

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

**Commission on Public Schools**



**Committee on Public Secondary Schools**

**Report of the Visiting Team for  
Enfield High School**

Enfield, CT

December 02, 2018 - December 05, 2018

Philip Conrad, Chair  
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# STATEMENT ON LIMITATIONS

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## THE DISTRIBUTION, USE, AND SCOPE OF THE VISITING COMMITTEE REPORT

The Committee on Public Secondary Schools of the New England Association of Schools and Colleges considers this visiting committee report to be a privileged document submitted by the Committee on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty days (60) of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting committee has been to assess the quality of the educational program at this school in terms of the Commission's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting committee.

# **STANDARDS FOR ACCREDITATION**

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The Committee on Public Secondary School's Standards for Accreditation serve as the foundation for the accreditation process and by which accreditation decisions are made. The seven Standards are qualitative, challenging, and reflect current research and best practice. The Standards, written and approved by the membership, establish the components of schools to ensure an effective and appropriate focus on teaching and learning and the support of teaching and learning.

## **Teaching and Learning Standards**

### **Core Values and Beliefs About Learning**

#### **Curriculum**

#### **Instruction**

#### **Assessment of and for Student Learning**

## **Support Standards**

### **School Culture and Leadership**

### **School Resources for Learning**

### **Community Resources for Learning**

# CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

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## Teaching and Learning Standard

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

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

# CURRICULUM

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## Teaching and Learning Standard

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

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

# INSTRUCTION

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## Teaching and Learning Standard

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

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

# ASSESSMENT OF AND FOR STUDENT LEARNING

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## Teaching and Learning Standard

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

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

core values and beliefs about learning.



# SCHOOL CULTURE AND LEADERSHIP

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## Support Standard

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

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

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

# SCHOOL RESOURCES FOR LEARNING

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## Support Standard

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

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
  - deliver a written, developmental program
  - meet regularly with students to provide personal, academic, career, and college counseling
  - engage in individual and group meetings with all students
  - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
  - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
  - provide preventative health services and direct intervention services
  - use an appropriate referral process
  - conduct ongoing student health assessments
  - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
  - are actively engaged in the implementation of the school's curriculum
  - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
  - ensure that the facility is available and staffed for students and teachers before, during, and after school
  - are responsive to students' interests and needs in order to support independent learning
  - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
  - collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
  - provide inclusive learning opportunities for all students

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

# COMMUNITY RESOURCES FOR LEARNING

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## Support Standard

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

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

# School and Community Summary

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## School and Community Summary

Enfield High School, located in Enfield, CT, serves the town of Enfield. Enfield, settled in 1680, is located in north central Connecticut, east of the Connecticut River, eighteen miles north of Hartford and eight miles south of Springfield, Massachusetts. Enfield covers 33.8 square miles, with a population of 46,942. Surrounding towns include Somers to the east, East Windsor and Ellington to the south, Suffield and Windsor Locks to the west, and Longmeadow and East Longmeadow, Massachusetts to the north. Enfield is easily accessible, being located along the Interstate 91 corridor connecting Hartford and Springfield. Enfield High School is located in the center of the Enfield Historical District along U.S. Route 5, overlooking the Connecticut River. The town includes many villages, including Hazardville, Thompsonville, North Thompsonville, and Shaker Pines.

Enfield has a diversified economy that supports manufacturing of goods, education, finance and insurance, and healthcare and social assistance. The Enfield labor market offers a large pool of highly skilled workers, which helps attract and retain major businesses and industry. MassMutual currently sells insurance, investment and retirement products. The company employs 1,755 people at its Enfield location. Lego Systems Inc. is a world producer of quality toys and games. Lego System Inc. established its U.S. headquarters in Enfield in 1973. Lego employs 715 people. Retail Brand Alliance's, Brooks Brothers, corporate headquarters and distribution center is along Phoenix Avenue and employs 560 people. The town's mill rate is 31.43 mills. According to the Town of Enfield Assessor's Department, the town is populated with 11,732 single family homes, 1,576 residential condominiums, and 463 two-family homes. According to the Enfield Fire Marshall, there are 3,704 apartments. The U.S. Census lists Enfield's median household income at \$71,526 and the state median household income is \$71,755 as of July 1, 2017. Currently 8.2 percent of the families in town have incomes below the poverty level as compared to the state average of 9.8 percent.

Enfield's residents are 75.5 percent White, 6 percent Black, 2 percent Asian, 0.5 percent Native American, 9 percent Hispanic/Latino, and 7.5 percent Other or Multi-Race. English is the primary language spoken at home by roughly 95 percent of the student population.

The Enfield Public Schools' spending per pupil is \$14,371, which falls below the state average of \$16,592. In fiscal year (FY) 2016, state, federal and other resources accounted for 43.2 percent of all funds received in the district, leaving 55.8 percent of funding to be obtained through local resources.

There are eight schools. Enfield High School serves grades 9-12; John F. Kennedy Middle School serves grades 6-8; three intermediate schools, Edgar H. Parkman, Prudence Crandall, and Eli Whitney, house grades 3-5; and three primary schools, Enfield Street School, Henry Barnard, and Hazardville Memorial, house grades K-2.

The total student population of the Enfield Public Schools is 5,180 as of October 1, 2017. The number of students in Enfield decreased from 6,771 in 2005. Enfield High School's student population is 1,581. The enrollment of Enfield High School is 1,530, divided between 754 females and 776 males. The minority population has increased dramatically. The percentage of Hispanic students increased from 3.4 percent in 2004-2005 to 13.2 percent. The percentage of white students has decreased from 85.6 percent in 2004-2005 to 72.3 percent.

There are 150 teachers at Enfield High School, creating a ratio of 14:1. Students attend classes for 181 days and for a minimum of 956 hours. The average number of full-time equivalent (FTE) days absent due to illness or personal time is 7.6. Among students, the rate of chronic absenteeism is 8.8 percent. The four-year graduation rate for the 2015 cohort was 86.3 percent.

Enfield High School follows a two-day rotating schedule of four 82-minute blocks, and one Eagle Block. Once per month students participate in a Mentoring Block, where students meet with the same teacher and with the same classmates for 30 minutes for a pre-planned lesson. Lesson topics range from mindfulness to grade report check-ins, and more. All students can select from three levels of college preparatory, honors, or Advanced Placement classes. Approximately 13.3 percent of students receive special education services.

In the class of 2018, 43 percent of graduates attend four-year colleges, with 29 percent enrolled in two-year colleges, 3 percent entered career education, 3 percent entered the military, and 7 percent entered the workforce. Graduates take advantage of the considerable educational opportunities available as they choose from nearby colleges and universities such as University of Connecticut, Central Connecticut State University, Westfield (MA) State University, Asnuntuck Community College, and many others.

Enfield High School has established partnerships with many local businesses. The efforts of the Career Center have made partnerships between Enfield High students and local businesses even more plentiful. The Career Center hosts many field trips for students interested in various fields of study, and hosts career panels in school for students to hear directly from alumni and community members who have established careers in various fields.

Enfield High School has established strong partnerships with University of Connecticut through the UConn/Early College Experience program. These courses, available in the English, math, science, and FACS departments, allow students to take courses at Enfield High School and earn college credit from UConn. Enfield High has established a strong partnership with Asnuntuck Community College. Students can travel to Asnuntuck to take courses in machining, welding, and emergency medical technician (EMT) training, while earning credit at Enfield High School and Asnuntuck.

Students are recognized for their accomplishments through a variety of awards. Each spring at Awards Night, students are honored for their work in many courses, and a department scholar is chosen for each department in the senior class. Students are honored at the annual Honors Breakfast for achieving honor roll status for each of the three marking periods.

## **Core Values, Beliefs and Learning Expectations**

### **EHS VALUES:Community, Wellness, Respect, Responsibility, Creativity**

#### **Our Mission**

Enfield High School empowers our students to be respectful and responsible citizens who are college and career ready. Meaningful and challenging learning experiences enable students to become critical thinkers, creative problem solvers: and effective communicators. Our school community supports the social and emotional development of students and encourages the exploration of their interests and talents.

#### **Academic Expectations**

##### **Students will be:**

- Effective writers
- Critical readers
- Adept problem-solvers
- Capable communicators
- Constructive collaborators
- Discerning users of technology
- Creative thinkers
- Responsible learners

#### **Social and Civic Expectations**

##### **Students will:**

- Assume responsibility for their own behavior
- Act with awareness, respect, and acceptance of themselves and others
- Demonstrate a willingness to resolve conflicts
- Understand the responsibilities of citizenship both inside and outside of school
- Make positive decisions and contributions that show pride in the school and community

#### **Related Files**

- [2019-05-13-12:18 Enfield Core values Mission.pdf](#)

# Introduction

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## 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 who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of four Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Schools which is comprised of the Committee on Public Secondary Schools (CPSS), the Committee on Technical and Career Institutions (CTCI), and the Committee on Public Elementary and Middle Schools (CPEMS), and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting teams to assess the degree to which the evaluated schools align with the qualitative Standards for Accreditation of the Committee. Those Standards are:

### Teaching and Learning Standards

Core Values, Beliefs, and Learning Expectations

Curriculum

Instruction

Assessment of and for Student Learning

### Support of Teaching and Learning Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Committee's visiting team, and the follow-up program carried out by the school to implement the findings of its own self-study, the valid recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

### Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Enfield High School, a committee of 10 members, including the principal, supervised all aspects of the self-study. The steering committee assigned teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. In addition to faculty members, the self-study committees included professional staff members from Enfield High School.

The self-study of Enfield High School extended over a period of 16 school months from August 2017 to December 2018.



Public schools evaluated by the Committee on Public Secondary Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, and learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Committee, Enfield High School also used questionnaires developed by The Research Center at Endicott College to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until it had been approved by the entire professional staff.

### **The Process Used by the Visiting Team**

A visiting team of 16 members was assigned by the Committee on Public Secondary Schools to evaluate Enfield High School. The visiting team members spent four days in Enfield, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school aligns with the Committee's Standards for Accreditation. Since the members of the visiting team represented classroom teachers, guidance counselors, library/media specialists, school administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of Enfield High School.

The visiting team built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials
- 28 hours shadowing 14 students for a half day
- a total of 14 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with twenty eight teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included with each Indicator in the Standards sections of the report. The seven Standards for Accreditation reports include 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 to better align with Committee Standards.

This report of the findings of the visiting team will be forwarded to the Committee on Public Secondary Schools which will make a decision on the accreditation of Enfield High School.

# Standard 1 Indicator 1

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## Conclusions

By design, Enfield High School engaged most of its school community in a dynamic, collaborative, and inclusive process informed by current research-based practices to identify and commit to its core values and beliefs about learning. Between February 2016 and June 2016, a committee of nine faculty members and three administrators revised a suggested list of core values provided by administrators. The committee created an online survey for faculty, parents, students, and town members to choose their five most important values from a list of options. The collected data was worked into a statement by the committee and then put into poster form and presented to staff members at a faculty meeting. Teacher feedback was solicited through "table talks" via interdisciplinary grouping and the feedback was analyzed by the committee. A finalized product was then voted on, with an overwhelming majority accepting the revised statement. Throughout this process, 30 teachers participated in a voluntary book club about *Culturally Responsive Teaching* by Geneva Gay. In 2017, Carol Dweck's *Mindset* was read by some staff and professional development was offered to the staff to inform staff about current research and best practices. There is a vision statement, which incorporates the core values that the stakeholders agreed upon. The vision statement is read daily by students during morning announcements and is significantly visible in the main lobby, hallways, cafeteria, and classrooms. Pocket folders with the vision printed on the front were produced and handed out to students and staff school-wide. Some students and parents can identify the core values and beliefs about learning. According to the Endicott survey, 79.9 percent of students and 81.8 percent of parents are familiar with the school's core values and 69.5 percent of parents agree that the values and beliefs represent what the community values about student learning. Because of the dynamic, collaborative, and inclusive process informed by current research-based practices to commit to the school's core values and beliefs about learning, there is a sense of pride and ownership.

## Sources of Evidence

- classroom observations
- self-study
- panel presentation
- facility tour
- teacher interview
- teachers
- students
- parents
- central office personnel
- Endicott survey
- school website
- Standard sub-committee

# Standard 1 Indicator 2

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## Conclusions

The school purposefully has challenging and measurable 21st century learning expectations for all students, which address academic, social, and civic competencies. Each expectation is clearly defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement. There are eight academic and five social and civic expectations. The academic expectations include effective writers, critical readers, adept problem solvers, capable communicators, constructive collaborators, discerning users of technology, and creative thinkers and responsible learners. Social and civic expectations include assuming responsibility for one's behavior, acting with awareness and respect for self and others, demonstrating a willingness to resolve conflicts, understanding the responsibilities of citizenship, and making positive decisions and contributions that show pride in the school and community. Each department assigned a priority learning expectation to each course. According to the Endicott survey, 71.4 percent of students and 73.8 percent of the parents agree that the expectations are clear to them, and 68 percent of the staff and 73.6 percent of parents agree the learning expectations are challenging. Staff engaged in professional development before school started in 2017 to revise the school-wide rubrics. The school created eight school-wide rubrics that are used to measure each of the expectations. Each rubric measures the performance at four levels: exemplary, proficient, developing, beginning. The rubric must be used three times a year for the full-year courses. According to the Endicott survey, 57.1 percent of the staff agree that the school has adopted criteria for success that define the 21st century learning expectations. Because the school has challenging and measurable 21st century learning expectations for all students, which address academic, social, and civic competencies, and each expectation is clearly defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement, students and teachers know what is expected of them.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- Endicott survey
- Standard sub-committee

# Standard 1 Indicator 3

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## Conclusions

The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school; partially drive curriculum, instruction, and assessment in every classroom; and sometimes drive the school's policies, procedures, decisions, and resource allocations. Throughout classrooms, hallways, and community spaces within the school, large signs promote the school's core values, beliefs, and 21st century learning expectations. Ninth grade students were brought into the school in the summer of 2018 and presented with information from the student handbook, including an introduction of the core values and 21st century learning expectations. Likewise, new teachers are provided professional development, during which they are introduced to the core values and 21st century learning expectations. According to the Endicott survey, over 84 percent of students agree that they are familiar with the school's expectations and 76 percent of the staff feel they make important teaching decisions, considering the school's core values and beliefs about learning. The school offers a diverse range of core and elective courses that embody the 21st century learning expectations. Beginning with the Class of 2020, graduates are required to earn 24 credits, an increase from 22, which includes four credits in English, four credits in mathematics, three credits in science, three credits in social sciences, one credit of art or vocational education, two credits of health/physical education, and seven credits of elective courses. The new eight-period block schedule allows for the creation of a wide variety of new elective courses, which are representative of the school's core values. The value of creativity is endorsed through courses such as Marketing and Creative Writing, Interior Design, and Guitar and Piano. Innovation is encouraged through Robotics, Graphic Arts, Wood Technology, and science, technology, engineering, arts, and math (STEAM) design courses. Wellness is promoted through offerings like Food and Nutrition, physical education and health, and Personal Finance classes. There are over 60 clubs and organizations that reflect the school's core values and civic and social expectations such as Student Council, Gay Straight Alliance, Friends of Rachel, Diversity Club, and Best Buddies. Model United Nations (UN), Buzz Robotics, Youth Vote, and Student Council reflect the academic expectations. Community programs such as the Head Start program, business partnerships with ShopRite, Asnuntuck Community College, and the career center connections foster school to community collaboration. The library media specialist provides opportunities for students to be discerning users of technology and critical readers. This is provided through whole-class instruction offered in all ninth grade classes as well as content area courses throughout the 10th to 12th grades, as requested by the teacher. The school provides a continuum of services to enable students to achieve learning expectations through programs such as SOAR, the Adaptive Learning Program, and the Enfield Transitional Learning Academy. Peer and teacher tutoring sessions established by the students during Eagle block demonstrate innovation and respect amongst some students. Eagle block allows for some students to demonstrate being responsible learners and assuming responsibility for their own behavior, positive decision-making, and contributions to the school community. Students can be assigned to Academic Progress Program (APP) during Eagle block to receive extra help and support to improve grades, helping to promote responsibility and problem-solving. The school culture partially reflects the core values, beliefs, and 21st century learning expectations. According to the Endicott survey, 52.6 percent of staff agree that the core values and beliefs are actively reflected in the school's culture. There are some classes which help incorporate the core values through the creation of social contracts, although this is not across all disciplines or in all classes. Several advisory committees that have student representatives solicit feedback from the students about school culture. Clubs such as GSA and the Best Buddies, Unified and adaptive classes, and the many co-taught classes allow for a least restrictive and supportive environment for students, which exemplify positive attributes of community, respect, and wellness. The student intervention team (SIT) and analyzing attendance data to determine interventions help support student achievement. A responsive health services staff helps students achieve 21st century learning expectations. Students electing to work with peers and teachers during the Eagle block demonstrate the core values of responsibility and community. There is a concern from students about cyberbullying. Topics such as these, and other topics centered on 21st century learning expectations are embedded in a pilot mentoring program, called M Block. There are other suggested topics along with a set of suggested lesson plans, such as growth mindset, goal setting, and mindfulness. Peer mentors are trained prior to working with their younger peers. Students find discussion about these topics with a mentor and peer mentors helpful. The curriculum and assessments, in many areas, have yet to be driven by the

new core values and learning expectations. Although a work in progress, teachers worked collaboratively to design performance-based assessments aligned with the priority learning expectations for their courses. According to the Endicott survey, 75.9 percent of the staff agrees that they consider the school's core values and beliefs about learning when making important teaching decisions. Teachers in some departments embedded the core values and 21st century learning expectations in curriculum documents during revisions made in the summer 2018. District-level curriculum coordinators are planning to include a place for the core values and 21st century learning expectations in the template for future curriculum revisions. There are several common assessments in each course/department per year, often the midterms and finals, which ensure a more equitable experience for students; however, some departments do not have them and those that exist have yet to embed the 21st century learning expectations with fidelity. Instructional strategies include some personalized instruction, cross-disciplinary learning, higher order thinking, and student-centered lessons in some areas, but have yet to be embedded across all disciplines or in all levels. The limited access/use of technology may hinder students' access to build and demonstrate 21st century learning expectations. Updates made during the facility renovation provide for further inclusion of 21st century learning expectations, for example, a larger automotive shop, state-of-the-art culinary space, a new music lab, and choir and band space, computer numeric control (CNC) machines, 3D printers and vinyl plotters in the career and tech ed department, and common working spaces in the science, technology, engineering, arts, and math (STEAM) wing. The physical expansion of the building, as well as the merger of the two high schools in town has, at times, hindered collegial connections. The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school; therefore, when they fully drive curriculum, instruction, and assessment in all classrooms, and guide the school's policies, procedures, decisions, and resource allocations, all student can better achieve the 21st century learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- student work
- teacher interview
- teachers
- students
- parents
- school board
- department leaders
- central office personnel
- school leadership
- Endicott survey
- school website
- Standard sub-committee

# Standard 1 Indicator 4

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## Conclusions

The school plans to formally review and revise its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities. The core values, beliefs, and 21st century learning expectations were formally adopted in 2018, and there is a plan to begin the dialogue about a review and revision process at a faculty meeting at the end of 2018-2019 school year. The school plans to establish a formal process and timeline. The core values, beliefs, and 21st century learning expectations, research, and other school priorities are sometimes discussed via "table talks" at faculty meetings, as well as at parent advisory and board of education meetings. There has yet to be a school-wide expectation about using this time to formally create and align curriculum, to discuss best instructional practices, to regularly analyze results of standardized tests and data on student achievement of the school's learning expectations, or to analyze disaggregated data to determine achievement gaps or to suggest a change. Some staff read the books *Mindset* by Carol Dweck, *Students at the Center* by Arthur Costa, and *Culturally Responsive Teaching* by Geneva Gay during the summer book club. The school's goals currently align with two of the four district goals, specifically the goal to provide opportunities for success of all students and further enhance the learning environment of all the Enfield Public Schools (EPS), and the goals to maintain and develop enduring partnerships between EPS and business, and educational and community organizations. When there is regular review and revision of the core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities, they will remain current and relevant to all stakeholders.

## Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- central office personnel
- school leadership

# Standard 1 Commendations

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## Commendation

The inclusion of all stakeholders in the development of the core values, beliefs, and learning expectations

## Commendation

The multiple iterations of the core values, taking feedback from stakeholders into account

## Commendation

The research provided to staff that helped inform the creation of the new core values

## Commendation

The visibility of the 21st century learning expectations, which address academic, social, and civic competencies, in the school and on the website

## Commendation

The measurable criteria for success, such as school-wide rubrics, for the learning expectations

## Commendation

The creation of new courses following the renovation of the building and adoption of the block schedule that allowed the expansion of opportunities to incorporate the core values, beliefs, and 21st century learning expectations into the culture of the school and the curriculum

## Commendation

The creation of mentoring and peer mentoring programs to promote positive school culture and integration of the core values over time

# Standard 1 Recommendations

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## Recommendation

Ensure the core values, beliefs about learning, and 21st century learning expectations drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations

## Recommendation

Review and revise the core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities



# Standard 2 Indicator 1

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## Conclusions

Few curriculum documents and some of the taught curriculum is purposefully designed to ensure that students practice and achieve each of the school's 21st century learning expectations. The curriculum documents for most courses are in the early stages of development and currently being revised to include the 21st century learning expectations. The course overview documents for courses such as Earth Science, Integrated Physical Science, English 9 Honors, and Foundations of Government are mostly updated and contain the 21st century learning expectations. These course overviews list all school-wide 21st century skills and identify which one will be the focus of the class. Currently, departments organized the learning expectations so that each course has a priority learning expectation embedded. By coordinating all curriculum documents, the staff will ensure that students will have received instruction on each of the 21st century learning expectations by the end of their high school career and be assessed on them using the school-wide rubrics. Through the curriculum revision cycle, the plan is for each course to be updated in order to include these skills. Once the 21st century learning expectations are purposefully included in all curriculum documents, students will receive equal exposure to and feedback on their mastery of these skills.

## Sources of Evidence

- classroom observations
- teacher interview
- central office personnel
- school website

# Standard 2 Indicator 2

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## Conclusions

All curriculum has yet to be written in a common format that includes units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics. Endicott survey results show that 59.4 percent of staff agree that there is a common, formal curriculum template used in all subject areas. A common template exists; however, not all course curricula have yet to be written using it. Many elective courses and some core courses are missing several or all components. The school's 21st century learning expectations will be added as each curriculum document is revised. Most projects are assessed using a variety of course-specific rubrics and many teachers use school-wide analytic or course-specific rubrics; however, these documents have yet to be included in the majority of the curriculum documents. Once all curriculum documents are written in a common format that includes units of study with essential questions, concepts, content, and skills; 21st century skills; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics, teachers will be more unified in delivering the curriculum and all students will be more likely to receive the same high quality educational experiences.

## Sources of Evidence

- classroom observations
- student work
- teacher interview
- students
- Endicott survey

# Standard 2 Indicator 3

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## Conclusions

The curriculum often emphasizes depth of understanding and application of knowledge through inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology. Through the consolidation of Enrico Fermi High School and Enfield High School, the new Enfield High School offers 31 honors and 18 Advanced Placement courses as well as hands-on and Early College Experience (ECE) courses. According to the Endicott survey, 75.2 percent of students feel that their courses challenge them to think critically and solve problems. For example, in Earth Science, students create models, make predictions, and construct explanations to explain why a hotspot moves. There are several examples of cross-disciplinary learning opportunities available to students. World languages and English teachers created projects such as Poetry Out Loud. Art and history teachers collaborated to create propaganda posters. An interdisciplinary course, The American Experience, combines history and English classes. However, all teachers have yet to stress the application of skills learned in their class to other disciplines. According to the Endicott survey, 43 percent of students agree that teachers explain how to apply what they are learning in classes to learning experiences in other courses and in their lives outside of school; and 56 percent of students agree that teachers include topics from other subject areas. There are extensive authentic learning opportunities for students both in and out of school. Authentic learning opportunities in the classroom include responding to real-life situational emails in world languages classes and planning a road trip and calculating the distance between two points in geometry. According to the Endicott survey, 65.5 percent of students agree that the school provides opportunities for learning off campus. Opportunities outside of the classroom include field trips, internships, and educational opportunities that are found by the career center to suit individual student needs. Students and parents are informed about the ethical use of technology and are required to sign an Academic Integrity Agreement. According to the Endicott survey, 82 percent of students and parents agree that they are knowledgeable about the ethical use of technology. Because most of the curriculum emphasizes depth of understanding and application of knowledge through inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology, students are engaged and are learning skills that will serve them in school and beyond.

## Sources of Evidence

- self-study
- student work
- teacher interview
- central office personnel

# Standard 2 Indicator 4

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## Conclusions

In some courses, there is clear alignment between the written and taught curriculum. According to the Endicott survey, 71.4 percent of teachers agree that the written and taught curricula are aligned. Teachers are required to submit their lesson plans to their department coordinators biweekly; coordinators are responsible for reviewing these lesson outlines in order to ensure that all teachers are following the written curriculum. Lesson plans are written in a variety of formats and are submitted through a variety of formats. Administrators conduct informal observations and "learning looks" to gauge how teachers follow the written curriculum. However, learning looks do not take place regularly and some teachers do not submit lessons or follow the written curriculum. In some cases, the curriculum documents in SharePoint are partially or completely blank, making it difficult to show alignment or for teachers to align lessons to the curriculum. Once there is clear alignment between written and taught curriculum, then students will receive the same high quality curriculum, giving all students equal opportunities to be successful.

## Sources of Evidence

- student shadowing
- teacher interview
- students
- central office personnel

# Standard 2 Indicator 5

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## Conclusions

There is effective curricular coordination and vertical articulation between and among the vast majority of academic areas within the school as well as with sending schools in the district. Administrators try to build the schedule so that teachers teaching the same course have the same common planning period. Teachers are encouraged, but not required, to meet during this time but some meet informally to collaborate. Department heads have been replaced with grades K-12 or 6-12 department coordinators, allowing for effective vertical articulation. Department coordinators meet separately with the middle school and high school teachers twice a month for department meetings and with administrators on a monthly basis. This allows for the flow of information resulting in effective vertical and horizontal curriculum articulation. There is time provided before the start of school and during various professional development days in which both middle school and high school teachers have an opportunity to collaborate. Teacher-led professional development encourages the sharing of ideas and allows for cross-curricular collaboration and fosters positive personal connections with colleagues in other departments. Because effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district, students can experience smooth progressions between and among courses.

## Sources of Evidence

- self-study
- teacher interview
- school leadership

# Standard 2 Indicator 6

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## Conclusions

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities. There is adequate staffing. Class sizes range from 4 to 30 students, with the average being 17 students per class. There was an increase in graduation requirement credits from 22 to 24 with an additional credit added in math and science and co-taught classes in these subjects will continue. According to the Endicott survey, 51.9 percent of staff agree that the school has sufficient instructional materials to implement the curriculum, including the co-curricular programs, and other learning opportunities. Each classroom has a SMART projector and an Apple TV. The technology department has 75 computer-aided design (CAD) workstations and there are 17 3D printers. Very few teachers use the Apple TV or additional resources in the classroom. Some teachers feel that there is an inadequate number of computers for their students. In some cases, due to high demand, teachers have difficulty accessing the computer carts. There is a music technology lab and a digital media lab with Macintosh computers. Additionally, teachers lack training on the technology that is available for them to use. For example, few teachers use the PowerSchool learning platform regularly in the classroom because of their unfamiliarity with it. The new facility is equipped with adequate supplies and equipment. According to the Endicott survey, 65.4 percent of parents and 79.2 percent of students report that the media center resources adequately support learning in the classroom. The library is equipped with 40 iMac computers, an online card catalog, many databases, and over 21,000 books. However, students' demand to use the printers is high and they do not have access to a sufficient number of printers. Because staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities, teaching and learning will be enhanced as students develop essential 21st century skills.

## Sources of Evidence

- classroom observations
- teacher interview
- teachers
- students
- department leaders
- central office personnel
- Endicott survey

# Standard 2 Indicator 7

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## Conclusions

The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research. Teachers have professional development once a month and have four full days a year. Professional development offerings have included teacher-led options, cultural competence and diversity training, growth mindset training, personalized learning professional development, and an optional summer book club for teachers. Teachers are surveyed in order to identify areas of interest and need in order to inform offerings for the upcoming year. The curriculum development and review process is coordinated by the department coordinator and teachers. Currently, there are formal and informal ongoing curriculum reviews. The process is led by curriculum and department coordinators and courses are updated on an as-needed basis. In summer 2017, there were 816 hours of curriculum writing at the high school level. In the past three years, the budget for curriculum writing increased by \$3,709. According to the Endicott survey, 38.3 percent of faculty members report that they have sufficient time to engage in formal curriculum evaluation, review, and revision. The district provides the school's professional staff with sufficient personnel, time financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research; therefore, teachers can incorporate the knowledge gained and students benefit from a more engaging and individualized learning experience.

## Sources of Evidence

- self-study
- teacher interview
- central office personnel
- school leadership

# Standard 2 Commendations

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## Commendation

The identification of learning expectations to be taught and assessed in each course

## Commendation

The implementation of a common template to write all curricula

## Commendation

The course-specific rubrics frequently used to provide specific feedback to students

## Commendation

The increased number of hands-on, honors, and AP/ECE curricular offerings added since the merger of the two high schools

## Commendation

The authentic and personalized curriculum offered through the career center

## Commendation

The opportunities for teachers to share and learn from each other through teacher-led professional development

## Commendation

The implementation of grades K-12 or 6-12 department coordinators to improve curricular coordination and vertical articulation



# Standard 2 Recommendations

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## Recommendation

Ensure curriculum is purposefully designed so that all students practices and achieve each of the 21st century learning expectations

## Recommendation

Use a common format for all curriculum that includes units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic rubrics, and course-specific rubrics

## Recommendation

Ensure staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities

# Standard 3 Indicator 1

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## Conclusions

Teachers' instructional practices are consistently examined; however, have yet to be examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. The values and expectations were recently adopted and the school is in the process of ensuring that instructional practices reflect them. Some teachers promote respect and ensure high ethical standards by having their classes create class visions and use social contracts; others model aspects of the values, such as engaging students respectfully in interactions during class. Teachers from various disciplines embed the values and expectations in their practices naturally, such as demonstrating creativity when composing an original composition; however, these values and expectations are not always explicitly taught and reflected upon to help students make connections between the activities and the desired outcomes. School-wide rubrics are starting to be used in various departments to direct and evaluate the integration of the expectations. Departments are aligning instructional practices with the core values, beliefs, and learning expectations, including currently selecting and designing performance assessments. Departments have begun this planning in an Excel sheet identified in their SharePoint drive. At the department level, data teams and teachers are working to identify strategies and to develop common assessments based on individual and group reflection. For example, five English teachers developed an informal group that meets online and in person during and outside of the school day to share instructional strategies that they research and compare to their current practices. According to the Endicott survey, 72.7 percent of teachers report that they continuously examine their instructional practices to ensure consistency with the values and expectations. Further, teachers are informally asked to reflect upon their instructional practices by completing surveys distributed by administrators and the instructional leadership team about areas in which they need support. The school-wide professional learning opportunities aligned with engagement and growth mindset sprang from such surveys and data gathered. When teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations, then students will further benefit from the aligned strategies.

## Sources of Evidence

- classroom observations
- self-study
- student work
- teachers
- students
- department leaders
- Endicott survey

# Standard 3 Indicator 2

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## Conclusions

Teachers' instructional practices support the achievement of the school's 21st century learning expectations by personalizing instruction; engaging students in cross-disciplinary learning; engaging students as active and self-directed learners; emphasizing inquiry, problem-solving, and higher order thinking; applying knowledge and skills to authentic tasks; engaging students in self-assessment and reflection; and integrating technology in many areas. The school is in the beginning stages of providing personalized learning by offering students choices and connections, as appropriate, to student interests. In Marine Biology, students choose which fish they want to observe in their tanks throughout the semester. In theater classes, students have a choice of three different scenes that they can act out based upon interest. In English, students are given options in assessments such as finding three songs that highlight a character, conflict, and theme for the book under study, or writing a new ending to the text. Teachers are available to meet with individual students during Eagle block to address personalized learning needs; however, many students do not always voluntarily take advantage of the time. Most students enrolled in Advanced Placement (AP) courses take advantage of this time to receive individual feedback due to the intensity of their classes. According to the Endicott survey, 31.8 percent of students totally agree that teachers personalize instruction. Teachers developed project-based learning, inquiry-based challenges, increased problem-solving strategies, and hands-on based learning to move away from teacher-centered classrooms. However, in some classes, there is little variety in instructional strategies for individual students and are almost entirely teacher-directed, particularly in the college and career preparation classes. Many teachers informally engage students in cross-disciplinary learning through connections with other content areas; these practices are teacher initiated and informal, usually among colleagues physically near each other in the building. Some science teachers use a quote of the day to motivate students and to work on general vocabulary development; other science teachers provide lab data to AP Statistics students to analyze. The history and art teachers work together to develop propaganda poster projects. The English and world languages teachers work together and have students study poetry in both languages, write their own poetry, and then share their work at the Poetry Out Loud event. The degree to which students are engaged as active and self-directed learners varies throughout the school. For example, in English, students participate in class discussions and student are empowered to be tutors in the writing center and can identify common areas of improvement for all students. In world languages, students sing contemporary songs in Spanish and follow along with the lyrics. In Marine Biology, students take ownership for their fish tanks, caring for the marine life within them. In science, students create models and diagrams independently as a move toward transfer. The emphasis on inquiry, problem solving, and higher order thinking is the goal to which teachers aspire. In social studies and science, inquiry is emphasized because of the nature of the content standards. In English, students identify nonfiction topics derived from their literary texts, then conduct research on those topics based on interest. Health and physical education teachers ask students to consider multiple strategies to achieve specific team building tasks. Many authentic learning opportunities are offered through the career center, the in-school Federal Credit Union, and electives such as automotive and the Parent and Child Development Lab. In art classes, students develop portfolios of their work. Most, if not all, of the graphic designs in the school were designed by students in-house; therefore, their creations are used for authentic audiences. Recycled materials are used to create designs in science classes, and many teachers make connections between content area material and the Enfield community and surroundings. Teachers are beginning to use the school-wide rubrics for student self-assessment. Some teachers ask students to self-assess at the beginning of the year using the collaboration rubric, create SMART goals for themselves, and track their progress at least three or four times during the semester. In a co-taught science class, students use Quizizz questions multiple times per week to evaluate their understanding of concepts. Social studies teachers encourage reflection on one element of their department inquiry rubric, realizing that students needed to tackle one piece of the rubric at a time. There is a variety of technology, including 3D printers, Apple TVs, SMART projectors, music, digital media labs, and laptop carts; however, the integration of technology into instruction has yet to be fully developed. Teachers do not feel properly trained in its use, limiting creative thinking about assignments. Some teachers use the projectors and Apple TVs in their classrooms. Students are asked to complete digital assignments or complete work online, in or out of the class, in a limited way. Some examples of teachers using technology to enhance classroom instruction are in electives

such as digital media production or in math where tablets are used to project graphs, digital worksheets, and calculators are used to solve equations through guided practice and in world languages. Spanish teachers use telenovelas to immerse students in speech. When teachers' instructional practices fully support the achievement of the school's 21st century learning expectations by personalizing instruction; engaging students in cross-disciplinary learning; engaging students as active and self-directed learners; emphasizing inquiry, problem-solving, and higher order thinking; applying knowledge and skills to authentic tasks; engaging students in self-assessment and reflection; and integrating technology, students will be better equipped to achieve the learning expectations.

## **Sources of Evidence**

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- department leaders
- Endicott survey

# Standard 3 Indicator 3

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## Conclusions

Some teachers adjust their instructional practices to meet the needs of each student by using formative assessment, especially during instructional time; strategically differentiating; purposefully organizing group learning activities; and providing additional support and alternative strategies within the regular classroom. According to the Endicott survey, 59.3 percent of students agree that teachers use a variety of teaching strategies in their courses. Some teachers employ a variety of strategies, like viewing parts of an informational video, engaging in discussion, and sharing personal opinions; however, in other classes, teachers use the same instructional strategy throughout the entire block. In a math class, a teacher uses stations with different skills that students need to practice before their quiz; if students understand these skills they do not have to take the quiz. If they do not understand, then the teacher knows that they need more review and practice. At times, teachers provide individual feedback during class. There is some use of strategic differentiation. For example, an assessment was modified by reducing the number of multiple choice answers for each question from four to two choices. In a co-taught science classes, general and special educators seamlessly use instructional strategies like incorporating visuals and comics to support the acquisition of content vocabulary. English teachers provide access to audios of texts and digital texts provided through the local library's Hoopla program to support different types of learners. In a co-taught class, the learning expectations are posted on the wall. In another, students use a rubric to complete a reflection. Graphic organizers are used in some courses. In some classes such as math and science, students are purposefully organized into groups for learning activities. Additional supports used by teachers include help centers for math, writing, and world languages. There is peer mentoring available and students can access support during the Eagle Hour, although this has yet to be fully incorporated. When all teachers adjust their instructional practices to meet the needs of each student by using formative assessment, especially during instructional time; strategically differentiating; purposefully organizing group learning activities; and providing additional support and alternative strategies within the regular classroom, then learners can be more fully supported and more successful.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- Endicott survey
- Standard sub-committee

# Standard 3 Indicator 4

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## Conclusions

Some teachers, individually and collaboratively, improve their instructional practices by using student achievement data from a variety of formative and summative assessments; examining student work; using feedback from a variety of sources, including students, other teachers, supervisors, and parents; examining current research; and engaging in professional discourse focused on instructional practice. According to the Endicott survey, 75.9 percent of staff agree that they improve their instructional practices by using student achievement data from a variety of formative and summative assessments. Data shares occur three times per year, and departments reflect on data related to PSATs and SATs and curriculum-based assessments once or twice a month. Department coordinators are training staff to review and analyze SAT data, given that it is a required state/district assessment. Informal learning walks, comprised by a group of teachers and some administrators, identify an area of focus based on teacher-need. The principal sends staff the feedback in the form of positive feedback and areas of improvement in an email; however, this has yet to occur regularly. These walks are non-evaluative and are meant as a beginning to encourage teachers to feel more comfortable going into each other's classes informally and on their own. Staff have been engaged in professional development to learn about engagement strategies and personalizing learning through providing interest options in assignments. Some teachers use time in Eagle block to collaborate with colleagues. Thirty to forty teachers participated in the principal's book club reading *Mindset: The New Psychology of Success* to preview the growth mindset initiative and engage in collegial discussions. Some teachers who teach the same course have common prep time that can be used for planning instruction and assessments together; however, teachers are not able to use this time consistently. Teachers engage in reflection about data once or twice a month at department meetings and a portion of that time is devoted to instructional strategies. Teachers have created and led professional development sessions on topics of improving instructional practices. When all teachers, individually and collaboratively, improve their instructional practices by using student achievement data from a variety of formative and summative assessments; examining student work; using feedback from a variety of sources, including students, other teachers, supervisors, and parents; examining current research; and engaging in professional discourse focused on instructional practice, instructional practices will be further strengthened and student outcomes will improve.

## Sources of Evidence

- classroom observations
- self-study
- teachers
- department leaders
- central office personnel
- Endicott survey

# Standard 3 Indicator 5

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## Conclusions

Most teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices. According to the Endicott survey, 87.2 percent of staff, 79.9 percent of students, and 64.1 percent of parents agree that teachers are knowledgeable about the subjects they teach. Diversity training is being provided by a Capitol Region Education Council (CREC) consultant. In addition, 30-40 teachers voluntarily participated in the most recent principal's book club summer reading study using Carol Dweck's book, *Mindset*. Personalized learning training is being provided to the staff by a consultant. Eleven teachers are certified to teach Early College Experience (ECE) courses and have become adjunct professors through the University of Connecticut. Some teachers maintain membership in professional organizations, such as the National Science Teacher Association and Association of Supervision and Curriculum Development. Teachers have provided professional development to each other on topics such as close reading and using the Next Generation Science Standards. Professional development opportunities have been presented by staff members on PowerSchool learning, and teachers have pursued certification at the Advanced Placement (AP) Summer Institute. Many staff members seek professional development outside of school to improve their content-area instruction. Professional development time is set aside once or twice a month for staff training; some of this time is spent analyzing data. As a result, most teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices students so that students will have improved learning outcomes.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- department leaders
- Endicott survey

# Standard 3 Commendations

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## Commendation

The implementation of the Eagle block to assist students with personalized learning

## Commendation

The collaboration between general educators and special educators to instruct lessons and to produce documents that are differentiated and appropriately challenging

## Commendation

The use of teacher-initiated, informal cross-disciplinary units

## Commendation

The opportunities for authentic learning through a variety of courses

## Commendation

The efforts by various departments to use their own time to reflect with each other outside of the school day



# Standard 3 Recommendations

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## Recommendation

Examine teachers' instructional practices to ensure consistency with the school's core values, beliefs, and 21st century learning expectations

## Recommendation

Ensure teachers' instructional practices support the achievement of the school's 21st century learning expectations by more fully personalizing instruction; engaging students in cross-disciplinary learning; engaging students as active and self-directed learners; emphasizing inquiry, problem-solving, and higher order thinking; applying knowledge and skills to authentic tasks; engaging students in self-assessment and reflection; and integrating technology

## Recommendation

Adjust instructional practices to meet the needs of each student by more fully using formative assessment, especially during instructional time; strategically differentiating; purposefully organizing group learning activities; and providing additional support and alternative strategies within the regular classroom

# Standard 4 Indicator 1

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## Conclusions

Much of the professional staff employ a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics. The school-wide rubrics for 21st century learning expectations were developed during the 2016-2017 school year and implemented in the 2018-2019 school year. According to the Endicott survey, 63.9 percent of teachers understand the formal process for using school-wide rubrics. The 21st century learning expectations were chosen by departments and administrators ensured that all eight rubrics were distributed. Rubrics are being incorporated into many assignments as the transition to the new rubrics takes place. Teachers acknowledge that this process is in the developmental stages and the school will need to implement a formal protocol for systemic use and analysis of students' and whole-school achievement of the learning expectations. As all professional staff employ a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations, all students will have the opportunity to achieve mastery of these expectations.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- students
- school leadership
- Endicott survey

# Standard 4 Indicator 2

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## Conclusions

The professional staff are expected to communicate individual student progress in achieving the school's 21st century learning expectations to students and their families, and the school's progress in achieving the school's 21st century learning expectations to the school community. Staff will communicate to students and their families through comments on report cards during quarters two and three, and the school is expected to report progress in achieving 21st century learning expectations to the school community and stakeholders in April 2019. The school-wide 21st century learning expectations achievement data will be reported at the school level through data compiled by administrators and teachers. Teachers will use the rubrics and the data generated as evidence of student growth for their student learning objective in the teacher evaluation process. When all staff report individual student progress toward the achievement of 21st century learning expectations to students and their families and school-wide data is reported to the school community, parents and students will have a clearer understanding of learners' levels of progress.

## Sources of Evidence

- self-study
- student work
- teachers
- school board
- department leaders
- central office personnel

# Standard 4 Indicator 3

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## Conclusions

Professional staff collects, but rarely disaggregates or analyzes data to identify and respond to inequities in student achievement. There is collection and reporting of both formative and summative assessment data. Teachers have had some training; however, the current capabilities of PowerSchool prevent them from accessing disaggregated data. Some of the professional staff use the data/results reviewed after assessment to inform yearly changes/modifications in curriculum design through the summer curriculum writing process. The analysis of data is used to revise curriculum and instruction; however, it is not systematically used to analyze and address student inequities. To assist in this process, a consultant has been hired to provide training and guidance in order to identify and respond to inequities in student achievement. Staff collect data; therefore, when data can be disaggregated and analyzed, teachers will be better equipped to identify and respond to inequities in student achievement.

## Sources of Evidence

- teacher interview
- teachers
- department leaders
- central office personnel
- school leadership

# Standard 4 Indicator 4

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## Conclusions

Prior to each unit of study, many teachers communicate the school's applicable 21st century learning expectations and related unit-specific learning goals to students. This is especially true in mathematics, English, science, and social studies. According to the Endicott survey, 66.2 percent of teachers and 60.4 percent of students agree teachers communicate the 21st century learning expectations and learning goals to students prior to each unit of study. Teachers share the expectations with students during classes. To further this process, the curriculum revision will require the inclusion of 21st century learning expectations in units. The 21st century learning expectations are listed for assignments, expectations guides, and course overviews for some classes, but currently, this is not a school-wide practice. Teachers communicate the related unit-specific learning goals to students; therefore, when all staff communicate applicable 21st century learning expectations prior to each unit of study, students will benefit from a clearer sense of what skills are expected to be learned during the unit.

## Sources of Evidence

- classroom observations
- student shadowing
- student work
- department leaders
- central office personnel
- Endicott survey

# Standard 4 Indicator 5

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## Conclusions

Most teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement prior to summative assessments. According to the Endicott survey, 71.2 percent of students agree that teachers provide them with specific and measurable criteria for success, with increasing levels of agreement from freshman to senior year. The criteria or rubrics used include school-wide 21st century learning expectations rubrics and department and/or course-specific rubrics. For example, there are science assignments using the Next Generation Science Standards (NGSS) Performance Assessment, Evidence-Based Writing Assessment in a Government class, the EQUiP rubric for lessons and units in science, and a grading rubric in philosophy. Teachers, collaboratively, adapt rubrics and make recommendations to improve specific rubrics, such as the Adept Problem Solvers Rubric. As all teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement prior to summative assessment, students will be better able to perform according to the highest levels of expectations. Because most teachers provide students with specific and measurable criteria for success prior to summative assessments, such as corresponding rubrics, which define targeted high levels of achievement, students can achieve high levels of success.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- Endicott survey

# Standard 4 Indicator 6

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## Conclusions

Most teachers employ a range of assessment strategies, including formative and summative assessments. According to the Endicott survey, 94.7 percent of teachers employ a range of formative and summative assessments. Teachers use formative assessment strategies such as do nows, exit tickets, problems of the day, and other assessments strategies on a daily basis. Summative assessment practices include performance tasks, projects, exams, research papers, presentations, and labs. Examples include a social studies exam on World War I, a test on nutrition, and a buoyant boats investigation from Integrated Physical Science. Many teachers use web quests as forms of assessments. Because teachers employ a range of assessment strategies in each unit of study, the school-wide practice of varied formative and summative assessments provides students with the opportunity to improve performance.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- Endicott survey

# Standard 4 Indicator 7

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## Conclusions

Many teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments. According to the Endicott survey, 75 percent of teachers agree that they regularly collaborate on the creation, analysis, and revision of formative and summative assessments. Some, but not all, teachers share lesson plans and assessments during the common planning period. Professional development and department meeting time are used to discuss, create, and revise common performance tasks, formative and summative assessments, and district assessments. The collaboration is led by curriculum and department coordinators who devote time to curriculum, instruction, and assessment improvements. There are currently common assessments for core classes and several elective courses. Most classes with multiple sections use a common midterm and final summative assessment. Because teachers are able to collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments, staff benefits from data about delivery of the curriculum and student learning and students benefit from having a consistently assessed curriculum.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- Endicott survey



# Standard 4 Indicator 8

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## Conclusions

Most teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work. According to the Endicott survey, 53.8 percent of students agree that teachers assess/correct school work in a reasonable amount of time and 60.5 percent of students agree that teacher suggestions help them to improve their work. The majority of teachers return assessments and assignments to students within one week of the due date. On large projects and essays, most teachers take two weeks to return corrected work. There is a wide range of feedback provided to students, such as numerical grades, letter grades, short comments, and comprehensive corrections. Much of the feedback offered on projects and essays is verbal feedback in conversations between students and teachers. Many teachers give students the opportunity to correct their mistakes based on teacher feedback on most, if not all, summative assessments. However, there are some teachers that do not allow students to correct their work based on teacher feedback. Because most teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work, students are able to self-reflect and remediate issues in their learning.

## Sources of Evidence

- self-study
- student work
- teachers
- parents
- Endicott survey

# Standard 4 Indicator 9

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## Conclusions

Many teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning. According to the Endicott survey, 55.6 percent of teachers employ a range of formative assessments to adapt instruction to improve student learning. Formative assessments such as BullsEye warm-ups, exit slips, online games, brief argumentative writing, literacy/visual art assessment, math circuit training challenges, short multiple choice quizzes, and hands-on project-based checkpoints are used. In a science class, students answer questions on a Quizizz program to review for a summative assessment. The teacher receives immediate feedback from the program and adjusts the rest of the review to problems students answered incorrectly. English teachers conduct individual writing meetings with students as the rest of the class works independently. Teachers regularly review data from assessments during department meetings to improve planning and adjust instruction. Co-teachers in a mathematics class collaborate on the creation, implementation, and assessment of formative assessments to inform and adjust instruction. Because many teachers regularly use formative assessment data to inform and adapt their instruction for the purpose of improving student learning, teachers can personalize learning, adjust instruction, and support increased student success.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- department leaders
- Endicott survey

# Standard 4 Indicator 10

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## Conclusions

Many teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including student work; common course and common grade-level assessments; individual and school-wide progress in achieving the school's 21st century learning expectations (CLEs); standardized assessments; data from sending schools, receiving schools, and post-secondary institutions; and survey data from current students and alumni. The Endicott survey indicates that 63.2 percent of teachers and administrators examine a variety and range of student work, common course assessment, common grade-level assessment, and standardized assessments to revise and improve curriculum and instructional practices. At this time, reading, writing, math, and science assessment data will continue to be collected in grades 9-11 to measure student growth. Some assessments measure the 21st CLEs. Teachers include rubrics and grading protocol to help students with assignments. Teachers access PSAT and SAT scores through the College Board's Assessment Reporting Portal. As part of the special education identification process, standardized assessments including WAIS-IS+C, WIAT-III and BASC-3, are examined. Many common assessments exist, especially midterms and finals. These common assessments to assess individual and school-wide progress in achieving the school's 21st century learning expectations, as well as course and grade-level achievement. Because school-wide rubrics are new, they have not been connected to all the assessments but it is planned for upcoming professional development. The school informally uses anecdotal evidence from post-secondary schools, which has helped expand AP offerings and partnerships with Asnuntuck Community College, and increased participation in job shadowing and work-related field trips and the EMT certification program. There has yet to be a formal process for collecting and communicating data from the sending schools. When all teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including student work, common course and common grade-level assessments; individual and school-wide progress in achieving the school's 21st century learning expectations (CLEs); standardized assessments; data from sending schools, receiving schools, and post-secondary institutions; and survey data from current students and alumni, teaching and learning will be enhanced.

## Sources of Evidence

- student work
- teacher interview
- department leaders
- school support staff
- Endicott survey

# Standard 4 Indicator 11

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## Conclusions

Grading and reporting practices are reviewed and revised on a regular basis but have yet to ensure alignment with the school's core values and beliefs about learning. Teachers, administrators, and coordinators review, revise, and implement grading practices and assessments. Student data from a variety of assessments is examined in department meetings to tweak future assignments and assessments. Teachers review assessment in collaborative meetings, although there is no formal expectation or process; those that choose to meet collaboratively do so at their own initiative. When the two high schools were merged, the grade point average (GPA) grading scale was changed from 12 to the traditional 4-point GPA scale so that students could better compare to peers in the collegiate process. The passing grade was changed from 65 percent to 60 percent. At this time, there is no consistency regarding assessment practices between and among teachers and departments. When grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning, strategies will more fully reflect the school's beliefs.

## Sources of Evidence

- self-study
- student shadowing
- teacher interview
- students
- department leaders
- Standard sub-committee

# Standard 4 Commendations

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## Commendation

The development and implementation of school-wide rubrics to measure 21st century learning expectations

## Commendation

The distribution of expectations across departments by stakeholder choice to ensure each is taught and learned

## Commendation

The plan in place to report individual student and whole-school progress toward achievement of the learning expectations

## Commendation

The collection of student assessment data to inform modifications to curriculum and instruction

## Commendation

The training and guidance in place to help staff identify and respond to inequities in student achievement

## Commendation

The development of common formative and summative assessments during common planning time, and consistent school-wide practice of using various formative and summative assessments

## Commendation

The timely, corrective feedback provided by many teachers that supports student learning

# Standard 4 Recommendations

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## Recommendation

Employ fully the formal process to assess and report whole-school and individual student progress towards the achievement of the school's 21st century learning expectations

## Recommendation

Disaggregate and analyze data to identify and respond to inequities in student achievement

## Recommendation

Communicate applicable 21st century learning expectations prior to each unit of study

## Recommendation

Ensure all teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including student work, common course and common grade-level assessments; individual and school-wide progress in achieving the school's 21st century learning expectations (CLEs); standardized assessments; data from sending schools, receiving schools, and post-secondary institutions; and survey data from current students and alumni

## Recommendation

Review and revise grading and reporting practices regularly to ensure alignment with the school's core values and beliefs about learning

# Standard 5 Indicator 1

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## Conclusions

The school community consciously and continuously strives to build a safe, positive, respectful and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all. Students believe much is expected of them in terms of learning, goal-setting, behavior, respect for others, and participation in school and community. Student, parent, and teacher handbooks reflect and communicate high expectations for all. There is an understanding of the expectations, discipline, and attendance policies designed to build a safe and respectful learning environment for all students. Most teachers post their classroom expectations on their doors. Students are respectful and engaged in their academic studies, co-curricular, and athletics at Enfield High School. There is high attendance at athletic and performing arts events. School data show that 73.3 percent of all students believe the school encourages them to treat other people fairly and 63.8 percent feel they are welcome in their school. The Endicott survey shows that 29.2 percent of students agree they respect one another, 29.6 percent of students agree students respect teachers, and 44.2 percent of students agree that they have pride in their school. According to the Endicott survey, 44.4 percent of students agree that the school supports them emotionally, 53.5 percent of students agree that everyone including students, teachers, administrators, and parents, is working together to improve the school environment. The Endicott survey also shows that 61.3 percent of students agree that rules and policies in their school help them to learn in their classes. Each day during morning announcements, the principal or a student recite the core values. During a summer orientation, ninth grade students are introduced to the expectations to help guide their transition to the high school from the two middle schools. Students are introduced to the values of respect, responsibility, creativity, innovation, community and wellness. In the fall, these school-wide values were tested when a major crime occurred that involved current and former students. The principal addressed the situation directly. Staff, students, and parents felt supported by the principal and provided appropriate resources to process the events and grieve the loss of a student. The principal brought community and regional resources to bear on the situation including professionals from Riverside Trauma. These professionals offered counseling assistance, processing norms, and support for students, teachers, and parents. Some of the other supports and activities for students include the Gay-Straight Alliance, End the R-Word Campaign, and Unified Sports. The school focuses on offering students' programs and activities that are related to improving the school's culture and climate. Approximately 60 plus clubs were introduced to students during a club fair held at the beginning of October. The school promotes student engagement by offering students time to participate in these clubs during Eagle block, a 55-minute period of time offered in the middle of the day. The cleanliness and condition of the building and grounds demonstrate that students and staff take pride in their school environment. As the school community continues to grow together and consciously and continuously builds a a safe, positive, respectful, and supportive culture that fosters student responsibility for learning, the result will be more shared ownership, pride, and high expectations for all.

## Sources of Evidence

- classroom observations
- self-study
- teachers
- students
- Endicott survey

# Standard 5 Indicator 2

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## Conclusions

The school is working diligently to be equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations. There is an ongoing effort to group students heterogeneously. The majority of core classes represent the diversity of the student body by both gender and ethnicity; exceptions are College and Career Prep (CCP) English 9 and 11. As of October 2018, the total school population was comprised of 50.7 percent males and 49.3 percent females. English 9 has a total enrollment of 272 students, with 60.3 percent males and 39.7 percent females. English 11 has a total enrollment of 244 students enrolled; 65.5 percent of the pupils are male. The school's program of studies identifies heterogeneously grouped classes and students have a choice of courses, regardless of ability. Responses to the Endicott survey state that 72 percent of students agree they have a number of opportunities to take courses of varying levels in which students of varying levels are enrolled. Co-taught classes ensure special needs students are provided the opportunity to meet the school's learning expectations and have equal access to the same curriculum as their peers. Ensuring all students have access to challenging academic experiences, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations by all students, will support the school being more equitable and inclusive.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- students



# Standard 5 Indicator 3

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## Conclusions

There is a formal ongoing program through which some students have an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations. Each student has been assigned an advisor and there are opportunities for students to interact with adults outside of the classroom. According to the Endicott survey, 50.7 percent of students agree that there is an adult in the school who knows them well and regularly helps them to succeed. For example, the mentoring block, M block, is a 25-minute period within the school day. This was implemented based on data from the instructional leadership team's school connectedness subcommittee, NEASC data, and Youth Services survey, which identified the need to create respectful and appropriate relationships among students and staff to support school success. The program pairs groups of students with a faculty member to discuss lessons based on academic, social, and emotional learning. M Block brings students and adults together in small groups once a month. The Eagle block is a daily 55-minute period designed to make the overall educational experience for every student more personalized by teachers providing academic support. Physical education teachers and coaches meet with student athletes during Eagle block to monitor and support students' academic success and engage in lessons based on the school's core values. Students decide how they use Eagle block. They may go to any teacher they choose but are not required to sign in at any time during Eagle block. There are concerns from some parents, teachers, and administrators that not all students are making the most of the Eagle block opportunity. By continuing to refine and improve the formal ongoing program through which each student has an adult in the building, in addition to the school counselor, who knows the student well and can assist the student, the student will be better supported and more equipped for achieving the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- facility tour
- teachers
- students
- Endicott survey

# Standard 5 Indicator 4

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## Conclusions

In order to improve student learning through professional development, the principal and professional staff engage in professional discourse for reflection, inquiry, and analysis of teaching and learning; use resources outside of the school to maintain currency with best practices; dedicate formal time to implement professional development; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. The staff has a collaborative spirit of reflection and inquiry. The facility provides a physical space designed for teacher collaboration. Ample spaces are located on each floor for teachers to gather and collaborate with other teachers in or outside their discipline, allowing collaboration to occur within and across departments. Teachers engage in conversations about learning expectations, grading standards, quality of student work, instructional practices, and curriculum revision. Teachers consistently collaborate formally during departmental meetings to design assessments, design curriculum, and discuss instructional strategies. Teachers collaborate during common planning time and informally meet in professional learning communities; however, because it is not required, this happens inconsistently throughout the school. There is a great deal of teacher-led professional development. Teachers who attend external professional development return to lead colleagues in the newly acquired learning. Currently, math, science, and English departments are collaborating and working together to prepare students for the SATs. The coordinators within those disciplines specifically focused on scored PSAT items and separated them based on the context. Other professional development opportunities are available and staff take advantage of these throughout the school year and during the summer. Teachers engage in conversations about learning expectations during faculty meetings and department meetings are used to review grading practices, learning practices, and current trends in disciplinary content, methodology, and pedagogy. The principal initiated a voluntary staff summer reading club and the books included *Students at the Center: Personalized Learning with Habits of Mind* by Bena Kallick and Allison Zmuda, Carol Dweck's *Mindset*, and Ken Robinson's *Creative Schools: Grassroots Revolution that is Transforming Education*. These works were then used by the team to identify and brainstorm solutions to school-wide problems. In addition, faculty professional learning was provided to staff who did not participate over the summer. The faculty uses learning looks to provide insight into teaching and learning practices within the school. Staff is regularly supported through budgeting and being granted professional time outside of the classroom. Each year, teachers can request professional time to attend workshops or programs directly supporting effective teaching strategies. In 2015-2016, 12 teachers attended workshops with a focus on technology and curriculum at a cost of \$6,355.00. In 2016-2017, five teachers were granted time to focus on curriculum at a cost of \$5,982. Other opportunities exist to engage in professional discourse within and outside of the school. At the state level, some teachers attended workshops and conferences at Capital Regional Education Council (CREC), Connecticut Association of Schools (CAS), and Grade 9 Next Generation Science Standards (NGSS) Curriculum Consortium. Some of the music teachers attended the Summer Arts Workshop at Central Connecticut State University (CCSU) and shared the information with other music teachers during department meetings. Teachers are given a one-year subscription to National Association for Music Education (NAfME) Academy, a website with nearly 100 videos on various topics in music education. The science department uses resources outside the school. The science, technology, engineering, arts, and math (STEAM) science and technology coordinator and the grades 6-12 science coordinator completed a course on implementing the NGSS and provided professional development to the science teachers. The grades 6-12 science coordinator attended multiple NGSS professional development trainings in the state and shared relevant information on curriculum, instruction, and assessment with teachers. As a result, in order to improve student learning through professional development, staff engage in professional discourse for reflection, inquiry, and analysis of teaching and learning, use resources outside of the school to maintain currency with best practices, dedicate formal time to implement professional development, and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.

## Sources of Evidence

- student shadowing
- teacher interview
- teachers

# Standard 5 Indicator 5

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## Conclusions

School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning. The supervision and evaluation process is thoughtfully designed to improve teacher instruction. There is a complete and comprehensive teacher evaluation plan that identifies four domains aligned with Connecticut's Common Core of teaching and learning, which reflects the most current research in the realms of teacher evaluation and growth. This recently adopted evaluation system intends to create opportunities for teachers and administrators to work collaboratively to improve the quality of teaching. The supervision and evaluation process plays an integral role in instructional improvement. The process for tenured teachers is a three-year rotation and new teachers are evaluated annually until the achieved tenure of 40 months. The process begins with the teacher completing a self-evaluation form followed by the teacher attending a goal-setting meeting with his or her evaluator. During the meeting, the teacher and evaluator discuss and develop a student learning objective (SLO). The teacher develops three to five indicators of academic growth and development (IAGDs). Evidence is gathered by evaluators through classroom observations and submission of teacher materials. Teacher materials may consist of student work, sample rubrics, and pre- and post-assessment data. Midway through the year the effectiveness of the SLO, based on data collected, is discussed with the teacher. At that time, revisions may be made to the strategies or the approach to teaching and learning within the classroom. During the evaluation process, teachers must demonstrate student growth. At the end of the year, the teacher reflects on the effectiveness of the SLO and reports to the evaluator and based on data outcomes, the teacher is given a rating that signifies the effectiveness of his or her teaching. Four factors are used to rate teachers' overall performance: student growth, achievement of parent goals, achievement of the school-wide goal, and a professional goal. There is a plan to develop and support educators through the use of professional learning. New teachers are engaged in a new teacher workshop at the beginning of the year. This meeting is focused on introducing new teachers to the school's culture, beliefs, and expectations. New teachers are provided ongoing professional development opportunities within the district. New teachers are provided support through the use of mentoring/coaching and engagement in the Connecticut State Department of Education Teacher Education and Mentoring Program (TEAM). Because school leaders regularly use research-based evaluation and supervision processes, teachers are provided with evidenced-based feedback, which leads to improved teaching and student learning.

## Sources of Evidence

- self-study
- teachers
- school leadership

# Standard 5 Indicator 6

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## Conclusions

The organization of time has created the support for research-based instruction, professional collaboration among teachers, and the learning needs of all students; however, the schedule has yet to be fully implemented. In the 2016-2017 school year, the schedule changed from a fixed, traditional schedule to a rotating block. Students take four classes a day, 82 minutes in length, on an A/B day rotation, totaling eight classes a semester. The schedule change eliminated homerooms and study halls, but added in the Eagle Block. The schedule change allowed the school to implement supports for students and teachers. The blocks provide an increased opportunity for project-based learning, a research-based approach to instruction that has been shown to increase student engagement in the classroom. Yet, buy-in for these opportunities has not been universal. Science teachers embraced the time change, the block allows them to conduct lab activities without the need for additional lab periods. Students have more course options as 23 new courses were added to the program of studies, including four Advanced Placement (AP) courses. With the elimination of study halls, all students have an opportunity to take eight credits annually. This elimination of study halls, paired with an increased number of engaging course options, creates an environment where students will be more likely to explore interests and graduate in four years of study. Eagle Block, a common 55-minute advisory period, occurs in the middle of the day. Eagle Block was designed based on a successful model first implemented in Ocala, Florida, in 2011 (Ellsperman 2014) and implemented in another nearby district. The Eagle block is designed to support the learning needs of students. Most often, students have control over how they use the time. They can visit teachers for extra help, make-up missed work, do homework, visit the career center, leave to take classes at the local community college, or participate in extracurricular clubs. However, not all students take full advantage of the 55-minute period. Some use the time as an extended lunch period and some seniors leave school entirely. In response, administrators emphasized how to effectively make use of Eagle block during transitional visits and during opening day assembly for freshmen. Additionally, all freshmen are now required to complete an Eagle block tracker and are assigned a mentor. The tracker requires students to obtain a minimum of two teacher signatures confirming a meeting with a teacher within a week. Students are required to meet with a teacher to review current performance and/or ask for instructional support. Once the student's mentor feels the freshman student can successfully self-direct their time within Eagle block and remain academically successful, students are then released from this activity. The implementation of Eagle Block created a space to better implement Scientific Research-Based Interventions (SRBI) to support academic learning. By occurring in the middle of the day, this structure allows students to engage in the school community and receive academic supports, while accommodating sports, family schedules, and issues of equity that might inhibit a student's ability to stay after school. The schedule allows teachers to meet and collaborate during a block period. Most special education teachers of co-taught classes, meet regularly with content teachers to plan lessons and review student growth. Departments have autonomy on how daily planning time is used. A mentoring block, M Block, was added to provide time for all students to meet with their assigned teacher mentor. This mentoring time meets on one scheduled day each month. Topics covered are a review of current academic performance, content guidance, growth mindset lessons and time for student feedback specific to school culture and climate. For students who may need additional supports, Wednesday night school is an alternative time to obtain those resources. Wednesday night school provides additional tutoring in a variety of content subjects and allows students to meet disciplinary requirements. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students; however, when it is fully implemented, students will benefit.

## Sources of Evidence

- self-study
- teacher interview
- teachers

- students
- parents

# Standard 5 Indicator 7

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## Conclusions

Student load and class size consistently enable teachers to meet the learning needs of individual students. The school values the interests of students who seek learning in specialized areas; these classes are available even if roster sizes are low. For example, Advanced Placement English has 12 students and AP Spanish has 7, Teen Leadership I and II have 17. There are 70 co-taught academic support classes designed for individualized learning with an average of 17 students per teacher. As a result, the student load and class sizes enable teachers to meet the learning needs of individual students.

## Sources of Evidence

- self-study
- teachers
- students

# Standard 5 Indicator 8

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## Conclusions

The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. Prior to the consolidation of the two high schools, teachers and administrators from both schools undertook a lengthy and detailed process to develop a school vision and core values for Enfield High School. Under the leadership of the principal, the vision statement and six core values were used to identify the school's academic, social, and civic learning expectations and develop school-wide rubrics. From there, a process was put into place to implement and measure the school-wide learning expectations at every grade level and class. The principal and other building leaders are now developing a process to collect and analyze the data on student achievement toward these expectations. An instructional leadership team was established by the principal that meets three to four times a week. Meeting agendas address topics aligned with the school's annual goal, professional development, school climate, and professional culture. The principal and other building leaders develop a yearly school improvement plan (SIP) that sets goals aligned to the school's core values, beliefs, and learning expectations. The principal created a summer book club in which participants read Carol Dweck's *Mindset*. Follow-up professional learning was provided to the whole faculty to ensure the continuity of information and to assist teachers to connect their learning to the school's core values and beliefs. The principal empowers staff to make collaborative decisions about instructional practices that support the school-wide core values and beliefs through committees, departmental meetings, and open dialogs. Because the principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations, this leads to all students having the opportunity to meet the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- students
- school leadership



# Standard 5 Indicator 9

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## Conclusions

Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership. A parent advisory committee is in place and meets with the principal three or four times per school year. The parent advisory committee mission is to support the development of positive school culture and climate through open communication and decision-making. The current instructional leadership team is comprised of administrators, district content coordinators, and teachers. Teachers use this team to share information, ask questions, and share concerns for review by administrators. Teachers participate in round table discussions on the implementation of the school's core values and beliefs. A school survey indicates that 63.3 percent of teachers feel they are meaningfully involved in decision-making that promotes an atmosphere of responsibility and ownership. Students participate in school-based decisions in three ways. Each class has an elected student council. Students may be selected to serve as representatives on the Connecticut Association of Schools' committee and these students attend a statewide meeting and discuss how to best improve schools. Students return and communicate their learning and provide recommendations to school administrators for consideration. Students may elect to serve on the superintendent's advisory committee to share ideas, ask questions, and guide change. The daily Eagle block provides students with the opportunity to exercise decision-making that promotes individual responsibility and ownership of their learning. As a result, teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

## Sources of Evidence

- self-study
- teachers
- parents

# Standard 5 Indicator 10

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## Conclusions

Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. There is a culture of collaboration where teachers are expected to exercise initiative and leadership essential to the improvement of the school. Teachers focus on increasing student engagement in learning. The school employs teacher-led professional development days and develops a culture of innovation and improvement through teacher initiatives designed to increase student engagement in learning. Several elective courses, including Community Action, Teen Leadership II, AP courses, and Unified Sports, have been created by individual teachers who put proposals through to the school board, had the courses accepted, and then wrote the curriculum for the course. Teachers introduced significant changes to existing courses by implementing their ideas, such as a mastery based Algebra 1 block course, which combines Algebra 1 and Geometry in a block format for students who did not pass first-year Algebra 1. Other teacher initiatives include clubs offered during Eagle Block, Teen Leadership I and II, and the Leadership Luncheon Program. Based on students' interests, the career center counselors were instrumental in collaborating with Asnuntuck Community College to offer students an emergency medical technician (EMT) training course. Students who need more time to meet academic standards are offered American School online courses. Also available to students is the special education vocational job, where students hold a job and meet regularly with a teacher. Courses such as Adaptive Physical Education, Integrated Art, and Unified Sports provide students with opportunities to take on leadership roles with their peers. Because teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning, these ideas to improve teaching and learning benefit the entire school community.

## Sources of Evidence

- facility tour
- teacher interview
- students

# Standard 5 Indicator 11

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## Conclusions

The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. Some time ago, the school board and superintendent determined the district's two high schools should become one. The school board, superintendent, and former principal worked collaboratively to communicate this decision to the community. Staff collaborated and students and parent voiced input specific to the creation of the new school's vision, mission, core values, and beliefs. The former principal was the leader in facilitating those events. The superintendent and current principal conduct a superintendent's advisory meeting that is comprised of students in all grades each month. The principal is able to determine and implement practices that support student learning and achievement based on the school's core values and beliefs. As a result, the school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

## Sources of Evidence

- teachers
- parents
- school leadership

# Standard 5 Indicator 12

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## Conclusions

The school board and superintendent provide the principal with sufficient decision-making authority to lead the school. The superintendent provides the autonomy for the principal to make important decisions and enforce decisions that positively impact students. For example, at the beginning of the school year, the principal, in consultation with others, made the decision to implement a new block schedule. Approximately three weeks into the school year, it was determined that the schedule was not meeting the needs of students. The principal, along with the administrative team, took action and implemented the current A/B schedule, including an Eagle block, in a short amount of time. The principal spearheaded the implementation of the instructional leadership team (ILT), which is a group of administrators, department coordinators, and teacher volunteers whose mission is to improve the school through empowering teachers and staff as school leaders in the areas of instruction and school climate. The formation of this team has removed a top-down approach to teaching and learning and has provided teachers with a voice in decision-making. The principal annually submits a comprehensive budget that attempts to meet the needs of the students and teachers in the building. At times, the principal consults the superintendent for input and feedback prior to implementation. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school, which allows the principal to take a proactive approach.

## Sources of Evidence

- self-study
- school board
- school leadership

# Standard 5 Commendations

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## Commendation

The principal's leadership in providing various supports to the entire school community during a recent tragedy involving the death of a current student

## Commendation

The large number of support services, clubs, and culture-building activities designed to be inclusive of all students and build pride and ownership

## Commendation

The offerings of many courses, including co-taught classes, which meet the learning abilities and needs of all students

## Commendation

The implementation of the Eagle and M blocks, which create the foundation for a formal program to ensure each student has an adult in the building, who knows them well

## Commendation

The implementation of a principal's summer reading club to provide professional dialog among staff members

## Commendation

The breadth and depth of teacher-led professional development and use of professional development outside the district to support and enhance teaching and learning

## Commendation

The involvement of teachers, students, and parents in meaningful decision-making roles

## Commendation

The initiative and leadership of teachers in engaging students in learning

## Commendation

The autonomy provided to the principal to lead the school by the superintendent and board of education

# Standard 5 Recommendations

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## Recommendation

Build, consciously and continuously, a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all

## Recommendation

Strengthen the formal program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations

## Recommendation

Ensure that the organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students

# Standard 6 Indicator 1

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## Conclusions

The school provides timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's learning expectations. The school regularly reviews data to target at-risk students to provide timely interventions and engages with community partners to increase intervention opportunities for all students. According to the Endicott survey, 68.4 percent of the staff agree the school has timely, coordinated, and direct intervention strategies for all students, including students identified and at-risk students, which support each student's achievement of the learning expectations; and 59.2 percent of parents and 31 percent of students agree the school has strategies to meet the needs of all students. The student intervention team (SIT) meets weekly to review referrals of at-risk students and provides needed assistance, accommodations, and modifications. These accommodations provide a framework of student progress, and the necessary data so that if the student needs to be referred for special education testing or a 504 referral, such can be justified. The SIT team is responsible to work with teachers to ensure student progress towards their educational goals. The school provides an annual mental health training to all ninth grade classes, Question, Persuade, and Refer (QPR), which is intended to offer hope through positive action. Other school supports for at-risk students include monthly grade-level attendance meetings. Names for the attendance meetings are generated from monthly attendance reports. Daily contact home on absent students is done by each dean's secretarial staff who create a list of all students who have been absent ten or more days, and create a watch list where students are divided among the team so that someone is contacting each student. Freshmen, during the first marking period, and any student earning a grade point average (GPA) of less than 1.7 and/or receive at least two Fs on their report card are placed in the Academic Progress Program and attend at least two extra help sessions during Eagle block. Student progress is monitored biweekly. Students remain in the program until successful eligibility criteria is met. Wednesday night school offers remediation in English and math, counseling by Enfield Youth Services, and includes a cardiovascular workout, as an alternative to in-school or out-of-school suspension. Because the school has timely, coordinated, and directive intervention strategies for all students including identified and at-risk students, each student can be assured success in fulfilling the achievement of the school's learning expectations.

## Sources of Evidence

- self-study
- teacher interview
- students
- Endicott survey



# Standard 6 Indicator 2

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## Conclusions

The school provides a variety of information to families, including those most in need, about available student support services. The school district uses Facebook and Twitter to publicize school and district curricular and extracurricular events. An emergency notification system enables community members to receive important notices and information. PowerSchool is used to take attendance and record grades and students and parents have access to that information, as well as daily announcements, via the student and parent portals. The school website provides important information for both students and parents including school and extracurricular calendars and schedules, grade-level announcements, quarterly newsletters, links to guidance and community support resources, and departmental and staff contact information. Some teachers and departments maintain websites with course resources and information but some do not, or the information is inconsistent across disciplines. Important resources, documents, and forms are accessible through the website, but some information is incomplete, and a few site links are broken or the information is outdated or missing. According to the Endicott survey, 65.8 percent of parents are in total agreement that the school provides information about available student support services. Building administrators communicate services to incoming freshman and their parents during the eighth grade visit and summer orientation. Parents are invited to attend informational sessions following the student orientation to learn about the school and available services. The guidance department sends letters home to parents at least quarterly and communicates via Schoology. All teachers send home a course syllabus which communicates grading practices, units covered, and alignment to the school's 21st century learning expectations. In addition, classroom expectations are included and parents are provided the teacher email. Interim progress reports are given to students. Many teachers also will communicate with parents when a student's grade has fallen to a D or below. Some teachers will choose to send home weekly progress reports generated via PowerSchool. School post cards are available for teachers to send home to communicate good news. All teachers are available to parents and families for Open House and Parent-Teacher conferences. The Math Help Center offers assistance from peer tutors with teacher support on Tuesdays and Thursdays from 12 noon to approximately 12:35 p.m. Students must sign up for this and inform their families of this service. The Writing Center is linked to a course offered through the English department that has an information and expectation handout that goes home at the beginning of the school year. There is a link on website. Informational sessions are held for students to learn more about the writing center during Eagle Block, and the center holds an open house during Eagle Block. The Spanish National Honor society students tutor any student in need of extra help. The Career Center publishes a newsletter three times a year, sends emails, and posts to Schoology and the website to inform parents of the opportunities available for students. A quarterly newsletter is sent out by administrators to update families about school events and to showcase classroom instruction. Because the school provides a variety of information to families on a consistent basis, including those most in need, about available student support services it enables each student to achieve the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- student shadowing
- parents
- school board
- Endicott survey

# Standard 6 Indicator 3

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## Conclusions

Support services staff use a variety of technology to deliver a range of coordinated services for each student in a limited way. Support services staff use Office 365, PowerSchool/Unified Classroom, and IEP Plus to track attendance, behavior, academic, health, Individualized Education Program (IEP), and 504 information. Naviance is available but not consistently used to track student career and educational planning by school counselors. The career center utilizes O\*NET extensively to support student career research. Library/media services provide a variety of databases and online resources to support teaching and learning across the curriculum. Khan Academy, IXL, ALEX, Lexia, and other online resources are used for differentiated and remedial instruction. A variety of assistive technology and devices support instruction as needed. When support services staff are able to use the variety of technology to more fully to deliver a range of coordinated services for each student, students across the school will be successful in meeting the school's learning expectations.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- Endicott survey

# Standard 6 Indicator 4

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## Conclusions

School counseling services have an adequate number of certified/licensed personnel and support staff who are available to meet with individual students to provide personal, academic, career and college counseling, as well as deliver collaborative outreach and referral to community and area mental health agencies and social service providers. However, they have yet to consistently deliver a written, developmental counseling program, engage in individual and group meetings with all students, and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. There is an adequate number of certified/licensed school counseling and support services personnel. Six school counselors serve all students in grades 9-12. The career center has two school counselors that primarily serve students in grades 10-12 and provide one-on-one career guidance and counseling and coordinate additional activities such as job shadowing experiences and field trips. Three full-time secretaries provide clerical support for the guidance department and maintain student records district-wide. The grades K-12 comprehensive developmental guidance curriculum outlines specific topics for each student by grade level either individually or in a group setting. Counselors are available to meet with students to provide personal, academic, career, and college counseling. Counselors meet with students during the course selection process each year. Yet, according to the Endicott survey, only 12.2 percent of students report meeting with their school counselor regularly, and only 43.5 percent of students feel comfortable going to their counselor. In the spring of 2017 the Endicott survey revealed that parents and students were concerned with the lack of involvement from guidance counselors in the lives of students. The school counseling department continues to reflect on these survey results and there is evidence that measures are being put in place to improve these findings. The counseling department refers students to outside agencies such as Community Health Resources, Enfield Youth Services, and Joshua Center. Counselors use teacher assessments and recommendations to place students in appropriate courses; however, they have yet to use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. School counseling services have an adequate number of certified/licensed personnel and support staff who are available to meet with individual students to provide personal, academic, career and college counseling, as well as deliver collaborative outreach and referral to community and area mental health agencies and social service providers; therefore, when counselors deliver a written, developmental counseling program; engage students in individual and group meetings with all students, and use ongoing, relevant assessment data, including feedback from the school community, to improve services; students will be more fully supported in achieving the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- student shadowing
- teacher interview
- parents
- Endicott survey

# Standard 6 Indicator 5

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## Conclusions

The school's health services have an adequate number of certified/licensed personnel and support staff who provide effective preventative health services and direct intervention services, use an appropriate referral process, conduct ongoing student health assessments, and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The school's health services offer a systematic and comprehensive approach to student health. Two full-time registered nurses educate and assist students in coping with acute or chronic illnesses, accidents or injuries, and overall emotional and mental health. According to the Endicott survey, 67.7 percent of the staff and 60.4 percent of parents agree that the school's health services program has an adequate number of certified/licensed personnel and support staff. Sixty percent of the students feel comfortable going to the school nurse. The nurses provide preventative health services and direct intervention services to the students and faculty within the building. Nurses provide the staff with training on hand washing, handling body fluids in school, and administering the Heimlich Maneuver. The nurses reach out to a wide variety of professionals and use a team approach to problem-solving through prevention, early intervention, early remediation, crisis/emergency management, referrals, counseling, and health teaching. A local physician serves as a medical advisor, and Enfield Youth Services and Community Health Resources provides consultation as needed. The health office is adjacent to the dean's office so students reported a concern about privacy and confidentiality. Because the school's health services have an adequate number of certified/licensed personnel and support staff who provide preventative health services and direct intervention services, use an appropriate referral process, conduct ongoing student health assessments, use ongoing relevant assessment data, including feedback from the school community to improve services, the school consistently ensures that each student achieves the school's learning expectations.

## Sources of Evidence

- self-study
- teacher interview
- students
- Endicott survey

# Standard 6 Indicator 6

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## Conclusions

Library/media services are integrated into the school's curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who are actively engaged in the implementation of the school's curriculum; provide a wide range of materials, technologies, and other information services in support of the school's curriculum; ensure that the facility is available and staffed for students and teachers before, during, and after school; are responsive to students' interests and needs in order to support independent learning; and conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The library media specialist manages the library and a library assistant ensures procedures run smoothly, assist students and faculty in locating and using library resources, keeps the collection cataloged, and monitors student library use and behavior. The library media specialist is purposefully engaged in the integration and implementation of student information literacy skills. Library personnel is engaged in the implementation of the school's curriculum through a variety of methods: collaboration with content teacher to provide informational literacy lessons, working with students individually as needed, and practices in using the essential learning skills needed in the 21st century. The library staff is responsive to students interests and needs to help them be successful in the implementation of their projects. According to the Endicott survey, 58.3 percent of the students and 45.9 percent of the staff agree the library staff is willing to help them find information they need or want. The library is open before school, during, and after school. The library is open from 7:10 a.m. until 2:30 p.m. daily for faculty and student use. According to the Endicott survey, 39.8 percent of the staff and 33.3 percent of parents agree that students use the library on a regular basis for assignments/research for their classes; 68.4 percent of the staff agree that the library information services personnel provide a wide range of print and non-print materials, including technologies and other information services, that fully support the curriculum. The library currently has 40 iMac computers, 2 copiers/printers, and 1 color printer. According to the Endicott survey, 67.4 percent of students and 70.7 percent of staff agree that the library/media center provides a wide range of materials, technologies, and informational services to support students' learning needs; 25.9 percent of students and 33.3 percent of parents agree they or their student use the library/media center resources on a regular basis. Library/media services are integrated into the school's curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who are actively engaged in the implementation of the school's curriculum; provide a wide range of materials, technologies, and other information services in support of the school's curriculum; are responsive to students' interests and needs in order to support independent learning; conduct ongoing assessment using relevant data, including feedback from the school community, to improve services; and the facility is available and staffed for students and teachers before, during, and after school; therefore, each student can better achieve the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- facility tour
- teacher interview
- students
- Endicott survey

# Standard 6 Indicator 7

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## Conclusions

Support services for identified students, including special education, Section 504 of the Americans with Disabilities Act (ADA) and English language learners, have an adequate number of certified/licensed personnel, who collaborate with teachers, provide inclusive learning opportunities for all students, and perform ongoing assessment using relevant data, including feedback from the school community to improve services, and ensure each student achieves the school's learning expectations. According to the Endicott survey, 51.1 percent of staff agree that the school has adequate, certified support services personnel for identified students. Support services includes two school psychologists, three social workers, sixteen full-time special education teachers, and fifteen paraprofessionals. The school has a part-time speech and language pathologist who services students, and a tutor and other related services include occupational therapy and physical therapy. Three of the special education teachers are involved with self-contained classes. There is one full-time transition coordinator. The special education department provides a variety of services to enable students to achieve the school's 21st expectations for student learning. Services include resource room classes, co-taught classes, the emotionally disturbed program (SOAR), and the adaptive learning program (ALP). The Enfield Transitional Learning Academy is available to meet the needs of 18 to 21 year olds who are disabled and are transitioning into adulthood. Organizations and businesses within the community support the program. During the 2017-2018 school year, there were sixty-one co-taught classes. The special education staff, schedule permitting, work along with co-teachers to collaborate and plan, assess, and provide lessons together. Self-contained services for special education students are predominately used for functional math and English skills. During the school day, identified students may take an integrated art or adaptive physical education class with non-disabled peers. After school, identified students may participate in the Unified Sports program. Last year the Unified Sports team participated by hosting and attending soccer, flag football, basketball, and a track events. Students receiving special education services have ongoing assessments, culminating with a triennial evaluation. The progression on their Individualized Education Program's (IEP) long-term goals and short-term objectives are assessed on a quarterly basis, and are reported at each student's annual review at the Planning and Placement Team meeting (PPT). Parents are contacted and invited to attend their child's PPT meetings. The vast majority of students provide self-assessment data on their goals and objectives at their yearly PPT meetings. Some student grades are assessed using a mastery-based approach. Students' 504 plans are reviewed annually by the school counselors. A part-time English language learner tutor is employed by the school system. English language learners are assessed by the English language tutor, using standardized measures, and plans are developed, implemented and modified based on these test results. Surveys and alumni/parent focus groups are used as assessment data for program improvement as well. Because support services for identified students, including special education, Section 504 of the Americans with Disabilities Act (ADA), and English language learners (ELL), have an adequate number of certified/licensed personnel, who collaborate with teachers, provide inclusive learning opportunities for all students, and perform ongoing assessment using relevant data, including feedback from the school community to improve services, each student can achieve the school's learning expectations.

## Sources of Evidence

- self-study
- student shadowing
- teachers
- students
- Endicott survey

# Standard 6 Commendations

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## Commendation

The annual mental health training provided to all ninth grade students

## Commendation

The Wednesday night school that is offered as an alternative to in-school or out-of-school suspension to provide learning support

## Commendation

The varied and numerous methods for communicating information to students and families

## Commendation

The wide variety of technologies that assist in the delivery of a range of coordinated services

## Commendation

The strong connections to outside agencies for school counseling referrals and support

## Commendation

The continuum of support services that enable students to achieve the school's expectations for student learning

## Commendation

The inclusion of special needs students in physical education, Unified Sports class, technology education, FACS, and elective classes and the co-taught classes at all grade levels

# Standard 6 Recommendations

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## Recommendation

Provide information to families about available student support services, especially to those families most in need

## Recommendation

Ensure support services staff are able to use the variety of technology to more fully deliver a range of coordinated services for each student

## Recommendation

Ensure school counseling services deliver a written, developmental program, engage in individual and group meetings with all students, and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations



# Standard 7 Indicator 1

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## Conclusions

The community and the district's governing body provide dependable funding for a wide range of school programs and services; sufficient professional and support staff; ongoing professional development and curriculum revision; sufficient equipment and instructional materials and supplies; however, funding for a full range of technology support is limited. The school provides a wide range of programs and services. When changing to the eight-period block scheduling, the school added many electives, Early College Experience (ECE), and Advanced Placement (AP) classes. The school was able to expand its Unified Sports program to be available during the school day, to travel to compete against more schools, and formed a partnership with the local Special Olympics. The school has sufficient professional and support staff. They employ 7 administrators, 140 teachers, 6 counselors, 3 social workers, 2 school psychologists, .5 speech pathologist, 1 transition coordinator, 2 career counselors, and 1 school-to-career liaison for approximately 1,500 students. The school has adequate funding to provide ongoing professional development and curriculum revision. The 14 scheduled professional development day sessions are determined in the summer at central office in collaboration with school administrators. Department coordinators work with their teams to determine the need for curriculum revisions. Curriculum revision is ongoing and can be found on the district SharePoint page. Technology support is provided to the school through the town's information technology (IT) department managed by a chief technology officer. However, the school does not have a staff member for technology support. Currently, teachers have had limited professional development in using the available technology. There has yet to be enough technology available to students to help them be successful. Technology support has been affected by budget decreases and stands to be further impacted with any additional decreases. There is sufficient equipment, instructional materials, and supplies. The school provides dependable funding for a wide range of programs; professional and support staff; ongoing professional development and curriculum revision; and sufficient equipment materials and supplies; therefore, sufficient funding for a full range of technology support will further enhance teaching and learning.

## Sources of Evidence

- self-study
- panel presentation
- teacher interview
- school board
- central office personnel
- school website

# Standard 7 Indicator 2

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## Conclusions

The school develops yearly plans, and funds programs to ensure the maintenance and repair of the building and school plant, to properly maintain, catalogue, and replace equipment, and to keep the school clean on a daily basis. The district has yet to develop a long-term maintenance plan. On an annual basis, the department of public works receives a maintenance and supply budget, which has decreased for the past five years. Currently, the head custodian is in the process of developing a plan to maintain and catalogue concerns with equipment. A town employee regularly replaces all air filters and maintains the boilers. The town is in the process of putting a contract out to bid for boiler maintenance throughout the entire district. Because the facility is new, all maintenance and equipment replacements are being completed in accordance with warranty details. Maintenance, equipment repair, and replacement are completed as needed; however, the department of public works has yet to have a funding plan for the maintain, catalog, and replace equipment. There is a sufficient level of custodial staffing. A head custodian and two full-time custodians work during the school day and nine custodians are scheduled each night for upkeep, cleanliness, and maintenance. The school is cleaned on a daily basis; staff and students show respect toward the renovated building and grounds. The town is responsible for the maintenance of the grounds outside the school. The school develops and funds programs to ensure the maintenance and repair of the building and school plant, to properly maintain, catalogue, and replace equipment, and to keep the school clean on a daily basis; therefore, when the district develops a long-term maintenance plan, it will guarantee that the physical plant will continue to support the student learning.

## Sources of Evidence

- self-study
- facility tour
- parents
- department leaders
- Endicott survey

# Standard 7 Indicator 3

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## Conclusions

The community funds and the school implements informal long-range plans that address programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements. The school has yet to have a written long-range plan for programs and services, anticipated staffing and enrollment changes, facility needs, technology or capital improvements. There are informal plans based on conversations and various emails among multiple parties. A plan for 1:1 technology is in process. Many of the capital improvements and facility needs are handled on an annual basis and are dependent upon the budget. When the community funds and the school implements long-range plans that address programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements, stakeholders can be assured teaching and learning will be enhanced and supported.

## Sources of Evidence

- self-study
- department leaders
- central office personnel
- Standard sub-committee

# Standard 7 Indicator 4

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## Conclusions

Faculty and building administrators are actively involved in the development and implementation of the budget. The development of the budget is a lengthy process that takes place over the course of the school year. Starting in late October, administrators receive budget preparation materials and guidelines from the superintendent. Over the next 20 days, administrators meet and prepare budgets with building level and departmental personnel. Principals facilitate plans with their coordinators to discuss the needs for the following school year with their departments. Department coordinators discuss any budget concerns with their teaching staff. This includes general supply requests, program supplies, and any special requests that teachers or administrators may have for a particular course. This information is reviewed with building level administrators prior to being compiled into one document and sent to the superintendent. In the beginning of December over a two-day period, the superintendent meets individually with each school administrator, department coordinator, and central office administrator. These meetings focus on each department's needs for the following school year. As soon as this last meeting is completed, the various building and department budgets are compiled into one main document to be presented to the board of education. This takes place during a regular board of education meeting in the month of January. All board of education meetings are televised on a local access channel and then uploaded online. During the months of January and February, the board of education will discuss the budget, preparing to submit it to the Enfield town manager by the end of February. In early to mid-March the town manager will present the budget to the Enfield town council. In late March/early April the board of education presents the budget to the town council. In the months of March and June, the town council has budget deliberations and the board of education finalizes the budget by the conclusion of the school year. Once the budget is finalized for the following school year, orders are submitted to supply contractors. Because there is active involvement of the faculty and building administrator in the budget process, the budget can be prioritized to support teaching and learning.

## Sources of Evidence

- self-study
- school board
- central office personnel

# Standard 7 Indicator 5

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## Conclusions

The school site and plant support the delivery of high quality school programs and services. According to the Endicott survey, 65 percent of students, 75 percent of staff, and 80 percent of parents feel the school and its facilities support the delivery of high quality school programs and services. The building has recently been renovated. The science labs are sufficient in number and adequately equipped to deliver a 21st century curriculum. The science, technology, engineering, arts, and math (STEAM) wing is 105,000 square feet and includes classrooms, science labs, and collaborative workspaces. The STEAM wing supports the arts and technology with new features such as an auto shop, ceramics room, and digital media. The library/media center is appropriate in space and is adequately equipped to support the school's 21st century curriculum and independent research and inquiry. It houses 40 iMac computers for teachers to use with classes. Workstations, books, and resources are available. The cafeteria/student dining services and the food preparation area is sufficient in size and is adequately equipped. During the remodeling, the cafeteria was equipped with top of the line kitchen facilities and commercial food service equipment. The cafeteria seats 720 students. All other various facilities needed beyond core facilities, such as arts, physical education, technology, special education are adequate to deliver high quality school services and programs. The new auditorium holds 975 students. The music wing has an orchestra space, piano room, choir room, band room, and box office. The renovation allowed for the addition of a cardio room, workout room, and health rooms to offer a variety of options for physical education; however, the size of the gym was not adjusted to account for the merger and influx of students resulting in many students and teachers being in a small, loud space. There is an Adaptive Learning Program facility that supports special education students with specialized equipment. The school has an adequate number of well-equipped classrooms that help teachers deliver high quality education, such as projectors, interactive pens, and tables that lend themselves to flexible seating options. There is a suitable space for administrative offices and private conference rooms. There is ample outdoor space including safe and secure parking spaces for faculty, students, and visitors. There is not full access and egress from the entire campus as one entrance gate is permanently locked. This limits the number of entrances and exits to the campus to only two out of the three that were designed and built. The school site and plan support the delivery of high quality programs and services with a focus on helping students be successful with a 21st century curriculum.

## Sources of Evidence

- self-study
- facility tour
- department leaders
- Endicott survey

# Standard 7 Indicator 6

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## Conclusions

The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health and safety regulations. Records of compliance with state regulations are kept in a variety of locations such as central office, town offices, and in the custodial office. The school meets all applicable federal and state laws such as maintenance of all fire alarms, fire extinguishers, and adequate storage and disposal of chemicals and other hazardous materials. Clean Harbors assists with the disposal of chemicals. All areas of the school have adequate ventilation, temperature control, and air quality. There is a relatively comfortable physical climate throughout the school year. A brand new heating, ventilating, and air conditioning (HVAC) system was installed with the remodel of the building which can be controlled in individual classrooms and remotely by the head custodian. All parts of the building are handicap accessible. There are sufficient handicap bathroom stalls, ramps, elevators, and doors in compliance with ADA specifications. The school has different processes in place for hearing comments and concerns about school maintenance as it relates to issues of health or safety from students, staff, and community members. Any concerns with unsafe conditions, situations, or equipment are reported to the head custodian and are acted upon in a timely way. Faculty, parent, and superintendent advisory committees hear concerns from faculty, parents, and students, respectfully. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health and safety regulations, which allows students and faculty to work in a building conducive to teaching and learning.

## Sources of Evidence

- self-study
- facility tour
- teachers
- students
- department leaders
- Standard sub-committee

# Standard 7 Indicator 7

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## Conclusions

Most professional staff actively engage parents and families as partners in each student's education and in some areas reach out specifically to those families who have been less connected with the school. According to the Endicott survey, 79 percent of staff and 56.6 percent of parents believe that the professional staff actively engages families as partners in their children's education. Professional staff and administrators regularly invite parents into the school through Open House night, two evening conferences, Program of Studies Night, planning and placement team (PPT), and 504 meetings. Teachers at the school make an effort to contact parents of students who are in danger of failing via emails, phone calls, or other forms of communication. There is no formal procedure or directive in place for teachers to contact parents and families. Progress reports are hand delivered to students for each class four times a year. Teachers are provided with good news postcards and encouraged to send them home frequently. Some teachers invite parents into their classrooms to speak to students about current topics. Students and parents have 24-hour access to grades through the newly implemented PowerSchool grade reporting system. Administrators distribute a quarterly school-wide newsletter via email and the public library. A district-wide phone notification system contacts parents without email access about upcoming school events such as parent-teacher conferences, Open House, and other events. The principal runs a school Twitter page that documents school activities and reminders. The administrators regularly meet with counselors to discuss at-risk students and review attendance and grade reports. Parents of identified students are contacted after these meetings. Student intervention team (SIT) meetings take place with parents for students who do not show improvement after the at-risk meeting has taken place. Furthermore, if students are still considered at-risk, administrators will conduct home visits to engage the entire family. Administrators continue to discuss ways to engage families who have been less connected with the school. Later this year, Friends of Rachel, a school club, will sponsor a free breakfast event in the community in an effort to reach disengaged families. Because professional staff engages parents and families as partners in each student's education, specifically those families who have been less connected to the school, all stakeholders are involved in students' education and leads to healthy habits of behavior.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 7 Indicator 8

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## Conclusions

The school develops productive parent, community, business, and higher education partnerships that support student learning. According to the Endicott survey, over 65 percent of parents agree the school has productive partnerships with parents, community, business, and higher education. The school has partnerships with businesses in the area, including the 360 Federal Credit Union, which has a branch in the school that is run by students. Off campus, students have jobs at the local branch after school and during the summer. ShopRite works closely with the school, provides two Act of Kindness awards every month, and makes donations to local charities chosen by the students. Mass Mutual allows student interns throughout the summer to participate in the Stock Market Challenge. The students at the school have job shadowing opportunities with Pratt and Whitney and LEGO. The school guidance office, along with the career center, run an annual college fair featuring 100 college representatives. The career center hosts a yearly Career Training Expo featuring 25-30 representatives from the tech/trade industry, certificate programs and the military. Enfield Youth Services (EYS) is very involved in the school and supports trauma-informed instruction as well as provides after-school homework help and other activities for students. The school has two counselors from Connecticut Health Center (CHC). Parents have the option to be involved in many facets of the school. They are invited to be on the parent advisory board and to work with different sports teams, clubs, and the band. However, parent participation is not as prevalent as would be preferred by the school. Aside from visits to multiple colleges throughout the area, the school has partnerships with Asnuntuck Community College and the University of Connecticut (UConn). Asnuntuck offers on-campus classes in the areas of welding, machining, and emergency medical technician (EMT) training for students. The school offers some Early College Experience (ECE) classes, through which students can earn credits from UConn. There is a Head Start Program and daycare housed in the building where students have community service hours and training. The school has two school resource officers (SROs). The police have open lines of communication with the building and make the school aware when incidents occur out in the community in a timely fashion through the use of a care note. When police are called to a home of a student, a care note is sent to the school by the next morning and shared with all of the student's teachers. There is an administrative goal to look into additional partnerships within the community. Because partnerships with community, businesses, and higher education allow students experiences and opportunities that will help them be successful, as parent partnerships are increased, students will be further supported in their post-secondary endeavors.

## Sources of Evidence

- self-study
- panel presentation
- facility tour
- teachers
- Endicott survey
- Standard sub-committee



# Standard 7 Commendations

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## Commendation

The dependable funding for a wide range of school programs and services; sufficient professional and support staff; ongoing professional development and curriculum revision; sufficient equipment and instructional materials and supplies supported through the district and community

## Commendation

The wide range of Advanced Placement (AP), Early College Experience (ECE) and elective courses, including a unified arts class, that is available to students

## Commendation

The retention of all staff within the district during the merger of the two high schools

## Commendation

The high level of cleanliness of the building and the respect of students and staff show toward the building and grounds

## Commendation

The inclusive process for developing and implementing the budget

## Commendation

The renovation of the school that provides support for high quality programs and services and for students to meet the 21st century learning expectations

## Commendation

The creation of advisory committees that allow voices of all stakeholders to be heard

# Standard 7 Recommendations

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## Recommendation

Provide dependable funding for a full range of technology support

## Recommendation

Ensure the community funds and the school implements long-range plans that address programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements

## Recommendation

Ensure full access and egress from the campus, as was designed

## Recommendation

Develop additional productive partnerships with parents to support learning

# **FOLLOW-UP RESPONSIBILITIES**

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This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting team. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting team recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Commission requires that the evaluation report be made public in accordance with the Commission's Policy on Distribution, Use, and Scope of the Visiting Team Report.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting team and others identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting team recommendations by the time the Five-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty days (60) of occurrence any substantive change which negatively impacts the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet 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 Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Commission's Accreditation Handbook, which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed an exemplary self-study that clearly identified the school's strengths and areas of need. The time and effort dedicated to the self-study and preparation for the visit ensured a successful accreditation visit.

# **SUBSTANTIVE CHANGE POLICY**

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## **NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Secondary Schools**

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a negative impact on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a 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

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## Chair(s)

**Chair: Philip Conrad** - Andover High School

**Assistant Chair: Cynthia Freyberger** - New England Association of Schools and Colleges, Inc.

## Team Members

**James Carlson** - Guilford High School

**Lisa Daly** - Frederick U. Conard High School

**Karina Frey** - Fairfield Warde High School

**Gary Maratea** - Orville H. Platt High School

**Kristi Naka** - Plainville High School

**Eileen O'Neil** - Avon High School

**Tom Paleologopoulos** - Frederick U. Conard High School

**Wayne Prescott** - Terryville High School

**Erin Putnam** - Lewis S. Mills High School

**Lenny Rutigliano** - Newington High School

**Sarah Smith** - Edwin O. Smith High School

**Katelyn Werner** - Bolton High School

**William White** - New Britain High School

**Dr. Stuart Younse** - Simsbury High School