Colchester High School
Critical Strengths List

STRENGTHS

Collaboration between teachers occurs regularly, both formally and informally, within departments and specific course assignments, which creates a dynamic and vibrant professional learning community.

Collaboration among faculty occurs through collaborative work groups that use data, common planning time, KUD design, and the Shared Drive. These serve as powerful mechanisms to look critically at instructional and assessment strategies to improve student performance.

Demonstration of a strong commitment to the ongoing implementation of differentiated instruction to meet the needs of individual learners in all classrooms and alternative programs.

Implementation of a wide variety of formative and summative assessment strategies routinely differentiated by process, product, learning style and readiness. Additionally, teachers use techniques including writing across the curriculum, portfolios, and presentations outside of school hours to incorporate artistic and technological skills as well as peer and self-reflection.

Improvements in technology, commitment to increasing access, and increasing the use of technology has occurred over the past five years.

Articulation of the CHS Essential Expectations is clear and used in courses throughout the school.

Advocating for students and being able to put the needs of students first in the face of adversity and failed budgets is strength of the CHS administration, faculty, and staff.

NEEDS

Develop a plan to improve relationships with the community and proactively educate voters on the budgeting process, funding formula, and the needs of the school.

Renovate the library and re-envision its systems to incorporate resources consistent with the principles of twenty-first-century learning.

Dedicate resources to the library to promote integration of library services into curriculum and instruction.

Increase the opportunities for ongoing technology training, as well as establish a position of an integration expert to support instruction and curricular needs. Access to technology at CHS needs to be improved.

Coordinate, integrate and assess school wide essential expectations by establishing a system to monitor, report and support student achievement.

Continue to and expand faculty and staff opportunities for differentiated professional development both during the school year and through summer curriculum work. The principal needs increased autonomy around allocation of professional development funds, and the faculty needs more input into professional development opportunities.

Establish a formalized and predictable plan to examine, align, and modify curriculum on a regular basis, which would require more inter-departmental collaboration to support and nurture best practices.

Increase maintenance resources in order to correct long standing issues such as overly hot or cold classrooms.

Create more opportunities for: self-directed learning, high readiness learners, the application of knowledge or skills in real life and the development of social skills and character.