

Summary of Final NEASC Report

STANDARD I CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Teaching and Learning Standard

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based practices to identify and commit to its core values and beliefs about learning.
2. The school has challenging and measurable 21st century learning expectations for all students which address academic, social and civic competencies. Each expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement.
3. The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions and resource allocations.
4. The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

Standard 1 Commendations

Commendation

The creation and implementation of specific and measurable 21st century learning expectations that are divided appropriately among the disciplines

Commendation

The utilization of surveys to collect information from students, parents, teachers and community members regarding the development of core values and beliefs and 21st century learning expectations

Commendation

The collaboration across the entire faculty and in specific department groups to determine the most efficient and accurate ways to create fitting assessments of student work to demonstrate student ability to meet the 21st century learning expectations

Commendation

The reinforcement of the core values via the morning announcements and quote of the week

Standard 1 Recommendations

Recommendation

Develop and implement a structure to ensure all faculty consistently utilize the procedures developed for scoring the school-wide rubrics across all disciplines

Recommendation

Develop and implement a scheduled plan to review and revise the school's core values, beliefs, and learning expectations based on research, multiple data sources, as well as school and district priorities

Recommendation

Provide all students with clarification of how the core values, beliefs, and the 21st century learning expectations are assessed and how they connect to class assignments

Recommendation

Implement a plan to evaluate/review/revise the use of the school-wide rubrics rating the students' ability to demonstrate their understanding of the core values, beliefs, and 21st century learning expectations

STANDARD II CURRICULUM

Teaching and Learning Standard

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.
2. The curriculum is written in a common format that includes:
 - units of study with essential questions, concepts, content, and skills
 - the school's 21st century learning expectations
 - instructional strategies
 - assessment practices that include the use of specific and measurable criteria for success, school-wide analytic and course-specific rubrics.
3. The curriculum emphasizes depth of understanding and application of knowledge through:
 - inquiry and problem-solving
 - higher order thinking
 - cross-disciplinary learning
 - authentic learning opportunities both in and out of school
 - informed and ethical use of technology.
4. There is clear alignment between the written and taught curriculum.
5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.
6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to implement fully the curriculum, including the co-curricular programs and other learning opportunities.
7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

Standard 2 Commendations Commendation

The development of an online curriculum using a common template for all curricular areas

Commendation

The instructional materials, technology, equipment, facilities, and resources of the library/media center that sufficiently support the current curriculum

Commendation

The clear articulation of the 21st century learning expectations and school-wide rubrics

Commendation

The curriculum that supports the informed and ethical use of technology

Standard 2 Recommendations

Recommendation

Prioritize staff professional development to work on curriculum development and ongoing revisions

Recommendation

Develop cross-curricular lesson development opportunities across all disciplines

Recommendation

Address the lack of professional development opportunities in the area of technology and current educational research trends

Recommendation

Develop a formal curriculum review cycle devoted to the development, review, and evaluation of the curriculum across all content areas

Recommendation

Strategically implement a process to move from an informal to formal process to ensure the alignment of the taught and written curriculum

Recommendation

Complete all curriculum on Rubicon Atlas

STANDARD III INSTRUCTION

Teaching and Learning Standard

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.
2. Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:
 - personalizing instruction
 - engaging students in cross-disciplinary learning
 - engaging students as active and self-directed learners
 - emphasizing inquiry, problem-solving, and higher order thinking
 - applying knowledge and skills to authentic tasks
 - engaging students in self-assessment and reflection
 - integrating technology.
3. Teachers adjust their instructional practices to meet the needs of each student by:
 - using formative assessment, especially during instructional time
 - strategically differentiating
 - purposefully organizing group learning activities
 - providing additional support and alternative strategies within the regular classroom.
4. Teachers, individually and collaboratively, improve their instructional practices by:
 - using student achievement data from a variety of formative and summative assessments
 - examining student work
 - using feedback from a variety of sources, including students, other teachers, supervisors, and parents
 - examining current research
 - engaging in professional discourse focused on instructional practice.
5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

Standard 3 Commendations Commendation

The use of MCAS data and student achievement data to improve instructional practices for the upcoming school year

Commendation

The dedication of staff to maintaining expertise in both content area and pedagogy

Commendation

The opportunities for students to engage in self-directed learning

Commendation

The high level of skills and knowledge expected by teachers for authentic tasks

Commendation

The opportunities for students to assess themselves and to be reflective on their learning progress

Commendation

The development of school wide-rubrics, department rubrics and common assessments which enable the school community to measure progress toward achieving 21st century learning expectations

Commendation

The emphasis of inquiry and critical thinking embedded in the taught curriculum

Standard 3 Recommendations

Recommendation

Formally examine instructional practices to ensure consistency with school's core values and 21st century learning expectations across all departments

Recommendation

Formalize a process that will assist teachers in developing and integrating more cross-discipline learning in the curriculum

Recommendation

Create a long-term plan that will continue to prioritize the integration of technology into all areas of instruction

Recommendation

Discuss and establish a process to implement formal professional development opportunities for teachers to engage in professional discourse in targeted performance areas

Recommendation

Develop a school-wide process on how to use data from formative assessments to drive improvements to instruction

STANDARD IV

ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

1. The professional staff continuously employs a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics
2. The school's professional staff communicates:
 - individual student progress in achieving the school's 21st century learning expectations to students and their families
 - the school's progress in achieving the school's 21st century learning expectations to the school community.
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
 - student work
 - common course and common grade-level assessments
 - individual and school-wide progress in achieving the school's 21st century learning expectations

- standardized assessments
- data from sending schools, receiving schools, and post-secondary institutions
- survey data from current students and alumni.

11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

Standard 4 Commendations

Commendation

The use of school-wide rubrics to assess individual student success in achieving the school's 21st century learning expectations using school-wide analytic rubrics

Commendation

The school's communication of individual student achievement on 21st century learning expectations to students and families through report cards

Commendation

The work of teachers to incorporate rubrics in alignment with the 21st century learning expectations and post unit-specific learning goals

Commendation

The widespread use of rubrics across all departments that define targeted high levels of achievement

Commendation

The wide variety of summative assessments used across disciplines that go beyond traditional tests, including ones that mimic authentic real-world tasks

Commendation

The use of technology for student writing and the incorporation of checkpoints during longer projects to facilitate the process of providing specific and timely feedback to students on their work

Commendation

The alignment to the school's core values and beliefs about learning in the teachers' grading practices

Standard 4 Recommendations

Recommendation

Implement a formal process to measure individual student progress over time and school-wide progress in achieving the school's 21st century learning expectations

Recommendation

Develop a formal process to aggregate and disseminate data to the school community related to the students' and the school's success in meeting the 21st century learning expectations

Recommendation

Provide additional opportunities for professional staff to engage in the formal process of collecting, disaggregating, and analyzing data to identify and respond to inequities in student achievement

Recommendation

Create a system to ensure that all teachers communicate the applicable 21st century learning expectations and related unit-specific learning goals to be assessed prior to each unit of study

Recommendation

Continue to work toward aligning the course-specific rubrics to the 21st century learning expectations

Recommendation

Emphasize more consistent and formal use of whole-class formative assessment strategies to improve instructional practices

Recommendation

Develop a protocol for formal collaboration sessions in which teachers create, analyze, and revise formative and summative assessments, including common assessments

Recommendation

Ensure specific, timely, and corrective feedback is consistently provided so that students always have the opportunity to revise and improve their work

Recommendation

Ensure that all teachers and administration spend time, both individually and collaboratively, examining data formally in order to revise curriculum and improve instructional practices

Recommendation

Create a system for teachers to regularly review grading practices to ensure that these practices reflect the school's core values and beliefs about learning

STANDARD V

SCHOOL CULTURE AND LEADERSHIP

Support Standard

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.
3. There is a formal, on-going program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources outside of the school to maintain currency with best practices
 - dedicate formal time to implement professional development
 - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.
9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

Standard 5 Commendations

Commendation

The students who feel they have a safe learning environment that fosters a climate of achievement throughout the school community

Commendation

The implementation of the advisory groups that has contributed to the positive culture of the school and students' feeling of connection to at least one adult in the school

Commendation

The willingness of the staff to engage in various committees such as hiring committees and school council to improve the school and to assist in meeting 21st learning expectations

Commendation

The collaborative working relationship established among the school board, superintendent and principal that is reflective and constructive and works toward achieving the school's 21st century learning expectations

Commendation

The school board and superintendent who provide the principal with sufficient decision-making authority to lead the school

Commendation

The school that is equitable and inclusive, and ensures access to challenging academic experiences for all students

Commendation

The initiative and leadership of teachers that is essential to the improvement of the school to increase students' engagement in learning

Commendation

The positive and constructive relationship between and among students, faculty and administration.

Commendation

The implementation of the peer leadership program

Commendation

The student advisory program that pairs students with mentors throughout their high school career.

Standard 5 Recommendations

Recommendation

Provide meaningful and structured professional development for teachers that supports school-wide initiatives and school-wide academic, civic, and social expectations

Recommendation

Provide regularly used research-based evaluation and supervision processes that focus on improved student learning

Recommendation

Develop a system to track the impact of targeted professional development in which staff engages based on a set goal

Recommendation

Create an accountability system to ensure teachers apply the skills, practices, and ideas gain from the professional development to improve instruction and assessment

STANDARD VI

SCHOOL RESOURCES FOR LEARNING

Support Standard

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
 - deliver a written, developmental program
 - meet regularly with students to provide personal, academic, career, and college counseling
 - engage in individual and group meetings with all students
 - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
 - provide preventative health services and direct intervention services
 - use an appropriate referral process
 - conduct ongoing student health assessments
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
 - are actively engaged in the implementation of the school's curriculum
 - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
 - ensure that the facility is available and staffed for students and teachers before, during, and after school
 - are responsive to students' interests and needs in order to support independent learning

-conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:

-collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations

-provide inclusive learning opportunities for all students

-perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

Standard 6 Commendations

Commendation

The STRIDE Program (Students Taking Responsibility in Developing Excellence) and the SPARTAN Strong Program (Screening, Prevention, Assessment, Referral, Treatment, Acceptance, Navigation)

Commendation

The variety of communication methods used by support services to communicate with families

Commendation

The effective use of current technology to deliver student support services

Commendation

The overall health services program that provides personalized care to all students

Commendation

The newly created position of transition specialist to assist special education students in

Commendation

The comprehensive guidance department website

Commendation

The development of the peer leadership program that encourages students to take ownership of their school community

Commendation

The wide range of resources in the media center to meet the needs of variety of learners and abilities

Commendation

The transition programs from grade 8 to grade 9 and from high school to post-graduate plans

Commendation

The reorganization of the media center space to maximize its potential

Standard 6 Recommendations

Recommendation

Increase the level of personal counseling by establishing a more proactive vs reactive relationship between guidance counselors and the students on their caseload

Recommendation

Revisit and update the written guidance curriculum to properly reflect what is taught to each grade and its method of delivery

Recommendation

Conduct a needs assessment as to student interpretation of guidance services

Recommendation

Increase outreach and visibility about guidance services to the student body

Recommendation

Ensure that all teachers are familiar with the process for identifying and referring students in need of special education and other intervention services

Recommendation

Increase the level of one-on-one personal counseling by guidance counselors in the course selection process

STANDARD VII COMMUNITY RESOURCES FOR LEARNING

Support Standard

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

1. The community and the district's governing body provide dependable funding for:
 - a wide range of school programs and services
 - sufficient professional and support staff
 - ongoing professional development and curriculum revision
 - a full range of technology support
 - sufficient equipment
 - sufficient instructional materials and supplies.
2. The school develops, plans, and funds programs:
 - to ensure the maintenance and repair of the building and school plant
 - to properly maintain, catalogue, and replace equipment
 - to keep the school clean on a daily basis.
3. The community funds and the school implements a long-range plan that addresses:
 - programs and services
 - enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements.
4. Faculty and building administrators are actively involved in the development and implementation of the budget.
5. The school site and plant support the delivery of high quality school programs and services.
6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

Standard 7 Commendations

Commendation

The commitment by the faculty and staff to maintain a high level of quality instruction in spite of the adverse building conditions

Commendation

The sufficient funding available to meet teachers' classroom needs for supplies and technology

Commendation

The ability for parents and guardians to access information about their students' educational progress through an online portal

Commendation

The outreach to and formation of relationships within the wider town community

Commendation

The district administration's efforts in creating, maintaining, and expanding essential services such as staffing, technology, and programming

Commendation

The use of space and facilities by the faculty and staff in delivering a solid educational experience to a broad range of learners

Standard 7 Recommendations

Recommendation

Develop a long-range plan that adequately addresses the significant structural integrity of the building

Recommendation

Prioritize and increase critical plumbing and electrical repairs to provide a safe learning environment for students

Recommendation

Ensure funding for needed repairs of classroom windows and significant ventilation issues

Recommendation

Develop a plan to address deficiencies in building access for students with disabilities

Recommendation

Continue to promote the need for a new building to the local community and all stakeholders