Ayer Shirley Regional High School
Vision, Mission, Theory of Action, and Strategic Levers
2020-2021

Vision

Our vision is to connect, engage, and inspire every student to reach academic excellence. The educators of the Ayer Shirley Regional School District will instill habits of reflection and inquiry that challenge our students to set ambitious academic and personal goals. Students will develop a strong voice to express thoughts and ideas in the community, and the confidence to showcase their talents, academic and personal successes in preparation for entry into college and the world of work.

Mission

Our mission is to provide a high-quality education in a safe, respectful, and inclusive environment where every student develops the skills, character, and core values needed to graduate and become a productive member of global society.

Core Values

We believe in…

- high expectations for every student.
- an inclusive, personalized learning environment.
- fostering critical thinking and problem solving.
- encouraging students to persevere in finding solutions to problems.
- collaboration among educators, students, families, and community.
- making connections and applications from the classroom to the real world.
- educating the whole child - academic, social, emotional, personal, and cultural domains.
- practicing reflection and goal setting.
- respect for self, property, and others.
- civic engagement, community connections, and service to others.

Theory of Action

If we…

- implement high-quality, aligned curriculum and instruction monitored by performance assessments in each and every classroom,
- ensure educator effectiveness through a common understanding and shared vision of effective evidence-based instructional strategies,
- are responsive to academic and non-academic needs,
- promote a culture of continuous and actionable feedback, reflection, and inquiry,
- maintain high expectations for student learning for meeting and exceeding grade level standards,
- partner with stakeholders to maximize and strategically allocate resources to teaching and learning,

then our students will…

- reach their potential,
- achieve academic excellence,
- graduate,
- engage as active, productive citizens prepared for success and entry into college and the world of work.

Strategic Objectives

TEACHING ALL STUDENTS

IT IS IMPERATIVE THAT WE MEET EVERY STUDENTS' LEARNING NEEDS. EVERY CHILD SHOULD BE AFFORDED THE OPPORTUNITY TO LEARN IN AN OPTIMAL ENVIRONMENT THAT CHALLENGES AND SUPPORTS THEIR LEARNING.

EDUCATOR EFFECTIVENESS

EACH EDUCATOR SHOULD BE EQUIPPED WITH THE KNOWLEDGE, TOOLS, AND RESOURCES TO EFFECTIVELY TEACH ALL STUDENTS USING EVIDENCE-BASED INSTRUCTIONAL STRATEGIES PROVEN TO PRODUCE GOOD STUDENT OUTCOMES.

SOCIAL EMOTIONAL LEARNING

SOCIAL EMOTIONAL LEARNING IS A SCHOOL-WIDE EFFORT TO DEVELOP THE SKILLS AND COMPETENCIES IN STUDENTS TO FOSTER HEALTHY DEVELOPMENT AND STRONG RELATIONSHIPS.

DISTRICT & SCHOOL CULTURE

AN ENVIRONMENT THAT PROVIDES TEACHERS AND STUDENTS HEALTHY AND POSITIVE CONDITIONS THAT FOSTER ACADEMIC AND PERSONAL GROWTH.

FAMILY & COMMUNITY PARTNERSHIP

FOSTER STRONG PARTNERSHIPS WITH PARENTS AND COMMUNITY MEMBERS TO EFFECTIVELY SUPPORT OUR STUDENTS TO REACH THEIR FULL POTENTIAL.

Ayer Shirley Regional High School
Strategic Plan
2020-2021

District & School Culture

Strategic Objective: An environment that provides teachers and students healthy and positive conditions that foster academic and personal growth

District & School Culture Goal 1: The creation and adoption of a Vision of the Graduate

Legend: Not Started = NS, In Progress = IP, Completed = C

Action	Person(s) Responsible	Time Frame	Required Resources	Output	Status	Desired Outcome
Begin work on the creation of the Vision of the Graduate with faculty	Principal, Assistant Principal, Faculty	August 27, 2019	Professional Development time	Ideas around possible Vision of the Graduate created and shared	C	Begin the thought process of creating a common understanding of desired graduating skills from students
Report back to the faculty the commonalities developed	Principal, Assistant Principal	September 2019	Email	Listing of all Vision of the Graduate idea created and shared on August 27, 2019	C	See where commonalities lie in the creation of those visions
Send a visiting team to the NEASC Vision of the Graduate conference	Principal, NEASC Vision of the Graduate team	October 9 & 10, 2019	Time	Writing of a preliminary Vision of the Graduate with NEASC assistance	C	Work directly with NEASC experts to gather ideas and write an initial Vision of the Graduate
Survey alumni to develop Vision of the Graduate with experience gained from former students	Principal, Assistant Principal, Student Leaders, School Counselors	December 2020-January 2021	Time, space	Vision of the Graduate derived from students- compare with faculty	C	Solicit input from students for the vision statement

Survey parents to develop Vision of the Graduate with parent/guardian input	Principal, Assistant Principal	February 2021	Time, space, technology	Share with Parents/Guardians lists of Core Values from Students/Faculty, creation of Vision of the Graduate ideas from Parents/Guardians	C	Combine the values created with input from Parents/Guardians
Hold a forum on the creation of the Vision of the Graduate	Principal, Assistant Principal, Parents/Guardians	May 2021	Time, space	Final ideas for Vision of the Graduate created, meanings discussed	C	Allow for all voices to be heard in theVision of the Graduate creation process
Announce the ASRHS Vision of the Graduate to the students, faculty and community	Principal, Assistant Principal	June 2021	Technology (email, website, Twitter, etc.)	The Vision of the Graduate for ASRHS unveiled to the public	C	A common lens for viewing the desired outcome of graduating students for ASRHS will be decided

Teaching All Students

Strategic Objective: It is imperative that we meet every students' learning needs. Every child should be afforded the opportunity to learn in an optimal environment that challenges and supports their learning.

Teaching All Students Goal 1: The faculty and administration engaging in relevant professional development that supports the design of instructional practices that will meet the learning needs of all students and engage learners in inquiry, problem-solving, and higher-order thinking skills.

Legend: Not Started = NS, In Progress = IP, Completed = C

Action	Person(s) Responsible	Time Frame	Required Resources	Output	Status	Desired Outcome
Engage in Professional Development on social emotional learning	Principal, Assistant Principal, Faculty	August 27 & 28, 2019- June, 2020	Professional Development time	Increased understanding of the impact of social emotional learning	C	Staff and students are aware of the benefits of social emotional learning and SEL is used in a classroom setting
Engage in Professional Development on incorporating Bloom's Taxonomy in the classroom and in assessments	Principal, Assistant Principal, Faculty	September, 2019- June, 2021	Professional Development time	Increased understanding of the impact of higher order thinking skills and the relation of HOT questions to student success	C	Students are able to engage in and answer a larger percentage of higher order thinking questions in class and on assessments
Professional Development on the STAT process and a review of students who are failing to achieve academic success or who are struggling to attend	Principal, Assistant Principal, Faculty	August 28, 2019- June 2021	Professional Development time	Review of the STAT process and increased awareness on the need to identify and support the needs of struggling learners	C	The needs of students who are struggling academically and socially are addressed in a targeted manner

school						
Embed the transferable skills in the ASRHS Vision of the Graduate into the course maps of all core courses	Principal, Assistant Principal, Faculty	By June 2021	Time, space, technology	Curriculum maps discussed and updated to reflected the embedding of the ASRHS Vision of the Graduate transferable skills	**IP**	Maps created with the transferable skills from the Vision of the Graduate embedded
Embed the transferable skills in the ASRHS Vision of the Graduate into the course maps of all non-core courses	Principal, Assistant Principal, Faculty	By March 2022	Time, space, technology	Curriculum maps discussed and updated to reflected the embedding of the ASRHS Vision of the Graduate transferable skills	**IP**	Maps created with the transferable skills from the Vision of the Graduate embedded

Educator Effectiveness

Strategic Objective: Each educator should be equipped with the knowledge, tools, and resources to effectively teach all students using evidence-based instructional strategies proven to produce good student outcomes.

Educator Effectiveness Goal 1: The continued development of curriculum maps to ensure that all courses are articulated consistently across all areas and for all courses. That these courses are aligned within the department and with sending schools and that they include the embedding of transferable skills necessary to attain the school's vision of the graduate.

Legend: Not Started = NS, In Progress = IP, Completed = C

Action	Person(s) Responsible	Time Frame	Required Resources	Output	Status	Desired Outcome
Work in all departments to review consistency of Atlas course maps	Principal, Assistant Principal, Faculty	September-December, 2020	Time, space, technology	Compare the work done in curriculum within and across each department	IP	List of where we stand in regards to Stage One of Atlas completion on all courses
Work in all departments to create course maps for courses where they do not exist	Principal, Assistant Principal, Faculty	September, 2019-June 2021	Time, space, technology	Work done to update or create maps for all courses at the high school	IP	Courses created and/or modified to create consistency within each department and with sending schools
Embed the transferable skills in the ASRHS Vision of the Graduate into the course maps of all core courses	Principal, Assistant Principal, Faculty	By June 2022	Time, space, technology	Curriculum maps discussed and updated to reflected the embedding of the ASRHS Vision of the Graduate transferable skills	IP	Maps created with the transferable skills from the Vision of the Graduate embedded
Embed the transferable skills in the ASRHS Vision of the Graduate into the course maps of all non-core courses	Principal, Assistant Principal, Faculty	By March 2022	Time, space, technology	Curriculum maps discussed and updated to reflected the embedding of the ASRHS Vision of the Graduate transferable skills	IP	Maps created with the transferable skills from the Vision of the Graduate embedded

Family & Community Partnership

Strategic Objective: Foster strong partnerships with parents and community members to effectively support our students to reach their full potential.

Family & Community Partnership Goal 1: The school will develop & implement a Diversity, Equity, & Inclusion Taskforce with faculty, students and community members addressing issues of cultural proficiency.

Legend: Not Started = NS, In Progress = IP, Completed = C

Action	Person(s) Responsible	Time Frame	Required Resources	Output	Status	Desired Outcome
ASRHS staff subgroup attends PD opportunity with other local participating school districts	Assistant Principal, Select Faculty Members	June-July 2020	Time, space, technology	Work is done to develop and build a DEI group of staff members	C	Completed PD work with colleagues from other districts
Professional Development on Cultural Proficiency	Principal, Assistant Principal, Faculty	September 10, 2020	Professional Development time	Increased understanding of implicit bias and cultural proficiency.	C	Staff are aware of the benefits of cultural proficiency and the effects of implicit bias.
Attendance at the Diversity, Equity and Inclusion Subcommittee Meetings	Principal, Assistant Principal	August, 2020- November, 2020	Time, space, technology	Increased understanding of implicit bias and cultural proficiency.	C	The desired outcome was to build a bridge with the community and family members.
Cultural Proficiency Book Club	Principal, Assistant Principal	By June 2021	Time, space, technology	Work as a leadership team to understand and create equitable access and improved academic outcomes for historically underserved students.	C	More complete understanding of implicit biases and techniques for bias avoidance.

Create ASRHS DEI Committee & run meetings	Principal, Assistant Principal, Faculty & Students	December 2020-June 2021	Time, space, technology	Work as a building-based team to confront deeply rooted biases that limit students outcomes.		C	Creation of a task force that focuses on serving students and the community of historically underrepresented groups.