



## ***My Voice* at White Mountains Regional High School: Case Study Highlights**

During the 2005–06 academic year, the *My Voice* Student Survey was administered at White Mountains Regional High School (WMRHS). After reviewing the survey results, school staff started implementing changes in how they interacted with students and each other. After implementing the changes, the *My Voice* Survey was re-administered in the 2007-08 academic year. Results of this second survey indicated improvement in key areas that foster staff communication and student decision making.

Highlights of the *My Voice* administration at White Mountains Regional High School are provided below; for comprehensive results, see the detailed case study.

### **About WMRHS**

[White Mountains Regional High School](#) is set amid the picturesque White Mountains of northern New Hampshire. The school’s mission is “to form a partnership with parents and the community to prepare all students to become lifelong learners in a safe environment with high expectations so that they will become responsible, productive citizens in an ever-changing society.”

- Free and Reduced Lunch: 26%
- Number of Students: 501

### **Initial *My Voice* Results**

WMRHS brought *My Voice* to the school to better understand their school culture and their students’ general lack of aspirations. Staff wanted to ensure that the students’ daily experience in school supported the WMRHS mission – that students become lifelong learners with high expectations and responsible citizens who contribute to the world around them. Students initially took the *My Voice* Student Survey in the 2005–2006 school year. WMRHS focused on improving the results below.

- 22% of students said they were proud of their school
- 59% said that school was a welcoming and friendly place
- 43% said that their parents liked their school



## **Analysis**

Staff began examining the school through the lens of the 8 Conditions, asking questions such as:

- Which of our systems promote Belonging?
- Which policies get in the way of teachers being Heroes to students?
- What might we do to better celebrate all the accomplishments of students and staff?

## **Improvement Plan**

As a result of that analysis, staff developed the following plan to enhance aspirations at their school:

- Improve inter staff and parent communication through better use of email, the school website, and bulletin boards
- Strengthen students' perceptions that teachers care about them by making simple changes in interactions with students, such as greeting them as they enter the classroom each day
- Increase teacher leadership through monthly *ad hoc* committees that address various topics as they arise (e.g., poor attendance)
- Change the master schedule to allow for more student choice and the creation of a common study period at the end of each day
- Develop a parent/community resource binder to create closer ties between the school and the community

Concurrently, students worked on a plan that would address areas they cared about: improving the nutritional value of cafeteria food, increasing school spirit, and developing a better respect for diversity. Developing this plan instilled in students a Confidence to Take Action.



### **Improved *My Voice* Results**

The combined efforts of administration, staff, and students had the following measurable results after just two and a half years (results shown from 2007–2008 school year; [download full case study for detailed results](#)):

- 43% of students said they were proud of their school (21% increase)
- 69% said that school was a welcoming and friendly place (10% increase)
- 57% said that their parents liked their school (14% increase)

At WMRHS, students and staff are becoming full partners in education in order to develop [Self-Worth, Active Engagement, and a sense of Purpose](#) in all participants.