STERLING HIGH SCHOOL DISTRICT

Mr. Matthew Sheehan, Superintendent

Minutes from the February 22, 2022 Forum
"Building Our Vision - A School That Succeeds"

On the evening of February 22, 2022, the U-KNIGHTED Vision '22 Strategic Planning Process continued with the second of three discussions surrounding the future of the Sterling Regional High School. The meeting, attended by about 50 members of the school community, started with Superintendent, Mr. Matt Sheehan, sharing current data about standardized and local assessments, SAT scores, graduation rates, and online school rankings. Following this presentation, participants were reminded of the "Points of Pride" consensus items that were developed during the January meeting. These items represent those areas about which members of this group are most proud and are largely supported by the data collected from almost 1,500 student, staff, family, and community surveys. After review of both the strategic planning and consensus decision-making processes, participants got to work in groups of five to six members.

The focus of the evening's discussion was "Building Our Vision." After being presented with a scenario in which the Sterling Regional High School District was featured in a national news story as, "A School That Succeeds," participants were asked to write that story: " Envision what was written in the article that warranted such high recognition. What programs, services, outcomes, practices, or technology / facilities standards would you like to see mentioned in the story?"

After spending time brainstorming individually, participants shared their thoughts with those in their group and each group developed five consensus items that were reported to the rest of the participants.

Below, you will find a summary of the individual ideas and consensus items developed by each smaller workgroup.

The next meeting is scheduled for Tuesday, March 22 beginning at 6pm in the Sterling High School Cafeteria. Please join us.

Consensus Ideas and Individual Ideas from each Group

GROUP **U**	<u>Consensus Items</u> ● Form ONE school district k-12 ● Develop traditional trade programs ● Expand courses that allow for occupational experiences ● Continue state-of-the-art campus improvements <u>Individual Ideas</u> ● One school district k-12 ● Robotics ● Computer science ● Trades ● Apprentice experience in trades programs ● Diverse focused specialization courses (medical, education, culinary) ● Accepting culture ● Facilities (gym, fields, weight room, culinary room)
GROUP **▬** **(dash)**	<u>Consensus Items</u> ● Industrial Arts expansion ● Improved test scores ● Flexibility in scheduling ● Continued community involvement ● District expansion / coordination <u>Individual Ideas</u> ● Improved test scores (SAT) ● Increased community inclusion/involvement ● District expansion K-12/consolidation ● Expanded trade/industrial arts programs ● Streamline administration ● Maintain tax rate ● Diversity of staff ● Flexibility of scheduling ● United school district/regionalize (BOE, Supt/admin/programs,extracurricular activities, open campus, activities, media center, curriculum/Algebra I) ● Diversity and wellness programs (increase in minority staff) ● Schedule ● Promote safety ● Develop career pathways, electives aligned (increase placement in 4yr business/trade) ● Successful alumni in all areas, especially trades and tech ● Students and alumni of all abilities are ready to meet challenges of the world because they were challenged to achieve their best at Sterling ● School has students in activities that they continue and excel in after HS ● A major improvement in math and ELA scores ● Increase average SAT scores ● Top-rated industrial arts (trade) programs ● Increase number of AP programs ● Budget - increased programs means hiring new teachers for trades

GROUP **K**	<u>Consensus Items</u> ● Mental and physical health program and resources ● Excellent career and academic preparation ● Increase test scores to 80% in ELA and math ● All students involved in co-curricular or athletic activities ● Workplace readiness skills for community <u>Individual Items</u> ● The story of how Sterling HS expands their educational reach by taking over an abandoned shopping center and developing the Sterling School of Technology and Trade Education, formally called the S-STATE. The S-STATE offers more choices for both in-district and out-of-district students in areas like automotive, cosmetology, culinary, environmental, agriculture, and much more. ● Sterling is recognized as a school with the most 3-sport athletes or students involved in clubs or co-curriculars all three seasons. ● Offering the most AP/dual credit courses in the country. Students who graduate from Sterling are practically done two semesters of college. ● Sterling has found a way for students to get a full-year of school by using a new type of schedule that allows all students to get work experience (not just seniors) ● Mental and physical health issues are addressed immediately by school staff or outside referrals ● Special needs students have appropriate resources and IEPs are actively reviewed with input each year by all teachers ● Efficient use of local taxpayer money ● 100% graduation rate or GED completion rate (dropout/disappearance rate is zero) ● Increased test scores to 80% proficiency in ELA and Math by 12th grade ● Smooth transition from sending districts to SHS programs with better academic preparation from the k-8 districts ● Students ALL feel a personal connection w/ an adult or staff member ● Students have all participated in at least one extracurricular activity during their time at SHS ● Increased successful participation in dual credit/advanced placement courses and career prep activities ● Students contribute to the economic development of their communities through technology, work, comprehension, or politics. ● Programs that support self-discovery and specific skill development in preparation for the workplace ● Students have contributed to their communities through positive relationships w/ local businesses ● Students are aware of and engaged in the new financial systems that are upon us ● Students are applying their skills to be entrepreneurial in spirit ● Enhanced mental health programs, dedicated mental health counselor ● Expanded school choice (STEM, culinary) ● Partnerships with outside entities (career exploration program, internships for credit, finishing trades institute) ● Bigger push for dual credit / CCC senior options

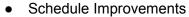|	
GROUP **N**	**Consensus Items** ● Improve academic achievement (test scores) ● Improve career awareness ● Student-led community initiatives ● Developing lifelong learners ● Diversify staff to better reflect student and community population **Individual Items** ● College vs trades ● Service projects while in HS ● Improve academic achievement ● improve career awareness ● Student led initiatives in the community ● Teaching students to develop as lifelong learners ● Exploratories - community service and communication service project
GROUP **I**	**Consensus Items** ● K-12 alignment of all districts (possible consolidation) ● More real-world opportunities and programs ● Community service requirement to graduate ● Mentoring - teacher:student and student:student ● Schedule that allows for staff collaboration and student choice **Individual Items** ● Ranking ● Help improve test scores ● Mentorship program (student:teacher and student:student) ● Outreach program at Sterling to communicate with all of the sending districts to align our goals and visions, as well as preparing for future testing and classes ● Trades - encourage students who are struggling academically to attend vocational school and learn a trade ● Communication - Sterling newsletter to communicate with all residents, including those who do not have students in school, could be quarterly. ● Equal participation among all sending district regardless of size ● Go Retro (shop classes, home ec, work study, DECA) ● Hands-on, practical (financial literacy) ● Vocational and "life after sterling" prep ● More real world programs within existing classes and curriculum; resume writing night for the community; yoga for the community; coffeehouse night for the community ● Improve test scores (summer program, training) ● More collaboration w/ sending schools ● Trained dog to scare away geese (re: poop) ● More time to share best practices, observe master teachers (PLC) ● One school, one book - make everyone buy-in (like the smore thing) ● Wheel schedule ● Revisit accountability initiative ● Offer programs and classes that give students real-world experiences ● Ensure support for all students - race, ethnicity, sexual orientation, religion, family design, mental health ● Student performance across all demographics exceeds state average

- Students complete community service hours as a graduation requirement
- All students are involved in some club or activity
- Students create programs to support each other their families, and the community
- Schedule that allows for staff collaboration, student choice
- Student freedoms

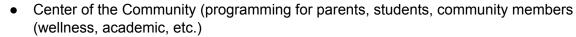| GROUP **G**	Consensus Items ● Schedule Improvements ● Pinpointing students who need extra help, those with disabilities, ELL, etc. ● Improving facilities in and off the fields ● Acknowledging achievements off <u>all</u> students, not just sports ● More trade opportunities and opportunities for college credit, not just for highest achieving students ● Teaching coping and SEL skills for our students who need help (SEL) ● Allow the non-professional staff (custodians, secretaries, etc.) to have a voice in school culture Individual Items ● Completely redo the library and makerspace to make it more collaborative and able to handle many different projects at once, add a library secretary ● Revamp ELL - have an intensive pull-out program where students learn enough English before forced to go take a full course load; have dedicated ELL staff where the focus of their job is working with these students ● Also, have more resources in Spanish and other world languages - in both the languages we teach and in the languages of our ELL students to make education more equitable ● Increase the presence of LGBTQ+ and equity work - get data and make changes to ensure that the traditionally underserved populations have a voice ● Make Sterling more green! Are we actually recycling? Can we add gardening, hydroponics, and/or composting to our building? Can we reduce waste? ● Change the schedule so classes are seen for a full year ● Add more flexibility to the student schedule, maybe at the start and end of the student day ● Offer more electives and more job training; more opportunities for the kids to get out of the building and into the real world ● As we go more digital, keep looking at the research about education; students do retain more when reading print books than PDFs so they should always offer print for those who prefer it ● Get GoGuardian or another lockdown browser to allow us to give electronic tests without worrying about cheating ● Offer alternative options for lunch, not just the cafeteria. If students are being bullied or harassed during this time, there should be an alternative space for them. Having a GSA lunch would be great. ● Would love to bring back night classes for the community; promote through social media; open facilities to outside staff members ● Make a meditation/mindfulness space where students can go to take a break when high school is overwhelming ● We could always use more staff, more classrooms, and maybe a covered walkway between the BOE and high school buildings

	- Give staff more freedom to work on passion projects - Full-year instead of block scheduling, increased flexibility - Help our students with coping mechanisms/ELL - Targeting students who need extra help - diversified and structure especially those whose parents don't advocate / no fault of their own - Later start time - Facilities - better sports facilities - Acknowledge all achievements of all students less on sports and more on other areas - More trade opportunities, internships for college bound - The district offering full-year courses instead of semester classes - Having more opportunities for parents to experience what students are doing in class - Offering students from different levels access to AP and Honors classes - Training teachers in current methodologies of instruction, assessment, innovation - Grading for equity - understanding not all students have the same support at home; allowing students to reach their best performance - Establish and perform a school culture where participants from different occupations can promote a great climate (custodians, students, secretaries, teachers, admin) to incentivize belonging - Students reaching the community through different projects from each discipline or department - Emphasize student well-being and coping skills (incl-drugs/alcohol) - Highest SAT in conference or county - More technical / hands-on courses (woodshop/construction, plumbing, HVAC, electric) - More lighted fields for sports (soccer, field hockey, baseball, softball) - More involvement in extracurricular activities (music, drma, sports), esp elementary students - Develop career internships for college and non-college-bound students - Develop more opportunities for grades 7-8 to come together - Develop a youth program for all sports and some activities - Develop a senior-level history class based on local history - Better access to fields for handicapped people (esp football field) - Build larger area to eat (cafeteria) - Flags around football field - Scoreboards for softball and baseball, other sports - Other outside bathrooms - Replace cherry trees - Build a greenhouse - Prepare 7th and 8th grade students for the black scheduling! Better communication with sending schools. - Introduce mental health courses - opportunities in the field - Improve programs for kids who need help academically, learning disorders, etc - Include all trades, opportunities for kids upon graduation - Incorporate more college prep (credit) courses for all levels - Acknowledge all students' achievements, college acceptances - not just athletic signing day
GROUP **H**	Consensus Items - Center of the Community (programming for parents, students, community members (wellness, academic, etc.) - Career Education - CTE, mentorships, apprenticeships, supportive of all paths - Curriculum relevance (innovation), performance/project-based

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- Flexible scheduling, where does learning happen?
- Capitalize on our excellent students, student voice, community service, mentoring

Individual Items
- Beautiful campus
- Most rounded school
- Students prepared for life, career field or career study
- Student upstanders
- Community programming, wellness (parents, students, community members)
- CTE - Industry credentials programming
- Career mentoring internships
- Flexible scheduling allows more connections to community programs (college, apprenticeships, unions, work)
- Capitalize on student voice (elevate)
- Performance assessments, problem-solving
- Reflective curriculums
- Community service programming
- Reknowned for kindness
- 100% graduation rate
- most college acceptances for all children, esp special ed
- Interns
- Student scholarships
- Career elective options
- Students reaching potential
- Motivating
- Safe serve
- Kindness
- Elective options - Chinese WL, focus on global impact, students care by, best in state for ___
- Center of the community
- Wellness center
- Student services hub
- More teachers work beyond school day
- Proficient - above
- More specific "clubs"
- High level

GROUP T

Consensus Items
- Program continuity
- College prep - continuous programs developed with input from students and w/full utilization of available time (study hall) and focus on all achievement
- Trades - focus on apprenticeship/work study/DECA, use early graduation to do internships
- Support for the medically challenged / mental health
- Inclusion at all levels, bullying
- Bathroom / Drugs / Respect - Fix

Individual Items
- Communication / utilization of free time, what's available

	● Technology - continuity (everyone using the same programs) ● Programs, vision, inout ● Trades, DECA, apprenticeship ● Have someone smiling to greet people ● Meth skills, more engineering based offerings ● Trades - how to access ● Community events (more) + awareness ● Scheduling restrictions ● Certificate programs ● Summer school - get ahead ● More student involvement ● Community service requirement ● Co-curricular requirements ● 6-day schedule ● Peer/Volunteer tutoring ● Monitoring students to not bring in drugs ● Monitoring bullying ● Bathrooms, privacy ● Helping children improve taking college courses ● School busing ● Trades - opportunity for more hands-on experiences ● Focus on academic achievements ● More support for the medically challenged students ● Inclusion at all levels (special ed, lgt) ● Trades ● Scheduling - yr long classes, later start time ● Continuity of programs w/input from students - geared toward CP ● Trades - focus on apprenticeship/early graduation, work study
GROUP **E**	Consensus Items ● College/Trade/Future Prep (Curriculum booklet with steps, professional development plans, tracks) ● Life skills programing (financial planning, household mgmt, caregiving) ● Outreach to younger students and community (communication) ● Recognition (equal sports, arts, community participation) ● Group work ● Remove barriers, increase access Individual Items ● No food insecurity / hunger ● DEi programming (race/ethnicity, gender identity, sexual orintation, disability, extracurricular) ● Qualitative assessments valued ● Decrease barriers and increase access through universal design in all contexts, physical, virtual, sports, arts ● Group work and problem solving, scientific problems, the way the world actually works ● Integration of all ages in a variety of programs (e.g., older adult programming similar to child development programming, college, professional development plans) ● Recognizing most households are working households (not stay at home parents)

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	● Life skills programs - IADLs - laundry and home maintenance, caregiving ● Social Emotional Programs - peer mediation, led by guidance or psych professionals ● After school programs - homework clubs ● Students to continue to have a voice/outreach ● More student/staff activities to help bridge gap of student/staff relationships ● Choices for students not interested in school beyond high school - internships, college shadow if question right fit ● Better test scores, AP students, work w colleges in area, offer incentives ● Enhanced technology ● Community blast via town web pages of things happening at Sterling (sports, performing arts, clubs, achievements) ● Better facilities, i.e., turf, lights on multiple fields, partner with clubs in town ● Continue to have groups/individual counseling that focuses on metal health, safe space lounge, certified staff ● Awareness ● Outreach ● Equal awareness to sports and musical departments ● College prep ● Trades ● Stronger support programs for the "bookend" students - meeting needs of lower socioeconomic families and students allowing them to succeed and challenging the honor students to their full potential ● Continued increase in communication with and involvement for parents ● Equality in all extracurricular groups -> sports, arts, community, etc. ● Stronger preparation for the "real world" -> guidance in what lies ahead after HS -> tools to succeed
GROUP **D**	Consensus Items ● 100% graduation rate - highest expectations ● Budgetary commitment to current and future technology ● Partnerships with local 2 & 4 year colleges, businesses (apprenticeships, internships, certificate programs (CTE)) ● Summer programs for advancing skills & immersion in career goals ● Community volunteer opportunities ● Regionalization Individual Items ● Highest possible graduation rate 99%? ● Highest possible college or trade school acceptance rate ● Clubs that represent the interests of the students, at least one for each student ● All students report that they feel valued and represented ● In or out of school immersion activities reflecting student goals / interests, i.e., apprenticeships, co-ops, summer programs ● Recruiting top teachers ● Community co-ops (vet techs, auto, trades) ● Partnership w/ county/community colleges ● Community volunteer projects ● College tours / College fairs ● 8th grade day and survey

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- Higher academic expectations
- Summer programs
- Non-graduates (rate down 4%) - what happened, where are they, what type of follow-up, are they referred out, alternative programs?
- Graduation rate goal 100%
- Certificate programs for non-college bounds, team up with local businesses in county, unions
- Community college partnerships
- Volunteer programs
- Coordination amongst sending school districts - regionalization K-12
- More support for afterHS experiences, co-ops
- Perception is reality, how do non-educators view the SHS curriculum?
- Equality in offerings for all levels, advanced, general, individual ed
- Emphasis in current and emerging technology
- What to do for the non-college bound trade student?
- Good, better, best