? Are students involved?

No. 5

Is the achievement period under review? Are students involved?

No. 10

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When will CEHS offer "at least one heterogeneous core class for all students"?
Please be specific. Starting which year?

SCHOOL RESOURCES for LEARNING

No. 2

Where are we with "Creating and implementing a systematic student intervention protocol? When do you anticipate it being up and running?"

COMMUNITY RESOURCES for LEARNING

NO. 5

When do you anticipate having in place a "formal identification process for at-risk students that is regularly communicated to all staff"?

No. 6

How will you go about "including faculty and staff in the entire budget process, both in its development and if necessary, in the reduction of the budget"?

1. With significant proficiency-based diploma work already on your plate, what do you think you and your staff's highest priorities should be in the 2016-17 school year in response to the NEASC report? In other words, which actionable item(s) do you think will have the most potential to immediately enhance teaching and learning at the high school?
2. Criticism can make people feel defensive and resist the change that is long overdue. How will you work with the staff to get them on board with the cultural and curricular improvements that are needed? What are your short term and long term strategies?
3. You mentioned during our August meeting that there were many points of the NEASC-identified areas for improvement that would dovetail nicely with proficiency-based work that is under way. A) Since there are many critical areas for improvement (cultural and curricular), how will you integrate that work so that it doesn't feel like just checking off a list, but truly addresses concerns and is meaningful to CEHS students and staff? B) Instead of what may feel like piling on more and more work, what traditions can be let go to make way?
4. What is the plan for prioritizing 21st Century Learning expectations within the curriculum and having it be understood & embraced by all stakeholders? All stakeholders must be able to identify civic and social competencies.

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5. What are our plans for aggressively targeting the cultural conflict between 21st century learning skills and traditional/out-dated teaching skills? How will the new teacher evaluation system address this?
6. How do we plan to go about involving all stakeholders in developing school-wide/district-wide rubrics? What is the timeline? How will all this be approached with regard to proficiency-based standards?
7. Why did only 48.3% of staff feel that all students have access to practice and achieve learning expectations? What are we doing to improve this?
8. What is the timeline for developing and implementing ONE common template of “essential questions” which embody 21st Century Learning?
9. Please define “authentic learning” and a plan for making sure this is at the core of all instruction.
10. What are we doing to promote PATHS within CEHS and across the district? What changes need to be made to change cultural perception of PATHS students? What goals do we have in place for increasing numbers and access to attending PATHS? What barriers are there?
11. What is the timeline for creating and implementing ONE model for instructional best practices?
12. What is and how will be provide “site-based leadership in areas of curriculum, instruction, assessment and current research practices”?
13. What is being done to increase the value and data available from formative assessments? What rubrics are and will be in place across all departments?
14. What is the plan for gaining more student feedback so to best guide instruction? What will the approach and timeline be?
15. What goals are in place to create more heterogeneous core classes and what is the timeline ... beyond what already is there (e.g., English, world language)?
16. What are the goals in place for fortifying the advisory program in terms of professional development, data collecting and rubrics?
17. How can we reconstruct the achievement period to better serve all students and ensure that all students go? Will a curriculum/rubrics be created?

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18. What plans are in place for the counseling department to gather ongoing data and feedback from all grades and parents?
19. What systems are in place and should be in place for increasing support for “at-risk-families”?
20. What is needed to make industrial arts more successful ... both in terms of physical space and bringing in a more heterogeneous mix of students?
21. What is needed by the fitness programs to provide greater instruction to all students?
22. What is the timeline for the formal follow-up review and implementation process? Who, what, & when will be involved?
23. Please explain how the new teacher evaluation pilot will be used to reflect 21st Century Learning and what is the current status of the pilot?