

STONEHAM HIGH SCHOOL SCHOOL IMPROVEMENT PLAN

2024-2027

COUNCIL MEMBERS:

Yarcicelis Santos, Student 2025
Radhika Patel, Student 2026
Natalie Wallace, Student 2027
Kaley Hodgdon, Student 2028
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Stefan Poirier, Parent 2028
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Overview

The Stoneham High School Improvement Plan provides a set of detailed objectives for staff, teachers, and administrators to support the development, sustainability and growth of an inclusive educational setting to best support our students and their unique and diverse learning needs and styles. The goal is to improve inclusive practice in our curriculum, instruction, engagement, assessment, systems and school culture.

Accomplishments and goals summary from our 2021-2024 School Improvement Plan (SIP):

The previous three-year SIP focused on embedding Universal Design for Learning (UDL) into all aspects of teaching, curriculum, and assessment at Stoneham High School. We aimed to foster a more inclusive, flexible educational environment to meet the diverse needs of our students. Key milestones included:

1. Professional Development and UDL Training: A core component was our participation in the DESE-sponsored UDL Academy, where a dedicated team of teachers and administrators worked collaboratively to enhance instructional practices. Through this training, we laid a foundation for UDL principles across our teaching approaches and systemic practices at SHS.
2. Curriculum Review and UDL Implementation: The SIP set a clear goal to evaluate and refine our curriculum. We aimed to identify and remove outdated courses, ensuring all remaining curriculum content aligned with UDL principles. Each course was assessed and coded as Red (not begun), Yellow (in progress), or Green (completed), with the goal of moving all courses to Green by June 2024.
3. Supportive Structures and Committees: To reinforce UDL and inclusive practices across the school, several committees were established, including the Attendance Review Committee and the Integrity Committee. These groups helped foster an environment of integrity and accountability, aligning with the values of inclusion and universal learning access.
4. Extracurricular Opportunities: Acknowledging the importance of extracurricular engagement, we expanded club offerings to better reflect the interests of our diverse student body. This initiative also included the successful development of a Unified Sports Basketball team by June 2022, providing an inclusive athletic opportunity for all students.

These achievements from our 2021-2024 SIP have prepared us to build upon this momentum in our new 2024-2027 plan. Through these foundational changes, we have positioned ourselves to continue fostering a dynamic, inclusive learning environment for all students at Stoneham High School.

2024 - 2027 Student Improvement Plan

Goal 1: Expand Inclusive Practice / UDL Principles with in Curriculum, Instruction and Assessment 2024-2027; UDL 2.0

RELATED DISTRICT GOAL	ACTION PLAN	ASSIGNED RESPONSIBILITY	DESIRED OUTCOMES	EVIDENCE OF COMPLETION
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	<ul style="list-style-type: none"> ● Best Practices for Representation and Expression ● UDL Barrier Flow Chart - how to identify and remove barriers ● Using UDL to Support ELs ● UDL 101 ● UDL website ● UDL Virtual Learning Modules ● UDL Lesson Plan Review Template ● DESE Classroom Instruction Videos ● Culturally Responsive Teaching Strategies ● Cultural Considerations ● Dismantling the 4 I's of Oppression <ul style="list-style-type: none"> ● Google Doc with resources ● Google Slides with resources ● Teachers will keep track of how they applied the resources to re-evaluate and revise curriculum materials, lessons, and assessments via notes on a platform that best meets my needs (Google Drive folder, Google Docs, handwritten notes in a binder or 		<p>current assessment philosophy and practices. Recommendation</p> <p>Year 1-3: Better understanding of the pros / cons of current leveled and weighted courses. Recommendation based through UDL / Inclusion philosophy</p> <p>Year 1-3: Increase student knowledge of their own interests, strengths, weaknesses / challenges, learning needs and styles and areas for post secondary education / career. Assist students to be best informed with course selections and a high school plan to best align with the student.</p>	
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	<p>journal, online platform such as Padlet, etc.)</p> <ul style="list-style-type: none"> • Teachers will regularly check the UDL Progression Rubric and reflect on how they have made changes to move from Emerging to Proficient, or from Proficient to Progressing Toward Expert Practice. These reflections will be notes on a platform that best meets my needs ((Google Docs, handwritten notes in a binder or journal, online platform such as Padlet, etc.) • Teachers will identify revised materials, lessons, and assessments that demonstrate best practices for inclusion and culturally responsive teaching to upload to their team’s shared Google Drive (or other platform) as they work on curriculum mapping throughout the year. 			
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Goal 2: Culture of Instructional Walkthroughs: Admin/UDL Team (Data Driven / Department Chairs)

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<p>Embed Inclusive Practice in all aspects of the learning process at SHS</p> <ul style="list-style-type: none"> ● Curriculum ● Instruction ● Assessment 	<p>Two levels of walkthroughs:</p> <ul style="list-style-type: none"> ● CO/Admin team ● Culture of feedback with Program Supervisor and UDL coach associated with specific department 	<p>Assistant Superintendent, Principal, Assistant Principal, Program Supervisors</p> <p>UDL Coaches</p>	<p>Year 1: Establish a culture of walk-throughs and effective, thoughtful feedback that provides opportunities for collaboration and growth. Multi-tiered approach with fading advance notice of intended schedule</p> <p>Year 2: Remove the tiered walk-through schedule (Phase 1). This will provide more authentic walk-through experiences to increase opportunities for growth and reflection</p> <p>Year 3: All tiered approaches are removed and the culture of walk-throughs are</p>	
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			embedded into the daily/weekly routines of all classrooms	
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Goal 3: Curriculum Mapping/Alignment - Supervisors and UDL Team

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Embed Inclusive Practice in all aspects of the learning process at SHS <ul style="list-style-type: none"> ● Curriculum ● Instruction ● Assessment 	<ul style="list-style-type: none"> ● UDL team and supervisors to create a how and why with multiple year plan to evaluate existing curriculum while simultaneously create curriculum mapping to ensure that each class/course is vetted through a UDL, culturally and linguistically sustainable teaching lens 	Program Supervisors and UDL Coaches	Year 1: Review all ATLAS curriculum and transfer relevant curriculum into Google Drive Curriculum mapping template. This work will be completed during PD days, CP time, departmental and faculty meetings Year 2: Evaluate materials in the	

		<p>Google Drive Curriculum mapping shared drive folders. Remove items not longer relevant, continuously evaluate whether materials are through a UDL, culturally and linguistically sustainable teaching lens</p> <p>Year 3: Yearly review and revision/update to all class/course curriculum maps to ensure materials are up-to-date and adhering to the goals and objectives of UDL, culturally and linguistically sustainable teaching lens</p>	
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Goal 4: Effective Co-Teaching Strategies and Techniques (Parallelism and consistencies between Gen Ed and SPED)

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<p>Embed Inclusive Practice in all aspects of the learning process at SHS</p> <ul style="list-style-type: none"> ● Curriculum ● Instruction ● Assessment 	<ul style="list-style-type: none"> ● Partner with Special Ed Coordinator ● Common language, consistency and understanding of the role of a co-teacher ● Effective and thoughtful feedback and two-way communication between general education teacher and co-teacher liaison ● Building in CP time for co-teachers 	<p>Program Supervisors and Special Education Coordinator</p>	<p>Year 1: Establish consistent communication between Gen Ed and SPED. Ensure co-teaching partnerships have materials and useful training/shadowing opportunities Provide common planning or class release time to reflect and review co-teaching strategies and successes</p> <p>Year 2: Build on the established relationships, identify opportunities for growth within the relationship and</p>	

		<p>specified course. Continuously provide release time to plan and evaluate the partnerships and student success</p> <p>Year 3: Consistent reflection and review to ensure effective and successful co-teaching partnerships that ensure not only represent strong co-teaching strategies, but also provide student-centered, UDL driven activities that result in student achievement and mastery of objectives and skills</p>	
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Goal 5: Implementation of ALICE and SRP: Collaboration with SRO

RELATED DISTRICT GOAL	ACTION PLAN	ASSIGNED RESPONSIBILITY	DESIRED OUTCOMES	EVIDENCE OF COMPLETION
<p>Incorporate Inclusive Practice in all school settings</p>	<p>Training staff and students, through the implementation of ALICE and SRP, on a variety of scenarios, to respond, evacuate, and increase accountability in a crisis response.</p>	<p>SHS Administration Stoneham Police Department Stoneham Fire Department</p>	<p>Year 1: Create an evacuation plan for SHS. Introduce ALICE and SRP Training to staff. Introduce response scenarios to staff. Introduce language/verbiage on ALICE and SRP to students, families and the community. Year 2: Reinforce response scenarios, Alice and SRP refreshers to staff as needed.</p>	

Introduce Alice and SRP training to students.

Practice evacuation drills, with identified rally points, and a focus on accountability.

Year 3:
Practice response scenarios with the high school staff and students.