

Nashoba Regional High School Improvement Plan, 2014-15

Goal 1: Engage students as active participants in the school community by recognizing and rewarding positive student behavior.

| Activities | Intended outcomes | Timeline | Budget implications |
|---|--------------------------|-----------------|----------------------------|
| Implement opportunities for increased student independence (e.g., senior privileges, open campus) | | | |
| Develop schoolwide incentive programs to recognize positive behaviors – Nashoba Cup | | | |
| Surveying seniors to get feedback about requested privileges | | | |
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Goal 2: Increase connections between students and between students and the larger community.

| Activities | Intended outcomes | Timeline | Budget implications |
|--|--------------------------|-----------------|----------------------------|
| Building connections between students (e.g., upperclassmen and freshmen) | | | |

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| Peer mentoring and relationships | | | |
| Expanding freshman transition through work with upperclassmen | | | |
| Student mentorships – both within the school and identifying external mentors | | | |
| Better connect students to other students, to staff, and to adults in the community | | | |
| Stronger peer tutoring, e.g., Calculus class coming into Algebra 1 class | | | |
| Internships/externships | | | |
| Bringing in outside speakers around pertinent topics | | | |
| Day of service? Increase service opportunities | | | |
| Better connect students of different | | | |

Goal 3: Something around supporting struggling students

| Activities | Intended outcomes | Timeline | Budget implications |
|--|-------------------|----------|---------------------|
| Identifying incoming freshmen who are likely to struggle and intervening more quickly | | | |
| Tracking high-needs students and looking at improvements in grades, attendance, behavior | | | |
| Getting feedback from struggling students about what they say they need | | | |
| Building intervention opportunities into activity periods/master schedule | | | |
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