



Core Values, Beliefs, and Learning
Expectations

What was the process for developing our Core Values and Beliefs?

1. Winter 2015: A faculty meeting with Superintendent Myers began the discussion about Millbury's core values and beliefs. Staff brainstormed a list of over 60 values and beliefs.
2. June 2015: Faculty reviewed list and considered possible acronyms for use with values and beliefs
3. October 2016: These lists were given to the NEASC Steering Committee. A google survey was sent to the staff to identify the top 10 values and beliefs from identified list. The committee then compiled a short list (10) of the most repeated/used words from the respective submissions from June of 2015.
4. November 2016: Through the use of a Google Survey, the faculty selected their top three choices from the previous list of 10. Faculty members were then asked to offer a brief explanation of their reasoning for their respective choices. [Google Form with faculty responses](#), [Faculty top three with feedback](#)
5. Fall 2016: Information for the School Council and student representatives gathered during two meetings in October and November.
6. November 2016: The Steering Committee combined, edited and "wordsmithed" the faculty and student responses to identify our core values.
7. December 2016: Learning belief statements were created via staff definition input. Steering Committee reviewed and accepted statements.

Academic Curiosity and Growth

We believe that ACADEMIC CURIOSITY & GROWTH are achieved by connecting classroom learning to the world in which students live. We believe students' active engagement in their learning will foster a desire to continue to explore, investigate, and think critically about what they have learned and how it impacts the attainment of their future goals.

Respect & Responsibility

We believe that RESPECT and RESPONSIBILITY are fostered through a mutual effort of support by students, staff, parents/guardians, and community members. We believe in the importance of people taking responsibility for their actions and respecting the opinions of others, even when we disagree. We believe that a caring, trusting, and giving environment is the foundation to building RESPECT and RESPONSIBILITY.

Citizenship

We believe that CITIZENSHIP is exemplified by having an awareness of our global society and a sense of one's role as a world citizen. One who embodies CITIZENSHIP demonstrates a respect and value for differing opinions and diversity, exemplifies honesty, integrity and empathy, and participates in the community in a positive and impactful way.

Independent, Lifelong Learners

We believe that INDEPENDENT, LIFELONG LEARNERS demonstrate the curiosity, ownership, and resourcefulness to uncover problems and articulate them in such a way that solutions can be found and shared.



21st Century Learning Expectations

What was the process for developing our Learning Expectations?

1. December 2016: Articles dealing with 21st Century Learning Expectations and “The 4Cs” was sent to all staff via e-mail. [A Guide to the 4Cs](#), [21st Century Outcomes](#)
2. December 2016: Faculty members were divided into pre-arranged groups to discuss the readings. [Discussion Groups](#). The meeting was centered on developing Millbury’s 21st Century Learning Expectations [December 6th Faculty Meeting PowerPoint](#)
3. December 8th and 9th, 2016: Departments used PLC blocks to formulate 21st Century Learning Expectations through a “Graduate Skills” exercise. Staff was asked “What skills do our graduating students need to be successful in life after Millbury?”
 - skills were categorized as Academic, Civic, or Social.[Graduate Skills by Department PLCs](#)

process continued

5. December 2016: Responses from the Staff, School Council, and student representatives from the “Graduate Skills” exercise were compiled and the most common were chosen as Millbury’s 21st Century Learning Skills.

[Academic Skills Wordle](#)

[Civic Skills Wordle](#)

[Social Skills Wordle](#)

21st Century Learning Expectations

Academic

- Employ critical thinking skills to problem solve
- Communicate effectively across the spectrum of manner and audience
- Demonstrate motivation and resiliency

Civic

- Community Involvement
- Display Integrity

Social

- Collaborate with purpose
- Exhibit adaptability and tolerance

Where are we in the suggested NEASC timeline?

June 2016

- ★ Submit Application for Evaluation
- ★ Draw up tentative budget for self-study and Accreditation visit August 2016
- ★ Receive letter from CPS with date for the Accreditation visit
- ★ Finalize selection of co-chair and steering committee membership
- ★ Submit press release on steering committee selection to local news media

September to December 2016

- ★ Receive Accreditation Packet from CPS
- ★ Distribute preference sheets for Standard committee assignments
- ★ Make Standard committee assignments
- ★ Attend self-study seminar with CPS staff for principal and steering committee co-chairs
- ★ Schedule date for a visit by NEASC CPS staff member

★ denotes completed task

Next Steps in the suggested NEASC timeline

January - March

Order and administer required parent, teacher, and student Endicott Opinion Survey.

Meeting with NEASC CPS staff member, Kathleen Montagano, is set for March 7th.

Upcoming-

Develop Rubrics to measure 21st Century Learning Expectations