**New England Association of
School and Colleges, Inc.**

Commission on Public Schools

Commission on Public Schools

Report of the Visiting Team for
Millennial High School

Burlington, MA

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School and Community Summary

LEARNING CULTURE

Learning Culture

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

LEARNING RESOURCES

Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region that seek voluntary affiliation. The governing body of the Association is the board of trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS), the Commission on Public Schools (CPS), and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation: *Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources.* Accreditation for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the collaborative conference visit conducted by a team of peer educators and NEASC Commission on Public Schools' representatives; the school's development and implementation of a growth/improvement plan; the Decennial accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up process carried out by the school to implement the findings of its self-reflection, the recommendations of the visiting team, and those identified by the Commission. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that the school shows continued progress in addressing identified needs.

The School's Preparation of the Self-Reflection

A steering committee composed of the principal, the accreditation coordinators, and other professional staff supervised the school's self-reflection and managed all aspects of the accreditation process. The steering committee organized an appropriate committee or committees to determine the quality of all programs, activities, and facilities through the school's self-reflection.

Accredited public schools assess alignment with the Standards for Accreditation and the quality of educational offerings using the school's core values, beliefs about learning, and vision of the graduate, and considering its unique student population. The school administered questionnaires developed by the Commission on Public Schools to collect data on the perceptions of faculty, students, and families regarding alignment with the Standards.

All professional staff members were expected to participate in the self-reflection process by participating on a committee, in discussion or evidence gathering, or voting to support the school's alignment with the Standards. The professional staff was required to read, provide feedback, and vote to approve the standards reports in part 2 of the self-reflection.

The Visiting Team Process

A visiting team of _____ members conducted a collaborative conference visit to _____ School in _____ (city/town), (state). The visiting team members spent two days conducting a visit, reviewed the self-reflection documents, met with administrators, teachers, other school and system personnel, students, and parents, and observed classes to determine the degree to which the school aligns with the Commission on Public Schools' Standards for Accreditation. The team reviewed the proposed priority areas for the school's growth/improvement plan.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for conclusions

drawn by the visiting team are included in each report section. The report consists of strengths, areas of growth, commendations, and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement in its growth/improvement plan.

The visiting team report will be forwarded to the Commission on Public Schools to decide on the school's accreditation.

Foundational Element Ratings

Foundational Element Ratings

Foundational Elements	School's Rating	Visitors' Rating
1.1a - Learning Culture	Meets the Standard	Meets the Standard
1.2a - Learning Culture	Meets the Standard	Meets the Standard
2.2a - Student Learning	Meets the Standard	Does Not Meet the Standard
3.1a - Professional Practices	Meets the Standard	Meets the Standard
3.6a - Professional Practices	Meets the Standard	Meets the Standard
4.1a - Learning Support	Meets the Standard	Meets the Standard
5.1a - Learning Resources	Meets the Standard	Meets the Standard
5.5a - Learning Resources	Meets the Standard	Meets the Standard

Foundational Element 1.1a - Learning Culture

Narrative

The school community provides a socially and emotionally safe environment for students and adults. The professional staff builds and maintains a socially, emotionally, and intellectually safe environment for all stakeholders. A noticeable sense of community defines the culture of the school. Students and staff feel safe asking for support when needed and taking risks in their learning by stating opinions or asking questions. Students are confident that teachers will respond to their needs, and the lines of communication among staff members, administrators, students, and parents are positive, productive, and collegial. Students have easy access to members of the faculty and staff, who have a high level of respect for and familiarity with each student. The level of personalization afforded by the school's small size helps maintain a socially, emotionally, and intellectually safe learning environment. This sense of unity extends to the surrounding community. The school community creates policies and protocols that define and support respectful treatment of all school community members and considers the experiences of historically marginalized groups. The student-parent handbook describes expectations for respectful treatment of school members and laws. The school committee policies define protocols concerning respectfulness and responsibility for the district's schools. The school is working on curriculum, programs, clubs, and activities to ensure inclusion and a sense of belonging for all students.

Rating
Meets the Standard

Foundational Element 1.2a - Learning Culture

Narrative

The school created and completed a written document describing its core values, beliefs about learning, and vision of the graduate. These documents include the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success. Academic expectations are used in the classrooms and posted on the school's website. The school's vision of the graduate is encapsulated in the learning expectations in reading and writing, listening, speaking, communication, technology, and problem-solving. The core values of integrity, leadership, responsibility, respect, and safety are also noted. These learning expectations, accompanied by rubrics to measure each of the six academic expectations, appear in the program of studies and student handbook. These transferable skills are measured through coursework and reported semi-annually. Parents and guardians are informed of student achievement through email, the parent portal in the school's student management information system, Aspen, and parent conferences. The school uses a dynamic, collaborative, and inclusive process informed by current research to review the vision of the graduate every five years. Multiple stakeholders participate in the review process, including staff members, faculty members, administrators, students, parents, and community members.

Rating
Meets the Standard

Foundational Element 2.2a - Student Learning

Narrative

There has yet to be a fully written curriculum in a consistent format for all courses in all departments across the school. Nevertheless, significant progress has been made in writing the curriculum. The school has a common template that includes units of study with guiding/essential questions, concepts, content, skills, instructional strategies, and assessment practices. The template details higher order thinking and transferable skills, including learning activities that encourage independence, flexible thinking, and persistence in problem-solving and inquiry. The professional staff is embedding the vision of the graduate skills into all curriculum documents. The curriculum includes competency-based elements for all career and technical education programs, with pathways leading to licensure, certifications, and post-secondary education.

Rating
Does Not Meet the Standard

Foundational Element 3.1a - Professional Practices

Narrative

The school has a current school improvement/growth plan, which was created and is regularly updated by the school council. The plan is approved by the school committee annually. The school improvement/growth plan includes school-specific goals based on identified priorities for growth that are aligned with the district's strategic plan. It is used to inform decision-making in all areas of the school and is based on the school's core values, beliefs about learning, and vision of the graduate.

Rating

Meets the Standard

Foundational Element 3.6a - Professional Practices

Narrative

All career and technical education (CTE) programs at the school have a program advisory committee and implement a systematic program review process. Each program has an effective and robust trade advisory committee that meets at least twice yearly. Some program advisories meet more frequently. They review the technical and academic curricula and assist with developing equipment acquisition and technology plans. The program advisory committee members help inform the CTE programs while keeping them up to date with the direction in which industries are trending. Committee members also help reinforce the importance of grammar and communication skills through presentations to students. Advisory members work in the field, and some work at sites where students intern. The school completes regular program reviews by examining the current trends and making changes to the curriculum to guarantee effective program design to keep students up-to-date in the field. The reviews help the school prepare for and participate in scheduled state reviews of programs to ensure compliance with state or federal regulations.

Rating
Meets the Standard

Foundational Element 4.1a - Learning Support

Narrative

The school has intervention strategies designed to support learners through formal and informal processes to identify and refer students needing academic and social-emotional assistance. The school provides a wide and varied range of formal and informal, proactive, and reactive intervention strategies, including extra help from teachers during the Power Block, academic support classes, academic seminars, Response to Intervention (RTI) assistance through classroom support and tutors, counseling services, and use of the Calm Classroom and Break Free from Depression. The school uses formal tiered systems of support for identified and non-identified students, including specific programs for some Tier 2 and 3 interventions. Teachers, individually and collaboratively, review students' academic and social-emotional progress and make referrals to the student support team (SST) as necessary through detailed processes, including flowcharts and referral forms. The SST meets weekly to review students who need interventions and those being monitored. The SST creates plans for individual students and then collaborates with classroom teachers to evaluate students at various points throughout the intervention phase to determine the next steps.

Rating
Meets the Standard

Foundational Element 5.1a - Learning Resources

Narrative

The school site and plant support the delivery of curriculum, programs, and services. The community provided a newly built state-of-the-art facility designed to fully support the delivery of high-quality curriculum, programs, and services and foster collaboration and interaction among students and staff. The campus is bright, open, and airy, creating an inspirational environment for teaching and learning. The building and facilities are adequately sized for the school community. The school has appropriate spaces to support student learning and the curriculum. The facility fully supports curriculum delivery, programs, and services through numerous classrooms designed explicitly for content areas. Common planning areas for teachers facilitate collaboration. The school is clean and meticulously maintained. The school meets all applicable federal and state laws and complies with local fire, health, and safety regulations.

Rating
Meets the Standard

Foundational Element 5.5a - Learning Resources

Narrative

The school provides a physically safe environment for students and adults. The school maintains an infrastructure to support a physically safe environment for students and adults. All exterior doors are locked, and teachers enter with key cards. Visitors are buzzed into the office. Security measures, including security cameras, motion sensors, and controlled access, contribute to the safety of students and staff around the clock. The school has processes and protocols regarding safety for students and adults outlined in the student-parent handbook, and the school committee has related written policies. Clear policies and procedures for managing crises are in place. Each teacher has written documentation describing responses for various situations, which is updated annually. Teachers received training in the Alert, Lockdown, Inform, Counter, Evacuate (ALICE) protocol to respond to internal threats.

Rating
Meets the Standard

Standard 1 - Learning Culture

Principle 1 .1 - The school community provides a safe, positive, respectful, and inclusive culture that demonstrates a commitment to diversity, equity, inclusion, and belonging.

Areas in which the school aligns with this principle include:

- The school community builds and maintains a socially, emotionally, and intellectually safe environment for students and adults.
- The school fosters a safe, respectful, and inclusive culture that prioritizes equity and celebrates diversity, creating a positive learning environment.
- The students and families express a strong sense of safety, with faculty taking a comprehensive approach to help students as much as possible with social-emotional needs.
- The small size of the school is a significant strength, enabling close student-teacher relationships and a sense of belonging.
- The students feel known and cared for by faculty members and administrators, emphasizing the importance of these relationships in their educational experience.
- The school and district create policies and protocols that define and support respectful treatment of all members of the school community, and the school focuses on the experiences of historically marginalized communities, while some clubs, including a Gay-Straight Alliance, Best Buddies, Diversity Club, and Safe Space Initiative, have begun to support students.
- The school maintains a vigilant approach to addressing any issues related to bullying, misbehavior, and students in need, creating a proactive support system.
- The school is in the initial stages of emphasizing and strengthening understanding of and commitment to diversity, equity, inclusion, and belonging through professional development for staff and discussions during advisory for students.

Principle 1.2 - The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning supports, and the provision and allocation of learning resources.

Areas in which the school aligns with this principle include:

- The school develops, implements, and reviews the written document for the vision of the graduate every five years.
- The vision of the graduate includes five pillars for success that define transferable skills, knowledge, understandings, and dispositions.
- The school has established clear academic expectations, accompanied by rubrics for measurement, which are prominently featured in the program of studies and student-parent handbook; efforts are underway to align these expectations with the school's vision of the graduate, demonstrating a commitment to educational objectives.
- The school engages in ongoing reviews and revisions of its learning expectations, involving various stakeholders, including faculty, parents, students, and the community.

- The academic expectations are integrated into classroom practices and are reflected in the school's academic offerings, arts, and athletics.
- The majority of stakeholders are familiar with the vision of the graduate, including 72 percent of students.

Principle 1.3 - The school community takes collective responsibility for the wellbeing of every student and can demonstrate how each student is known, valued, and connected to the school community.

Areas in which the school aligns with this principle include:

- The school community actively embraces collective responsibility for the well-being of each student, fostering a sense of being known, valued, and connected within the school.
- A strong emphasis is placed on supporting students' social-emotional and physical well-being while encouraging a healthy balance between school and personal life.
- The small size of the school facilitates personalization and the provision of effective support and services.
- There is a genuine sense of family among both staff and students, with teachers often having multiple opportunities to engage with the same students over their academic journey.
- Each student is known by an adult mentor, and advisory groups with consistent advisors over four years provide students with a supportive mentoring relationship outside of the services of the school counseling department.
- Faculty members' involvement as club advisors and coaches underscores their commitment to being influential figures in students' lives, both inside and outside the classroom.

Principle 1.4 - The professional staff commits to continuous improvement through research, collaborative learning, innovation, and reflection.

Areas in which the school aligns with this principle include:

- The school's professional culture is characterized by a strong commitment to continuous improvement, emphasizing research, collaborative learning, innovation, and reflection.
- The staff employs a growth mindset through personal and school goal-setting.
- The staff commits to research-based instruction and reflective practice through professional learning communities.
- A high level of relational trust among staff members and between teachers and administrators fosters collaboration and the sharing of innovative practices, creating conditions for the full and active participation of educators, including sharing best practices whenever possible.
- Professional learning communities time helps teachers be collaborative problem-solvers and co-learners.

Principle 1.5 - The school's culture promotes intellectual risktaking and personal and professional growth for educators and learners.

Areas in which the school aligns with this principle include:

- The school's culture actively encourages intellectual risk-taking and values personal and professional

growth.

- A high level of trust among stakeholders, including students and teachers, creates an environment in which individuals are empowered to take risks and explore new learning opportunities, promoting agency and responsibility.
- The majority of students, 81.9 percent, recognize the value of learning from their mistakes, indicating a strong commitment to continuous improvement and an important part of intellectual and personal growth.
- Faculty members are dedicated to teaching students that mistakes and persistence are natural parts of the learning process and encourage them to try new things.
- Collegial trust among members of the professional staff fosters a climate of mutual support in which teachers feel empowered to experiment with new ideas and initiatives.

Principle 1.6 - The school has an inclusive leadership model reflecting the school community.

Areas in which the school aligns with this principle include:

- The school embraces an inclusive definition of leadership, granting authority and responsibility to school leaders to enhance student learning.
- The principal, working with others, provides instructional leadership that sets high standards and supports staff members in achieving success, fostering a positive and productive work environment.
- Department coordinators feel trusted and supported in their roles, benefiting from positive relationships with building and district-level leaders.
- Faculty survey results, 84 percent, indicate a strong alignment between the leadership's approach and the vision of the graduate.
- Some families, e.g., those who Participate in the parent-teacher organization and special education advisory group, are involved in decision-making.
- Some students have leadership opportunities, including student council.
- Students feel heard and have easy access to administrators, enabling them to suggest new programs and provide feedback, contributing to a sense of agency and shared decision-making.
- Initiatives like the study group on homework demonstrate a proactive approach to addressing student needs and concerns.
- The principal is supported by the superintendent and school committee.
- Parents express high levels of confidence in the principal's effectiveness and appreciate the positive relationship between the principal and the superintendent.
- The principal, superintendent, and school committee are collaborative, reflective, and constructive, reinforcing a collaborative leadership approach.
- The strong collaboration among students, staff members, and administrators contributes to a shared sense of purpose that shapes and reinforces the school's culture.
- The principal has the appropriate decision-making authority to lead the school, including bringing forward new initiatives and leading school improvement efforts based on staff input.

Principle 1.7 - The school culture fosters civic and community engagement.

Areas in which the school aligns with this principle include:

- The school's culture places a strong emphasis on civic engagement, social responsibility, and personal growth, with initiatives spanning grades 7-12.

- The school encourages social awareness and understanding of local, national, and global perspectives, e.g., opportunities for multicultural learning are readily available to students, including participation in the Global Citizenship program, multicultural night, and student exchange programs.
- Civic engagement is actively fostered through various avenues, including student government, dedicated courses such as American Government and Civics in Action, and outreach programs such as the Heritage Project.
- The school sponsors initiatives, including pen pal programs, National History Day, and the Voice of Democracy essay contest that encourage students to engage in civic discourse and community involvement.
- The requirement for seniors to complete a senior project as a condition of graduation encourages civic engagement and the development of social and personal responsibility.
- Many seniors choose internships that often lead to community service and increased civic engagement and impact beyond the school community, further strengthening their commitment to social responsibility.

Future Areas of Growth In this Standard include:

- Explore and expand ways to include and ensure belonging for historically marginalized groups.
- Empower students to address behavior concerns and discriminatory incidents effectively through more direct reporting mechanisms.
- Ensure the core values, beliefs about learning, and vision of the graduate are actively reflected in the school culture, guide policies, procedures, and resource allocations, and include the school's commitments to diversity, equity, inclusion, and belonging.
- Assess and refine the advisory program to optimize its impact on student learning and well-being and provide teachers with the structure to help deliver services to students such as academic support, enrichment, social-emotional learning lessons, and time for school counselors to deliver their developmental program fully.
- Explore more opportunities for student involvement in decision-making processes and expand their role in shaping school programs and policies, including career and technical student organizations.

Sources of Evidence

- central office personnel
- department leaders
- NEASC survey
- school board
- school leadership
- self-reflection
- teachers

Standard 2 - Student Learning

Principle 2.1 - The school's vision of the graduate is defined by measurable criteria and learners receive feedback on their progress toward proficiency.

Areas in which the school aligns with this principle include:

- The school's vision of the graduate emphasizes the development of transferable skills, knowledge, understandings, and dispositions for future success.
- The school's vision of the graduate encompasses essential skills in reading, writing, listening, speaking, communication, technology, and problem-solving, along with core values such as integrity, leadership, responsibility, respect, and safety.
- Learners and their families receive ongoing feedback on progress toward achieving the vision of the graduate through the seven learning skills, supported by rubrics to measure outcomes.

Principle 2.2 - There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.

Areas in which the school aligns with this principle include:

- The curriculum's strong emphasis on the application of knowledge and skills promotes higher-order thinking, differentiated activities, and meaningful assessments.
- The career and technical education (CTE) curriculum allows students to pursue pathways for in-depth study, often leading to certifications.
- Students and parents express high satisfaction with the curriculum, indicating its effectiveness in promoting learning.

Principle 2.3 - The written curriculum emphasizes deep understanding, through aspects such as interdisciplinary learning, project-based learning, and authentic learning experiences.

Areas in which the school aligns with this principle include:

- The curriculum prioritizes depth of understanding over breadth of knowledge, offering students extensive program choices and comprehensive elective programming.
- Cross-curricular units are planned and implemented across departments, enhancing interdisciplinary learning opportunities.
- Opportunities for real-world connections are facilitated through community and business partnerships, enhancing students' understanding and application of knowledge and skills across disciplines.
- Multiple projects and assignments demonstrate students' ability to engage deeply with content, e.g., the

practical applications and transferable skills in electrical and plumbing fields.

Principle 2.4 - Instructional practices are designed to meet the learning needs of each student.

Areas in which the school aligns with this principle include:

- The school demonstrates a commitment to meeting each student's diverse learning needs through various instructional practices such as a self-paced computer program in a math class, choice of product for a research project in a history class, and the use of AI tools to change reading level in an English class.
- Instruction strongly emphasizes student-centered strategies such as skill-based differentiation in an art classroom, book choice in humanities, and freedom of design in an engineering classroom.
- The school district prioritizes differentiated instruction in its multi-year plan to integrate it fully into teaching practices, reflecting a commitment to enhancing student learning.
- The 1:1 technology initiative has led to teachers providing greater choice in instruction and assignments for students.
- A significant percentage of students, 81 percent, agree teachers provide alternative explanations when needed, and 80.2 percent agree that multiple approaches are used to explain topics.
- Instruction includes tiered interventions, group and individual work, and peer editing, fostering a dynamic and interactive learning environment.
- The school's pathways and strategies for success programs serve as Tier 2 and Tier 3 intervention programs.
- Teachers employ cooperative learning strategies and frequently check for understanding, ensuring students are engaged and motivated.

Principle 2.5 - Students are active learners who have opportunities to lead their learning.

Areas in which the school aligns with this principle include:

- The school fosters a culture of active learning, encouraging students to use their thinking skills rather than relying solely on memorization.
- Project-based learning, student collaboration, and various embedded assessments promote inquiry-based learning and student engagement.
- Teachers adopt a coaching role, positioning students as active learners, e.g., during an activity in Advanced Placement (AP) Environmental Science.
- Students are actively involved in setting goals and reflecting on their progress, evident in participation in activities such as National History Day, Science Fair, Southeast Collaborative Regional Organization's (CG) virtual learning academy, Advanced Placement seminars, senior projects, School-to-Career initiatives, Global Citizens Program, course selection, and research projects and papers.
- Staff members actively develop project-based and authentic learning opportunities aligned with the vision of the graduate.
- Students have access to experiences beyond the school day, including exchange programs, trips, online learning, and field experiences, further empowering them to lead their learning.

Principle 2.6 - Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.

Areas in which the school aligns with this principle include:

- The school promotes inquiry, problem-solving, and higher order thinking skills across various subjects, particularly in robotics, engineering, science, and video production classes.
- Teachers employ effective instructional methods, such as clarifying questions to guide learning and promoting independent activities, flexible thinking, and persistence.
- Students engage in synthesis, in-depth analysis, and creative and critical thinking expressed through writing, speaking, and listening.
- Creative and critical thinking skills are actively developed through hands-on activities, such as designing and coding robots or investigating mock crime scenes in biotechnology classes.

Principle 2.7 - Learners experience a wide range of assessment practices to support and improve learning.

Areas in which the school aligns with this principle include:

- Educators employ a diverse range of assessment strategies, including formative and summative assessments, to inform and differentiate instruction effectively, such as pre- and post-assessments to track student growth, common assessments in all content areas, and mid-term and final exams, ensuring consistent and equitable learning opportunities for all students.
- Teachers effectively use digital applications, such as Padlet and Kahoot, for formative assessment and regularly employ embedded assessments like exit tickets, summarizers, and journal writing to inform their instruction.
- Authentic assessment opportunities, such as science fairs, National History Day, and senior projects/portfolios, provide students with meaningful ways to demonstrate their knowledge and skills.
- Learning objectives and rubrics are clearly communicated, providing students with guidelines and expectations before assessments and projects.
- Teachers integrate regular and consistent checks for understanding, such as circulating and talking with students individually or as they work in groups.
- Learners have the chance to showcase their knowledge and skills to authentic audiences through various platforms, including music concerts, theater productions, art shows, Open House, and AP night.
- The capstone project, aligned with the vision of the graduate, is a mandatory requirement for students, promoting comprehensive skill development and critical thinking.

Principle 2.8 - Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.

Areas in which the school aligns with this principle include:

- Learners are provided with multiple opportunities to demonstrate their learning, aligning with the school's beliefs in persistence and a growth mindset.
- Rubrics are widely used and shared with students before assessments, enabling them to understand success criteria and revise their work.
- Universal late work and homework policies allow students to make up and revise assignments, promoting a culture of continuous improvement and focus on learning rather than grades.

- The school dedicates specific days for students to revise or complete missing assignments at the end of each semester.
- A significant percentage of students, 85.2 percent, agree they have opportunities to revise their work and improve their grades, reflecting a commitment to student growth.
- Teachers consistently provide systematic and specific corrective feedback during class and on assignments, written and oral, fostering student growth.
- Technology, particularly features in the Google Suite, facilitates real-time feedback between students and teachers.
- Teachers engage in 1:1 and class meetings to provide feedback and actively circulate in the classroom during independent and group work activities.
- Efforts are underway to implement separate grading, reporting, and feedback for the Highlander Habits, with a responsibility rubric now in use across departments.

Principle 2.9 - Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

Areas in which the school aligns with this principle include:

- There is a robust technology infrastructure, including 1:1 devices and learning platforms such as Google Classroom, Moodle, Blendspace, and Edmodo, that ensures all students have access to learning opportunities.
- Technology is integrated across all curricular areas, fostering student engagement and enhancing learning.
- Students use software such as Quizizz, Kahoot!, Desmos, Newsela, and Khan Academy, among others, to support, document, and supplement their learning.
- Blended learning is widely practiced, allowing for a smooth transition between print and digital platforms.
- The adoption of the Substitution, Augmentation, Modification, and Redefinition (SAMR) model and its integration into lesson design and assessment reflects a commitment to leveraging technology for enhanced student learning outcomes.

Future Areas of Growth In this Standard include:
- Ensure the school's vision of the graduate is integrated into all curriculum documents to support a cohesive educational framework
- Promote the sharing of best practices and successful technology integration examples among teachers to facilitate continuous improvement.
- Explore additional methods for involving students in the assessment and tracking of their progress and growth toward achievement of the vision of the graduate, promoting self-directed learning.
- Explore ways to enhance student agency and choice in selecting coursework and projects that align with their interests and aspirations.
- Ensure all learners can access rigorous learning opportunities.

Sources of Evidence
- classroom observations
- department leaders
- school leadership
- students
- teachers

Standard 3 - Professional Practices

Principle 3.1 - The school engages all stakeholders in the development and implementation of a school growth/improvement plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.

Areas in which the school aligns with this principle include:

- The school annually develops and implements a school improvement/growth plan aligned with district goals and the vision of the graduate.
- The school improvement/growth plan includes school-specific and measurable goals with learning impacts and criteria for success. As a result, the plan has led to the creation of beneficial programs such as the advisory program, walkthrough observation protocol, and Mindfulness in the Middle initiative.
- The plan is developed through a collaborative effort involving administrators, faculty, and parents.
- The plan informs decision-making in the school aligned with the expected outcomes and impacts of each goal.

Principle 3.2 - Educators engage in ongoing reflection, formal and informal collaboration, and professional development.

Areas in which the school aligns with this principle include:

- The school provides dedicated time for Professional Learning Communities (PLCs), allowing teachers to work together on specific educational needs.
- Professional discourse, reflection, inquiry, and analysis of teaching and learning are integral components of the school's culture.
- Collaboration across the elementary, middle, and high school levels promotes alignment and consistency in educational practices.
- The school offers designated teacher collaboration spaces within the school, facilitating teamwork and planning.
- Teachers engage in professional discourse for reflection, inquiry, and some analysis of teaching and learning during PLC time.
- The school restructured its grading and assessment practices, particularly regarding revision of student work, through professional discourse and collaboration.
- Teachers engage in formal and informal professional development through district, building, and departmental activities and outside opportunities to maintain currency with best practices; the school promotes a culture of sharing best practices, with dedicated time for teachers to discuss strategies and innovative approaches.
- The district recognizes the importance of continuous professional development and has expanded it by adding an extra day for district professional development.
- The district allocates funds for outside professional development, and teachers are encouraged to seek sessions or courses to enhance content-specific instructional practices.
- Peer observation and feedback contribute to improving teaching practices, and the school values effective and timely feedback in its evaluation model.
- The practice of annual goal setting, tied to the formative and summative evaluation model, encourages staff

to strive for improvement.
- Administrators play an active role in supporting staff development, including providing opportunities for professional growth aligned with teachers' goals.
- The school is taking steps to enhance new teacher preparedness, staff retention, and onboarding processes to create a supportive and stable teaching environment.

Principle 3.3 - Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.

Areas in which the school aligns with this principle include:

- Dedicated PLC time is used to review evidence of student learning and well-being, including student work, assessments, and data.
- Data analysis is routine, with teachers collaboratively analyzing state tests, school testing data, and AP results to inform curriculum and instructional improvements.
- Collaborative efforts during PLCs lead to the development of common assessments and competency rubrics across grade levels and courses.

Principle 3.4 - Collaborative structures and processes support coordination and implementation of curriculum.

Areas in which the school aligns with this principle include:

- Curriculum coordination is facilitated through monthly department meetings, common planning time, weekly middle school team meetings, and analysis of common assessment results.
- The school and district have collaborative structures for effective curricular coordination within and among academic areas, departments, and programs, e.g., the library/media specialist collaborates closely with teachers to provide access to information databases and relevant texts.
- Coordination extends to the district level, involving discussions between sending elementary schools and the middle-senior high school to ensure vertical articulation.
- Strong communication among educators involved in curriculum design, development, and revision is a significant contributor to the success of curriculum coordination.

Principle 3.5 - School-wide organizational practices are designed to meet the learning needs of each student.

Areas in which the school aligns with this principle include:

- The school offers a range of course levels, including college prep, honors, and Advanced Placement, to meet the diverse needs of all students.
- Student feedback is actively sought to suggest new course offerings that align with their interests and needs, promoting a learner-centric approach.
- An open and inclusive online course selection process empowers students to take responsibility for their learning.
- The school provides a wide range of heterogeneously grouped elective courses in various academic areas,

allowing students to delve deeper into subjects beyond traditional survey courses.
- Rigorous course requirements in English, history, science, and math ensure students leave high school with a strong foundation for success in college.
- Plans to expand pathway opportunities beyond the CTE program reflect a commitment to offering rich content investigation across all curricula.
- Students have the opportunity to extend their learning through online courses provided by an outside vendor.
- Co-curricular opportunities, including academically oriented clubs such as Debate, Model UN, Math Club, and Video Club, support and enhance the content area curricula.
- The superintendent, principal, and department coordinators work together to ensure a smooth transition from grade 6 to grade 7.

Principle 3.6 - Educators develop productive student, family, community, business, and higher education partnerships that support learning.

Areas in which the school aligns with this principle include:

- The school promotes relationships with the community, businesses, and higher education institutions to support authentic student learning experiences.
- Teachers prioritize engaging parents as partners in their child's education, with 89 percent of parents in agreement.
- An open-door policy maintained by the principal and monthly coffee hours ensures effective communication with parents and addresses their concerns.
- Social media platforms, such as Twitter and Facebook, facilitate communication with families in a format they find comfortable and accessible.
- The school actively engages the community through various events, including drama productions, athletic contests, concerts, and academic competitions, which foster a strong school-community connection.
- Members of the community are invited into classrooms to share their expertise, which enriches student learning.
- The senior project encourages students to gain real-world experience through internships with local businesses or institutions, enhancing their understanding of potential career paths.
- Career and technical education programs have developed partnerships with the community and businesses to support students in internship programs.
- Dual enrollment partnerships with local colleges and universities enable students to earn college credit while in high school, which expands their educational opportunities.
- The effective career and technical education program advisories have led to work-based learning in and out of school.
- The school is reviewing and revising systematic CTE program reviews to ensure they align with business and industry standards; the school and a representative group of CTE program advisory members support the effort.

Future Areas of Growth In this Standard include:
- Further develop internally created professional development opportunities, encouraging teachers and staff to share their expertise and experiences.
- Explore opportunities to enhance horizontal and vertical alignment with course and content-level competency rubrics, especially with the middle school.
- Assess and expand course offerings to address evolving educational needs and ensure all students can access appropriate, challenging learning experiences.

- Ensure equitable inclusion of students from historically underrepresented groups in all courses, programs, and opportunities, including career and technical (CTE) programs.
- Establish additional avenues and strategies for involving parents in their child's education to ensure a strong home-school partnership, specifically for families less connected with the school.

Sources of Evidence
- central office personnel
- school leadership
- self-reflection
- teachers

Standard 4 - Learning Support

Principle 4.1 - All students receive appropriate intervention strategies to support their academic, social, and emotional success.

Areas in which the school aligns with this principle include:

- The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's success and well-being.
- The vast majority of teachers, 98 percent, agree a system exists to find the right supports for students who need them.
- Teachers carefully monitor and refer students for additional interventions, informally or through structured methods.
- The Power Block provides daily support for individual student needs, including extra help, academic support, and activities.
- The school uses formal tiered systems of support for identified and non-identified students, including specific programs for some Tier 2 and Tier 3 interventions.
- The school has a robust Response to Intervention (RTI) system in place to support struggling students, fostering an environment of academic assistance.
- Initial efforts to provide more support for students' social-emotional needs have resulted in the implementation of four additional support programs, including a program for those returning from hospitalization.
- The school has a well-established system to identify and provide appropriate intervention strategies for students' academic, social, and emotional success; the Student Support Team (SST) meets weekly to discuss all referrals and monitor interventions.
- Detailed processes, including flowcharts and referral forms, ensure proper channels are followed for student referrals.
- Collaborative efforts among teachers and various student progress monitoring groups help assess intervention effectiveness.
- Regular progress reports are sent to parents, and data from surveys and meetings inform social and emotional support programs.

Principle 4.2 - All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.

Areas in which the school aligns with this principle include:

- The school has somewhat adequate, certified/licensed personnel and support staff to deliver effective services to students.
- The school provides counseling services to support students' individual needs through a team of school counselors, a school psychologist, and a Board Certified Behavior Analyst (BCBA).
- The school psychologist provides crisis management, risk assessments, ongoing counseling for identified students, and testing for special needs students.
- The counselor-to-student ratio is 1:250.
- The school counselors offer individual and group counseling, crisis intervention, and classroom activities

that follow a written developmental program.

- College visits and post-secondary planning support are arranged for students in grades 11 and 12.
- Counselors organize myriad activities for students and parents, including transition and financial aid nights.
- The coordination with local outside agencies and service providers, such as community and mental health agencies, enhances support for students and families.
- Counselors provide students with opportunities to identify career aptitudes using various tests and Naviance.
- Counselors set up an in-school program each year to have local professionals and tradespeople speak to students about various careers and skills needed for success in the job areas.

Principle 4.3 - All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.

Areas in which the school aligns with this principle include:

- The school has adequate licensed personnel to deliver appropriate health services.
- One school nurse provides preventative and directive health care services to students, ensuring their physical and emotional well-being.
- The nurse actively engages with students by circulating in the hallways and makes an effort to know all students, including incoming grade 7 students.
- Mandated health screenings, such as vision, hearing, and postural screening, are conducted, and medications are administered as required.
- The nurse collaborates with various school personnel, including teachers, counselors, and athletic staff, to meet student needs and ensure a coordinated approach to student health.
- The nurse provides emotional support to students and maintains quiet rooms for students to chat, take breaks, or self-calm.
- The nurse provides training to staff on Epi-pens, cardiopulmonary resuscitation (CPR), bloodborne pathogens, and other mandatory trainings.
- Students can be referred to the nurse by faculty, parents, or themselves.
- The nurse uses software to track and monitor health assessments, which inform and help ensure health services are constantly updated to meet the medical needs of all students.

Principle 4.4 - All students receive library/information services that support their learning from adequate, certified/licensed personnel.

Areas in which the school aligns with this principle include:

- Library/information services have adequate licensed/certified personnel possessing professional expertise in literature, research, technology, and inquiry.
- The library/media specialist actively collaborates with teachers to support research and technology-driven projects, offering technology-focused professional development opportunities, including information literacy, research techniques, citing sources, and accessing literature from a variety of genres as time allows.
- The library/media center, now known as the Learning Commons, is designed to foster a culture of learning and collaboration, providing students and staff with access to a wide range of resources.
- Teachers can bring classes into the Learning Commons for research assistance from the library/media specialist and other curriculum support.
- The library/media specialist seeks feedback from students and staff to ensure materials are relevant and engaging, has plans to increase the fiction collection, books, and other materials reflective of the diversity of

the world, and is integrating a makerspace into the curriculum.

- The library/media specialist is developing a student advisory board to be responsive to students' interests and needs to support independent and lifelong learning.
- Every week, new titles that might appeal to students are displayed in the window of the Learning Commons facing the corridor.
- The physical space in the Learning Commons encourages inquiry-based and authentic learning and collaboration with various up-to-date technologies, materials, supplies, and multi-purpose and flexible furniture.
- The Learning Common's website is regularly updated and offers resources, project guides, and technology tools for students and teachers.
- The Learning Commons is open during the school day, including students' lunch times, and two days after school for an hour.

Principle 4.5 - English language learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

Areas in which the school aligns with this principle include:

- The school has adequate, certified/licensed personnel and support staff to meet students' English learner, special education, and 504 needs.
- Support services staff collaborates with teachers, counselors, targeted services, and other support staff to meet each student's goals; the school facilitates collaboration between ELL and special education teachers, ensuring accommodations and strategies are in place for all students.
- Several programs are in place to help ensure students have appropriate and challenging educational experiences, and the school strives to provide inclusive learning opportunities, e.g., the school has a Best Buddies program and a Unified Sports program.
- Effective communication channels, such as meetings, emails, the Special Education Parent Advisory Council (SEPAC), and multilingual resources, are used to engage families and keep them informed.
- The school provides comprehensive support for English language learners (ELL) through an ELL coordinator/teacher who offers in-class services, individualized plans, after-school tutoring, and summer programs.
- The ELL coordinator collaborates with teachers, provides professional development, and ensures teachers are well-prepared with the Sheltered English Immersion (SEI) endorsement.
- Special education students receive appropriate services from special education teachers, paraprofessionals, a school psychologist, a speech therapist, a physical therapist, an occupational therapist, and a BCBA in accordance with Individualized Education Programs (IEPs).
- Special needs students are serviced in co-taught inclusion classes, academic support, life skills, and other specialized programs as needed, while a therapeutic class supports students with severe social-emotional and/or behavioral needs.
- Regular education teachers service students with 504 plans; 504 plans and student progress are monitored by school counselors, who also conduct annual reviews of the plans.

Future Areas of Growth In this Standard include:
- Enhance coordination and communication between high school and middle school counselors for a seamless transition.
- Monitor and adapt support services to accommodate the growing population of English language learners.
- Explore opportunities for further collaboration and professional development among special education and

regular education teachers to support students with diverse needs, including best practices in co-teaching.
- Expand ways to increase students' self-advocacy to engage in academic and social-emotional supports to maximize potential.
- Assess the effectiveness of health services to support students' social-emotional well-being better as more students turn to the nurse for support.

Sources of Evidence
- central office personnel
- department leaders
- school leadership
- self-reflection

Standard 5 - Learning Resources

Principle 5.1 - The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.

Areas in which the school aligns with this principle include:

- The community provided a newly built state-of-the-art facility designed to fully support the delivery of high-quality curriculum and 21st century learning, programs, and services and fosters collaboration and interaction among students and staff.
- The campus is bright, open, and airy, creating an inspirational environment for teaching and learning; the building and facilities are adequately sized for the school community.
- The school has appropriate spaces to support student learning and the curriculum, as the facility fully supports the delivery of curriculum, programs, and services through numerous classrooms specifically designed for content areas; there are common planning areas for teachers to facilitate collaboration; students can use spaces including the Cyber Café, Google Stairs, common areas, and the Learning Commons for various purposes, which encourages engagement, collaboration, inclusivity, and creativity.
- There is strong agreement among faculty, families, and students that the building and grounds effectively support student learning.
- The state-of-the-art auditorium supports performing arts programs and enables the community to use the space through a rental program.
- The field house and turf fields accommodate all sports programs.
- The school is clean and meticulously maintained, as custodians clean the school during the day and evening shifts.
- The school has appropriate mechanical systems, and the heating, ventilation, and air conditioning (HVAC) system maintains even temperatures to support student learning throughout the school year.
- The school meets all applicable federal and state laws and complies with local fire, health, and safety regulations, and all certificates are posted or stored in the head custodian's office.

Principle 5.2 - The community and the district's governing body provide time to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.

Areas in which the school aligns with this principle include:

- The school provides time to support research-based instruction, professional collaboration among educators, the learning needs of all students, and programs and services.
- The school uses an alternating day block schedule with extended class periods, allowing in-depth instruction and student activity flexibility.
- Bi-weekly common planning time is built into the high school schedule, facilitating collaboration among teachers for the development of common assessments, data analysis, and instructional improvement.
- The middle school teachers have designated time for team planning and professional discourse.
- The school provides time for professional development, evaluation and revision of the curriculum, and

improvement of instruction using assessment results and current research.
- The school district allocates a budget of $25,000 for curriculum development during the summer and provides $750 in reimbursements to staff for professional development activities.
- A significant amount of teachers, 89 percent, agree that there is sufficient time and funding for professional development.

Principle 5.3 - The community and the district's governing body provide adequate and dependable financial resources to fully implement the curriculum, including co-curricular programs and other learning opportunities and employ a review process of its financial practices.

Areas in which the school aligns with this principle include:

- The community and the district's governing body provide strong support and adequate and dependable funding for the school, including a wide range of programs and services and co-curricular activities.
- The school district's budget request in the most recent cycle experienced a relatively small reduction, indicating strong support from the district's governing body.
- The school has a wide range of programs and services, including several Advanced Placement courses open to all students, pathways, career and technical programs, electives, and co-curricular activities, including several athletic programs.
- The town financially supported the construction of a new state-of-the-art school facility through an overwhelmingly positive vote on the proposed override, demonstrating a commitment to enhancing the learning environment, and some of the construction costs were subsidized by the Massachusetts School Building Authority (MSBA).
- Sufficient professional and support staff provide appropriate class sizes with an average of 23 students and a teacher load of 115.
- There is sufficient funding for professional development for in and out-of-district sessions.
- The financial support from the town has been directed toward the transition of the library/media center to a Learning Commons with a wide variety of online and digital resources to support a comprehensive curriculum.
- Funding is sufficient for library/information services to provide a wide range of materials and technologies in support of the school's curriculum, for example, purchases of new books and plans for a makerspace.
- Abundant technology resources are available; funding has been allocated for technology initiatives, including the 1:1 Chromebook program, technology infrastructure with reliable Wi-Fi in all spaces, support staff to accommodate repairs in a timely manner, and facilitating the integration of technology into instruction.
- The school has sufficient instructional materials and supplies to fully implement the curriculum, e.g., consumable materials for life skills and art classes.
- New, state-of-the-art furniture in the new school building supports the implementation of the curriculum and assists with individual student needs, e.g., standing desks and areas with flexible seating for cooperative learning.
- The records of all funds collected and disbursed are audited at appropriate intervals according to local and state requirements, and the school district follows generally accepted financial policies and procedures; moreover, the school committee has written policies on finance and career and technical program grant funds that ensure specific grant requirements are met.

Principle 5.4 - The community and the district's governing body has short-term and longterm plans to address the capital and

maintenance needs of the school building, facilities, and technology.

Areas in which the school aligns with this principle include:

- Short-term planning for maintenance and equipment replacement is well-organized, and the maintenance director uses a system for preventative maintenance scheduling.
- There is a regular maintenance and repair schedule for the building and facilities, which the head custodian oversees, and regular and ongoing maintenance and repair are scheduled for the school on a monthly calendar.
- Custodial staff regularly attends training programs to stay updated on best practices for maintenance and safety, including OSHA.
- The central office administrators regularly complete a ten-year enrollment projection to maintain appropriate facility and staffing needs.
- The relatively new building does not have outstanding or significant facility needs, reflecting effective planning and construction.
- The school district developed a long-range comprehensive capital plan for facility improvements, ensuring a strategic approach to addressing maintenance and future needs in conjunction with the town for budget purposes.
- Funds have been allocated in the capital plan specifically for the acquisition of digital resources for the Learning Commons, demonstrating a commitment to keeping the school's library/information services resources up-to-date.

Principle 5.5 - The school has infrastructure and protocols to provide a physically safe environment for students and adults.

Areas in which the school aligns with this principle include:

- The school has established infrastructure and protocols for effectively responding to crisis situations, ensuring the safety and well-being of students and staff.
- The infrastructure supports and physically safe environment for students and staff, e.g., all exterior doors are locked, teachers enter with key cards, and visitors are buzzed into the office.
- Security measures, including security cameras, motion sensors, and controlled access, contribute to the safety of students and staff around the clock.
- Clear policies and procedures for managing crisis situations are in place, and teachers, parents, and students are confident in the school's ability to handle such situations.
- Each teacher has written documentation that describes responses for various situations, and this documentation is updated annually.
- Teachers received training in the Alert, Lockdown, Inform, Counter, Evacuate (ALICE) protocol to respond to internal threats.
- Faculty and staff have been offered cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) training, which enhances the school's overall preparedness for various emergencies.
- The collaborative partnerships, positive working relationships, and protocols with the police and fire departments and other emergency services personnel contribute to proactive crisis response planning and training.
- The Safe Schools Team, which meets regularly every two months to discuss safety concerns and plan responses, includes administrators, police, and fire personnel.
- Safety data sheets are posted in science labs and CTE areas.
- Written and applied safety testing is scheduled in all applicable CTE areas.

Future Areas of Growth In this Standard include:

- Consider opportunities to maximize the use of collaborative spaces for both students and teachers, encouraging even more interaction and engagement.
- Monitor and assess the allocation of funds to ensure that they are optimally distributed to support student learning and well-being, such as social-emotional learning curriculum and opportunities for students to receive support, particularly in counseling services.
- Foster collaboration among staff, administrators, and maintenance personnel to ensure effective communication and coordination in addressing facility needs.
- Develop a comprehensive technology plan that includes repairing and replacing one-to-one devices and other hardware for staff and students.
- Regularly monitor and evaluate the effectiveness of safety measures and protocols in real-world scenarios.

Sources of Evidence

- central office personnel
- department leaders
- facility tour
- school leadership
- students
- teachers

CTE Specific Program Feedback

Program #1

Name of Program: Carpentry

Number of Students Enrolled: 76

1.1 The program provides a safe, positive, respectful, and inclusive culture that demonstrates a commitment to diversity, equity, inclusion, and belonging

Areas in which the program demonstrates strong alignment with this principle include:

- The program provides a positive, respectful, and inclusive culture, and demonstrates a commitment to diversity, equity, inclusion, and belonging.
- Classroom management strategies create a positive, respectful, and inclusive culture, such as social contracts, procedures, and sharing good news.
- Protocols, such as a gender-neutral bathroom and wall posters showing women and people of color in the trade, demonstrate and support respectful treatment of all students.

Areas in which the program can grow in alignment with this principle include:

None

1.1a The program provides a socially and emotionally safe environment for students and adults.

Areas in which the program demonstrates strong alignment with this principle include:

- The program provides a socially, emotionally, and intellectually safe environment for students and adults.
- The round table discussion strategy used any time during the day to address an issue of concern to the class.

Areas in which the program can grow in alignment with this principle include:

None

2.2a There is a written curriculum in a consistent format for all courses in all departments across the school.

Areas in which the program demonstrates strong alignment with this principle include:

- The written curriculum includes competency-based elements leading to licensure, certification, and post-graduation education.

Areas in which the program can grow in alignment with this principle include:

- Write curriculum in a consistent format that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
- Implement a curriculum template for all courses across the school's departments.
- Employ industry best practices in place of the sourced curricular elements from various resources aligned with the skills and knowledge of the instructors.

2.3 The written curriculum emphasizes deep understanding, through aspects such as interdisciplinary learning, project-based learning, and authentic learning experiences.

Areas in which the program demonstrates strong alignment with this principle include:

- The written curriculum emphasizes deep understanding through project-based and authentic learning experiences
- The program's written curriculum includes many opportunities for project-based and authentic learning experiences, such as the shed-building project and this year's project to provide universal access at the town beach pavilion.

Areas in which the program can grow in alignment with this principle include:

- Identify interdisciplinary learning opportunities through instructor collaboration with other departments.

2.7 Learners experience a wide range of assessment practices to support and improve learning.

Areas in which the program demonstrates strong alignment with this principle include:

- Learners experience a wide range of assessment practices to support and improve learning.
- Formative and summative rubrics are used extensively to provide specific and measurable criteria for success. Sometimes, the students build the rubric before the project begins.
- Students annually participate in the SkillsUSA trade competition, where they present their learning to authentic audiences. Recently, the program has had one state winner and several second and third-place finishers.

Areas in which the program can grow in alignment with this principle include:

None

3.4 Collaborative structures and processes support coordination and implementation of curriculum.

Areas in which the program demonstrates strong alignment with this principle include:

- Instructors participate in district-wide professional development on curriculum writing

Areas in which the program can grow in alignment with this principle include:

- Use collaborative structures and processes to support the coordination and implementation of curriculum.
- Develop and implement a formal, ongoing curriculum cycle of review and revision along with dates of revision written on the curriculum documents.
- Provide written lesson plans as another means to ensure the alignment between the written, taught, and learned curriculum.

3.5 Program-wide organizational practices are designed to meet the learning needs of each student.

Areas in which the program demonstrates strong alignment with this principle include:

- Program-wide organizational practices are designed to meet the learning needs of each student.
- The program has been at full enrollment for the past five years.
- Student demographics reflect those of the school population, ensuring all students have access.
- Students from historically underrepresented groups are deliberately included. There has been a 35 percent increase in females and a 50 percent increase in students of color enrolled in the past five years.
- Students work in teams with mixed genders and ethnicities.

Areas in which the program can grow in alignment with this principle include:

None

3.6a The program has an effective program advisory committee and implements a systematic program review process.

Areas in which the program demonstrates strong alignment with this principle include:

- Instructors are trying to rebuild the program advisory committee. The committee stopped meeting during the pandemic, and several members have yet to return.

Areas in which the program can grow in alignment with this principle include:

- Implement an effective program advisory committee.
- Implement a systematic program review process.

4.1a The program has intervention strategies designed to support learners.

Areas in which the program demonstrates strong alignment with this principle include:

- The program uses intervention strategies designed to support learners.
- Instructors have been trained in MTSS and use the strategies to assist at-risk students.
- Instructors stay after school for 30 minutes on Tuesdays and Thursdays to provide extra help.

Areas in which the program can grow in alignment with this principle include:

None

5.1a The program's instructional site supports the delivery of curriculum, programs, and services.

Areas in which the program demonstrates strong alignment with this principle include:

- The program's classroom and shop support curriculum delivery, programs, and services.
- The classroom and shop are clean, orderly, well-lit, and ventilated, with proper signage and safety apparatus.
- All training equipment is in good condition with safety features in place.

Areas in which the program can grow in alignment with this principle include:

None

5.3 The program receives adequate and dependable financial resources to implement the curriculum, including co-curricular programs and other learning opportunities and employs a review process of its financial practices.

Areas in which the program demonstrates strong alignment with this principle include:

- The program receives adequate and dependable financial resources to implement the curriculum, including co-curricular programs and other learning opportunities, and employs a review process of its financial practices.
- The program received two new pieces of equipment in the last school year
- The school pays the Skills USA membership for all students.
- Funds collected from customers are properly received and recorded by the instructor, stored in a locked box in a locked drawer, and deposited with the school financial officer by the end of the day. The school financial

officer records all deposits, and the department's running budget is available through the school's electronic management system.

Areas in which the program can grow in alignment with this principle include:

- Provide sufficient funding for consumables so instructors are not forced to pay out-of-pocket and rely on community donations.
- Explore funding for trips to the national competition if students qualify, so they are not forced to pay to participate.

5.5a The program provides a physically safe environment for students and adults.

Areas in which the program demonstrates strong alignment with this principle include:

- Overall, the infrastructure supports a physically safe environment for students and adults.

Areas in which the program can grow in alignment with this principle include:

- Include the load safety rating on the storage rack to address a safety violation.
- Consider installing gates/fencing to prevent unauthorized access through open overhead bay doors.

Overall Commendations for this Program include:

- The program provides a positive, respectful, and inclusive culture, and demonstrates a commitment to diversity, equity, inclusion, and belonging.
- The program's written curriculum includes many opportunities for project-based and authentic learning experiences, such as the shed-building project and this year's project to provide universal access at the town beach pavilion.
- Students from historically underrepresented groups are deliberately included. There has been a 35 percent increase in females and a 50 percent increase in students of color enrolled in the past five years.

Overall Recommendations for this Program include:

- Write curriculum in a consistent format that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
- Develop and implement a formal, ongoing curriculum cycle of review and revision along with dates of revision written on the curriculum documents.
- Provide written lesson plans as another means to ensure the alignment between the written, taught, and learned curriculum.

CTE Overall Program Feedback

Overall Summary of CTE Programs in the School

Millennial High School offers 12 career and technical education (CTE) programs. These programs, also called departments, are not organized by trade clusters, nor does the school use an academy model. Each program operates independently. The school closed the Painting and Decorating program due to consistently low enrollment and added Digital Media during the most recent accreditation cycle. All 12 programs have good enrollment. Each program has two instructors, one of whom is the department head with program supervisory duties, including responsibility for the department's budget and production work. The plumbing department has had a series of substitute teachers this school year due to the inability to find a qualified applicant. A school goal is to encourage the trades to achieve a diverse student enrollment; however, four trades do not reflect the diverse nature of the school's population. Program advisory committees are designed to support each program with curriculum revision, technology acquisition, workplace learning, and employment opportunities; however, three trades do not have effective, active committees. All departments have a written curriculum and follow a revision process. Some curricula are more detailed and include interdisciplinary learning opportunities and academic integration. Every program is on a five-year review schedule. Overall, the departments appear to have adequate resources to implement their curricula. Nine programs perform production work that provides students with authentic learning experiences and connects the school with the community. The production offers a revenue stream to those trades as they retain 75 percent of funds generated, with the remainder going into the school's general fund. Culinary arts with a public restaurant, hairdressing and cosmetology with a public salon, and automotive technology with a state-licensed garage account for 85 percent of the production work revenue. Most of the trades' curricula lead to certifications, but not all programs have the equipment needed to train the students to earn some certifications. There are no apparent safety violations; however, open garage doors are a potential point of unguarded entry for outsiders.

Areas of strength for the CTE programs
- The strong community connections and many partnerships with businesses and industry provide students with various locations for work-based learning and employment opportunities.
- Every program is on a five-year review schedule to maintain relevance to labor market needs.
- Production work provides authentic work experiences and supplements trade department budgets

Areas of growth for the CTE programs
- Provide equitable inclusion of students from historically underrepresented groups in all CTE programs.
- Develop effective program advisory committees in all CTE programs.
- Ensure a written curriculum in a consistent format in all CTE programs emphasizing deep understanding through interdisciplinary learning and academic integration.
- Increase production work opportunities across all programs to provide students with authentic learning experiences.
- Consider options to improve security when overhead garage doors remain open.

Priority Areas

Priority Area

The Collaborative Conference visiting team concurs with Priority Area #1 identified by the school.

Priority Area #1 Goal Statement: The school will write curriculum in a consistent format for all courses in all departments across the school that includes units of study with guiding/essential questions, concepts, content, skills, instructional strategies, and assessment practices, along with competency-based elements for all career and technical education programs. (2.2, 2.2a)

School Response

We use a common template that includes units of study with guiding/essential questions, concepts, content, skills, instructional strategies, and assessment practices. The template details higher order thinking and transferable skills, including learning activities that encourage independence, flexible thinking, and persistence in problem-solving and inquiry. The vision of the graduate has yet to be added to the curriculum formally, but teachers use the vision of the graduate regularly in their classes. As a district, we are using curriculum maps to write the curriculum. The curriculum includes competency-based elements for all career and technical education programs, with pathways leading to licensure, certifications, and post-secondary education. Curriculum coordination is facilitated by monthly department meetings, common planning time, weekly middle school team meetings, and analysis of common assessment results. The school and district have collaborative structures for effective curricular coordination and finding resources within and among academic areas, departments, and programs. For example, the library collaborates closely with teaching staff to provide access to information databases and relevant texts. Teachers have some time to participate in discussions between the sending elementary schools and the middle-senior high school to ensure vertical articulation. A lot of good, strong communication among the educators involved in curriculum design, development, and revision is a significant contributor to the success of curriculum coordination in our district. Teachers are committed to ensuring all students have access to the same curriculum for the same courses. In addition, teachers want to ensure that levels do not impede the delivery of the curriculum and the rigor for students. We have time for writing curriculum; however, we lack time for ongoing professional development for educators involved in curriculum design and coordination to stay current with best practices and emerging educational trends and share successful curriculum coordination practices and strategies, along with current research, among educators to promote cross-pollination of ideas and further improve coordination efforts. As of now, we have the math, ELA, and science curriculum completed for major courses, and some of the electives are completed. However, the vision of the graduate has yet to be integrated. Other departments are partially completed. Electives in all subjects need to be completed. We can measure this goal by aligning all of our courses with a completed, written curriculum map with all of the elements completed.

Visiting Team Response

The school has yet to have a written curriculum in a consistent format for all courses in all departments across the school; however, much of the curriculum is in place. Significant progress has been made with the English language arts, math, and science curricula. The common template for the written curriculum includes units of study with guiding/essential questions, concepts, content and skills, instructional strategies, and assessment practices. The new template has been in place for two years and has been used by staff members to create new curriculum documents. The five-year district curriculum review plan denotes persons responsible for overseeing the writing of the curriculum in each subject area. The current CTE programs have competency-based elements with pathways leading to licensure, certification, and post-secondary education. Two new programs will be available for students in the next school year.

Action Steps

- Complete curriculum documents for all courses in all subject areas, including electives, using the new

template during future common planning and department meetings as planned
- Integrate the vision of the graduate into all documents
- Complete the curriculum for the two new CTE programs being implemented during the next school year
- Ensure department coordinators review all curriculum documents for alignment with current Curriculum Frameworks as planned
- Post completed curricula in the shared folder for all staff members
- Discover methods to determine the clear alignment between the written, taught, and learned curriculum
- Employ a formal, ongoing curriculum review cycle for all courses in all departments

Priority Area

The Collaborative Conference visiting team concurs with Priority Area #2 identified by the school.

Priority Area #2 Goal Statement: The school will use technology in informed, effective, and ethical ways by fully integrating the substitution, augmentation, modification, and redefinition (SAMR) model. (2.5, 2.9, 3.2)

School Response

Teachers have invested much individual and professional development time into honing their technology skills. Fortunately, this work was taking place before the onset of the pandemic, so our teachers and students were fairly well prepared for remote learning. During the pandemic and after the return to full in-person learning, teachers have spent time learning and sharing ways to integrate technology into lessons in a meaningful way to use technology to enhance learning, not simply take the place of a notebook. However, we feel there is still more to do, particularly with the integration of SAMR. For example, most teachers are proficient at substitution and augmentation; some, but not all, have successfully moved into modification and redefinition. Therefore, we still need professional development, cross-pollination, and sharing of ideas for teachers to be able to learn and embed this in their lessons seamlessly. Eventually, we would like to tie more technology integration into the instruction and resources sections of the curriculum. Our goal is to focus on higher order thinking to improve students' use of technology to enhance learning and increase student achievement. The ultimate goal is for students to personalize learning and become more active and independent learners. Because we are writing curriculum and working on several other initiatives, time is short, and time is what we need for all of these things. We have not determined how to measure the success of this goal but as we write our school improvement plans over the next three to five years, we will develop measurements based on the objectives and outcomes we want to accomplish.

Visiting Team Response

When the new school opened in September 2015, Chromebooks were provided to all grades 7-12 students. This was a massive undertaking and change in classroom instruction. Various professional development training on integrating technology into curriculum, instruction, and assessment were provided for all staff. Over the last three years, teachers collaborated during common planning time, department meetings, middle school grade level meetings, and monthly staff meetings to share how they integrate technology into their lessons, which has become a valuable learning experience for teachers. Significant strides in integrating technology have been made; however, there is still more to do. As part of the technology integration plan, the district adopted the substitution, augmentation, modification, and redefinition (SAMR) model to help educators infuse technology into teaching and learning. The model supports and enables teachers to design, develop, and infuse technology-based digital learning experiences. The goal is to move from the simple integration of technology to the transformation of learning experiences with technology, which will result in higher levels of achievement for students. As part of the SAMR initiative, teachers are encouraged to create tasks that target the higher order cognitive skills as in Bloom's Taxonomy and design tasks that significantly impact student outcomes. The SAMR rubric has been added to the educator evaluation walkthrough template to facilitate the process. According to survey data, nearly 40 percent of students either rarely or never have worked on a project in the community and could help make connections with the world outside the school.

Action Steps

- Provide more training and practice for teachers on modification and redefinition so students can use technology to share their work with audiences beyond the classroom and school
- Assist teachers in creating tasks integrating higher order cognitive skills
- Create technology models and integrate peer observation into professional development opportunities as planned
- Create measurements to determine progress on this priority area

Priority Area

The Collaborative Conference visiting team concurs with Priority Area #3 identified by the school.

Priority Area #3 Goal Statement: The school community will take collective responsibility for the well-being of students and ensure every student is known, valued, and connected to the school community through the full implementation of CASEL. (1.1, 1.3, 4.3)

School Response

We believe social-emotional learning (SEL) is the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, work to set and achieve goals, feel and show empathy for others, work to establish and maintain positive relationships, and make responsible decisions. As a staff, we have talked about the research that shows that if issues related to social and emotional learning are not addressed, then each student will not have the tools to succeed in school and life. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five interrelated sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Teachers want to have a full understanding, tools to integrate into curriculum, and time to discuss how things are going with the integration to support students in every way they can. We have many students with social-emotional needs and the number is growing. Our counselors are stretched thin with all of their responsibilities, so we hope that having teachers have more skills can have a school-wide effect. In reality, two more counselors or at least another school adjustment counselor would help tremendously. We know supporting students and providing them with a positive social, emotional, and intellectual environment in every classroom will help them learn and achieve. It will also provide teachers with clear skills to help students and de-escalate some potential behavioral problems. This goal will align with our curriculum goals and we hope to build some things right into the curriculum as time goes by. Time to train teachers and funding for the ongoing professional development will need to be resolved. We can measure the goal through the objectives we set forth and tracking data on student growth and discipline problems. We will give students a survey at the end of the year to determine how well we are meeting the goal and servicing their needs.

Visiting Team Response

To succeed, there must be connections among classroom curriculum and instruction, school-wide practices and policies, and home and community through family and community partnerships. The school wants to formalize programs in each of these areas to better prepare students for college, career, and life. According to the NEASC student survey results, there is room for growth in having a teacher know or acknowledge that something is bothering a student or identifying a student who needs assistance or social or emotional help. The faculty believes this can be accomplished through continued staff training to make them more aware of signs and symptoms of when someone is in crisis, which is a more proactive way to serve students' social and emotional needs. It will be important for the school to meet its goal to increase professional development for the staff and live a shared vision of how an SEL program can benefit students' social, emotional, and academic development. Under the umbrella of SEL and based on the student and family results of the NEASC survey, counseling services cannot always meet students' personal, social, emotional, academic, and career and college counseling needs due to the sheer numbers of students needing help and counselors' lack of time to meet all of their responsibilities. Counselors have been arriving early and staying late, running small groups and lunch bunches, but are still unable to service the volume of needs. Many students report that they do not meet with their counselors and sometimes wait long periods to get information from counselors about grade point average (GPA)

and college information.

Action Steps

- Provide professional development for teachers on SEL through the CASEL training as planned and time to share strategies, successes, and areas of growth
- Integrate CASEL into all areas of the school seamlessly and integrate into the curriculum as planned
- Ensure adequate counseling staff to meet students' personal, social, emotional, academic, and career and college counseling needs through timely and regular group and individual meetings with all students at all grade levels regularly

Priority Area

The Collaborative Conference visiting team concurs with Priority Area #4 identified by the school.

Priority Area #4 Goal Statement: The school will ensure instructional practices are designed to meet the learning needs of each student by differentiating, individualizing, and personalizing. (2.4, 2.5)

School Response

As a school, we want to provide the time, training, and resources to support instructional practices designed to meet each student's learning needs, with special attention to differentiation. The 2017 Targeted District Review noted that differentiated instruction was the least well-developed characteristic of effective instruction in observed classrooms. We also found this in teacher evaluation walkthrough data. In response, all administrators and department coordinators took part in a summer book study of *Leading for Differentiation - Growing Teachers Who Grow Kids* by Carol Ann Tomlinson and Michael Murphy. Differentiated instruction became a district-wide priority. Carol Ann Tomlinson gave all staff members a copy of *How to Differentiate Instruction in Mixed-Ability Classrooms.* Staff were asked to read this book prior to an in-service in which the basics of differentiated instruction were discussed. Tomlinson's Think Seven to Differentiate model was shared with teachers and accepted as the basis for future work on differentiated instruction. During the remaining in-service days, teachers will attend a workshop of their choosing that will focus on a specific aspect of differentiation. The goal is that by the end of the current school year, all teachers will have a solid foundation of the basics of differentiated instruction. That foundation will be built upon through additional training in the next 3-5 years so that teachers can adapt instruction to student differences and modify their instruction to meet students' varying readiness levels, learning preferences, and interests, according to Tomlinson's work with the school and district. Therefore, teachers will proactively plan a variety of ways to accomplish this goal for their classes. The staff in the district is looking at differentiated instruction as a philosophy change to meet the individual needs of students, not an initiative with the goal of maximizing student growth and promoting individual success. We have written some of the instructional strategies in our curriculum maps with a focus on differentiation but it is not across all subject areas as part of the curriculum goal. In addition, differentiation supports our SEL goal by creating conducive learning environments. We have competing goals for professional development time, so our biggest challenge is providing enough time. We feel like we have a good start and quality PD from Carol Ann Tomlinson and want to maintain the momentum. The district has set aside enough funds to provide regular professional development over the next 5 years, especially focusing on making sure teachers new to the district can receive the support and training they need. Success in meeting this goal will be measured through collecting in during classroom observations, instructional strategies written into the curriculum, especially specific to content areas, and individual student success over time.

Visiting Team Response

Differentiated instruction is an identified area of concern across the school community. According to the NEASC survey, 72 percent of students believe teachers allow them to make choices about their learning, and 68 percent agree teachers provide opportunities for them to pursue their own interests. Although these numbers indicate teachers provide choices, this is only one aspect of differentiation. Following the training and book studies,

collecting data from walkthroughs individually and collectively will be important, having individual and group discussions with teachers about teaching and learning (content and process), and comparing with individual student achievement (product) over time and various subject areas.

Action Steps

- Provide time for ongoing professional development and for teachers to develop tasks matched to individual student needs and share strategies, successes, and areas of growth
- Ensure all teachers are proficient in content, process, and product in meeting students' needs
- Develop a method to determine how all students are challenged and engaged in learning, regardless of skills and learning styles
- Develop specific measurements for each objective set forth for this goal in the school improvement plan to determine success and provide follow-up where needed

Commendations

Commendation

The strong commitment to student-centered learning, fostering a culture of engagement and inclusivity

Commendation

The robust systems for assessment and feedback that empower students to take ownership of their learning and growth

Commendation

The collaborative structures among faculty and staff that support effective curricular coordination and alignment with district goals

Commendation

The diverse course offerings and flexible learning pathways that ensure all students have access to a well-rounded education

Commendation

The school's dedication to partnerships with families, the community, and local businesses that enhance student support and engagement

Commendation

The engagement in ongoing reflection, collaboration, and professional development, contributing to improved student learning

Commendation

The evidence-based practices that drive curriculum, instruction, assessment, and program improvement efforts

Commendation

The comprehensive support systems for English language learners, and students with special needs and 504 plans

Commendation

The financial support from the community contributing to state-of-the-art facilities and technology integration

Commendation

The robust crisis response protocols and proactive safety measures that prioritize the well-being of students and staff

FOLLOW-UP RESPONSIBILITIES

This Collaborative Conference Report reflects the findings of the school's Self-Reflection and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

The Commission expects school officials to use the results of the Collaborative Conference Report as well as the school's identified Priority Areas for Growth to draft a school improvement/growth plan, and to review and implement the findings of the Self-Reflection and and Collaborative Conference Report. An outline of the next steps in the Accreditation process is included in the Commission's Accreditation Handbook, which is available on the Commission's website.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. The school will complete a Summary Report and host a Decennial Accreditation visiting team two years after the Collaborative Conference to show progress implementing the school's Priority Areas. The Decennial visiting team will identify recommended next steps as well as additional recommendations for the school to continue to align with the Standards for Accreditation and to improve outcomes for students.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impact(s) the change has had on the school's ability to align with the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports of Planning and Progress and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need. The time and effort dedicated to the Self-Reflection and preparation for the visit ensured a successful Collaborative Conference visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES
Commission on Public Schools

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

: Alyson Geary - New England Association of Schools & Colleges

: Carl Johnson - New England Association of Schools & Colleges