

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

**Commission on Public Schools**



**Committee on Public Secondary Schools**

**Two-Year Progress Report for  
Scarborough High School**

Scarborough, ME

Scarborough Two-Year Progress Report

October 01, 2019

Sue Ketch, Interim Principal

# Progress Report Requests

---

## General Recommendations

### Standard 1 Recommendations

#### Request

Define fully the specific and measurable criteria for success for each of the 21st century learning expectations

#### Response Status: Planned for the Future

**Highlighted Recommendation in Standard 4:** *(Develop and implement a formal process, using specific and measurable criteria for success, such as school-wide analytic rubrics, to assess individual student and whole-school achievement of the 21st century learning expectations.)*

Scarborough Public Schools adopted the Maine Guiding Principles to serve as the school's challenging and measurable 21st century learning expectations for all students. During the 2018-2019 school year the Scarborough Board of Education amended the High School graduation policy (IFK) to formally establish a new graduation requirement which states that students must demonstrate achievement in the school's Guiding Principles. The policy also states that all students will demonstrate progress in the Guiding Principles upon successful course completion. Therefore, curriculum is currently being revised to include course-specific learning goals aligned to the Guiding Principles. When Scarborough High School completes this work, course grades will be used to assess individual student and whole-school achievement of the 21st century learning expectations.

Part of the curriculum work for the 2019-2020 school year will be to define fully the specific and measurable criteria for success for each of the five guiding principles. Faculty members will work collaboratively to develop a definition of success for each for the guiding principles that can easily be communicated to the school community.

The Building Leadership Team (BLT) will use the Cycle of Decision Making to organize and schedule this work. The BLT will take their plan to the Instructional Leadership Team (ILT) who will then get feedback from their departments. Then the ILT will discuss the feedback they gathered, and the BLT will make a final decision.

### Standard 2 Recommendations

#### Request

Create and implement formal processes and structures for data use to incorporate data-driven decisions about curriculum

## **Response Status: In Progress**

**See highlighted Standard 4 Response Request:** *Ensure a formal process to collect, disaggregate, and analyze data to identify and respond to inequities in student achievement*

### **Request**

**Develop and implement a process to ensure that the school's curriculum is purposefully designed to ensure that all students are able to practice and achieve the school's 21st century learning expectations**

## **Response Status: In Progress**

Our school is in the second year of a two-year plan to develop a Scarborough Public Schools Curriculum Guide. All departments have articulated what instructional units are taught in each class and have indicated learning outcomes, standards, and learning goals. The next phase of this work is scheduled to commence this school year (2019-2020), which will address the recommendation specifically. Further progress on this highlighted recommendation is evident in interdepartmental and intradepartmental grading crosswalks, which are tools teachers use to ensure that assessments and grading practices are aligned and fair even if teachers might use different scoring systems or rubrics. Teachers are also working on indicating in their syllabi and course units which 21st century learning expectations are part of particular units of instruction. For example, Environmental Science teachers will indicate expectations met in units such as “environmental literacy”, whereas English teachers might indicate in a unit outline that “information literacy” or “communication” are 21st century learning expectations met in particular units. Therefore, the second half of this recommendation is complete.

### **Request**

**Ensure the vertical and horizontal articulation of curriculum within and among departments**

## **Response Status: In Progress**

Work around streamlining curriculum communication and collaboration between teachers and administration within the high school continues. Additionally, an added layer to the work involves collaboration between teachers and administrators at different phase levels and schools within the district.

Starting last year, teachers have been working on documenting their curriculums on a districtwide curriculum guide (The Scarborough Public Schools Curriculum Guide). This work has been broken into three phases at the High School. Year one, which took place during the 2018-2019 school year, involved all teachers connecting their units of study to national standards and learning goals. Planned for this year, 2019-2020, teachers will add Key Ideas, Essential Questions, Learning Targets, and Vocabulary for each unit of study. The third and final phase will include Evidence of Learning, and sample Lesson Plans.

In order to align this work, teachers can utilize Professional Learning Time (PLT), Teacher Design Time, and also take part in cross phase level annual meetings and K-12 Curriculum Alignment Days to ensure proper vertical articulation. Within content areas, teachers participate in Department Meetings that ensure streamlined communication with department members and provide greater accessibility. Some teachers within the same content area also share a common prep period to allow for more collaboration and planning.

### **Standard 3 Recommendations**

#### **Request**

**Develop and implement a formal process to ensure that teaching practices are consistent with the school's core values, beliefs, and 21st century learning expectations**

#### **Response Status: Completed**

Following completion of the accreditation visit, the Scarborough School Board amended the High School graduation policy IFK to formally establish a new graduation requirement which states that students must demonstrate achievement in the school's Guiding Principles. The Scarborough High School graduation standards and performance indicators align with the Guiding Principles of the Maine Learning Results. The Guiding Principles require that each Maine student must leave school as: 1. A clear and effective communicator 2. A self-directed and lifelong learner 3. A creative and practical problem solver 4. A responsible and involved citizen 5. An integrative and informed thinker. Students are now expected to demonstrate progress in each of the aforementioned Guiding Principles upon successful course completion. The establishment of this new graduation requirement was the first step in creating a formal process to ensure that teaching practices are consistent with Scarborough High School's core values.

Subsequent to the NEASC committee visit, Scarborough High School developed building-level goals to ensure that our teaching is tied to our school's core values. This work began with the creation of school-wide curriculum documents that use a common format, and a core part of this work is to ensure that by June of 2020, Guiding Principles will be included and articulated in all unit plans for each course offered at SHS. Every course will target specific guiding principles that are delineated within the unit plans. By integrating Guiding Principles directly into the curricula of Scarborough High School, we ensure that teaching practices are consistent with our core values.

Lastly, the Scarborough School District utilizes a Professional Evaluation/Professional Growth (PE/PG) plan that features the iObservation program. This is a tool used routinely across the district to evaluate teaching during classroom observations as a way to ensure that our teaching is student-centered and authentically focused around Guiding Principles and 21st century expectations.

#### **Request**

**Provide professional development and other supports to enable teachers to better differentiate instruction to meet the needs of all students**

#### **Response Status: In Progress**

Two years ago, the SHS schedule switched to an alternating block schedule. One of the outcomes of this schedule change was that it enabled the administration to align courses so that course-alike teachers had the opportunity to have increased collaborative planning time. During this collaborative planning time, department members often choose to work together to align their classes more closely, as well as to share ideas about differentiation, e.g., whole class or small group instruction. In addition and in conjunction with a district-wide support system, last year the curricular Instructional Coach at SHS worked with teachers in all content groups to deepen and reflect upon instructional strategies through Coaching Cycles. Another opportunity for personally guided learning and professional development was in the overhauled Professional Learning Team (PLT) groupings. Whereas in the past PLTs were quite stringent, 2018-2019's PLT format was redesigned by a district-wide group in order to take into account the varied and changing professional development needs of the faculty as a whole. This enabled teachers to work by content groupings, grade-level groupings, or in more heterogeneous groups based on their self-selected needs as teachers. Finally, the inclusion of monthly teacher-design time enables even more flexibility in ongoing teacher-led PD.

### **Request**

**Ensure that teachers have the opportunity to solicit and use feedback from a variety of sources, including students and parents, to inform instructional improvement**

### **Response Status: Completed**

Scarborough High School ensures that all teachers have the opportunity to solicit and use feedback from a variety of sources to inform instructional improvement. There are a variety of means through which teachers can choose to inform and improve their instruction. Amongst these are: the teacher evaluation process, the common professional development time provided for all teachers, parent - teacher conferences, IEP / 504 meetings, and student surveys.

Many teachers ask for student feedback throughout the year. This practice is specifically aimed at improving instructional practice. Student surveys are conducted both formally and informally throughout the year. In many cases these surveys are at the end of each unit, quarter, or semester. Teachers also have the opportunity to use the feedback they receive from students and parents at parent-teacher conferences (4 times a year) and at the 504 / IEP meetings they attend.

Feedback from colleagues and administrators is also widely available. Teachers have several professional development opportunities built into their schedules where they can receive feedback from colleagues on instructional strategies they either are thinking about implementing or have implemented. These opportunities include teacher design time, PLT days, and department meeting time (each one time per month). Lastly, the evaluation cycle includes both formal and informal observations. These can be an extremely valuable to teachers as they seek to improve instruction.

### **Request**

**Provide formal structure and time for teachers to collaboratively assess student work and to use assessment data to improve instruction**

### **Response Status: No Action**

Scarborough High School is taking no action on this recommendation at this time. Over the next two years we anticipate developing a formal plan that provides time for teachers to look at and reflect on student data.

**Request**

**Provide more formal opportunities for students to self-asses and reflect on their learning**

**Response Status: In Progress**

One of the cornerstones of the Marzano framework for Planning and Instruction used by SHS is the focus on the efficacy of student goal-setting, self-assessment, and reflection. Throughout SHS in the past two years the use of Learning Scales and trackers has grown as one method for student reflection and assessment. Another method used by teachers with increasing frequency are digital portfolios intended for student work collection and reflection on growth and obstacles. The student-centered learning framework also encourages student-led opportunities for assessment through formative assessment. Finally, though SHS has not chosen the proficiency-diploma offered by the State of Maine, the work which teachers have done for the past three years in proficiency based learning and assessment has led to increased opportunities for self-assessment and student reflection.

**Standard 4 Recommendations**

**Request**

**Provide ongoing opportunities for teachers to align and calibrate grading practices**

**Response Status: In Progress**

During the 18-19 academic year, Scarborough utilized a consultant to review and articulate teachers' beliefs about assessment. The result of that review was a statement of beliefs regarding grading practices. Individual departments then used that statement to begin developing common grading practices. For example, the Foreign/World Language and Math departments have developed common grading by course so that all teachers use the same percentage of formative and summative assessment for student grades. Additionally, both departments also use common summative assessments by course. Other departments continue to work toward the goal of calibrated grading practices. The Science department ensures that summative assessments carry the most weight in grading, and course-alike teachers meet annually to calibrate grading to ensure consistency. English and Social Studies have some grade levels with common grading practices but not all. They continue to work toward this goal.

**Standard 5 Recommendations**

**Request**

## Ensure clear communication to staff regarding district and school initiatives

### Response Status: Completed

As SHS moves forward from its Self-Study in 2016 and the Site Visit in 2017, there is a focus on ensuring clear communication to staff regarding district and school initiatives. SHS utilizes a decision making cycle process involving the BLT (Building Leadership Team), ILT (Instructional Leadership Team), Departments, and whole teaching faculty. When there is a major initiative, the process cycles through those four types of meetings to discuss and gather data, create a list of benefits and challenges, and render a decision. Central Office staff participates in the process as they attend every third ILT meeting. In those meetings, the group seeks to understand the K-12 district wide vision and mission related to said initiatives. Meeting with the CO administrative staff last year enabled the group to put the SHS Grading and Reporting practices through the process. SHS also utilized this process for developing and working on other building goals regarding the creation of the SHS Curriculum Guide referenced throughout this two year report. Lastly, throughout the winter and spring of 2018-2019, the building principal and a handful of teachers presented information to the school board about this process.

### Request

**Provide WRVC and PATHS students with more equitable access to the school's advisory/AEST program**

### Response Status: In Progress

AEAST/Advisory is a 35 minute period used for educators to check in with small groups of students to provide regular, personalized, and timely academic support. Monday through Thursday, students are able to schedule appointments with teachers for extra support, and teachers can also “tag” a student who may need extra direct instruction or time to make up missed assignments. Advisory will take place every other Friday. During this time, students will stay in their small groups and complete assignments that align to our quarterly themes (Quarter 1: Start Strong, Quarter 2: Promoting an Inclusive and Positive School Culture, Quarter 3: Being Your Best You! and Quarter 4: What’s Next?).

Currently AEAST/Advisory is 9:20-9:55 A.M. daily. Scarborough High School offers the opportunity for students to attend either Westbrook Regional Vocational School (WRVC) or Portland Arts and Technology (PATHS). The WRVC and PATHS programs are broken up into two sessions. The first session of the day goes from 7:30-10:45 A.M. and is attended by all WRVC and PATHS students in their first year of the program. The later session daily goes from 10:15-1:15 P.M. and is attended by students in their second year of the career and technical education programs. Consequently, students that attend the first session are not able to attend the daily AEAST/Advisory period due to them being outside of the building.

Although the students that attend WRVC and PATHS in the first session do not have advisory during the traditional daily time, they do have an Advisor who checks in with them daily, and helps students connect with teachers if they need extra direct instruction or need to make up assignments. The AEAST/Advisory period does not affect any of the students that attend WRVC and PATHS in the second session each day.

In the long term planning, the school leadership team is examining different models of AEAST/Advisory which could help ensure the WRVC and PATHS students receive equitable access to the AEAST/Advisory program. Models under consideration include having AEAST/Advisory after Block 2 (10:40-11:15 AM) on Monday/Wednesday/Friday and then having it after Block 1 (9:20-9:55 A.M.) on Tuesday/Thursday. This model would allow all Scarborough High School students to attend AEAST/Advisory at least two times per

week. Meanwhile, Scarborough High School is dedicated to making sure all of these students feel connected, and that they are provided learning opportunities and extra support as needed.

## **Request**

**Develop and document guidelines for use of advisory/AEAST time to ensure optimal use of this time to support learning and inclusivity**

### **Response Status: In Progress**

AEAST/Advisory is a daily thirty-five (35) minute period used for adults to check in with small groups of students to provide regular, personalized, and timely academic support.

Specifically, during AEAST students can be scheduled into a teacher's group for additional help or to make up work as needed. Scarborough currently uses a computerized program called Enriching Students (<https://www.enrichingstudents.com/>), a program specifically designed to schedule personalized enrichment or interventions for all students.

Relative to AEAST, currently the District-level staff person that managed that system is no longer employed by Scarborough Public Schools and we are currently in transition related to staffing, in turn current data is not available in terms of how many "tags" were made, etc. Anecdotally, students, faculty and parents do report that it is a valuable program that helps them succeed.

During the 2015-2016 school year an advisory committee made up of a student representative and teachers from nearly every department researched several advisory models and developed a program, called Advisory/AEAST (academic enrichment and support time) designed to focus on academic, social and emotional needs of SHS students. This program has helped to connect a student with another adult in the building whom they can turn to for help and support. A student will have the same advisor for their time at Scarborough High School.

It was important to staff that the beginning years of the advisory program not contain a prescribed methodology so instead teachers were provided a packet of activities and resources to use with their students to help build a sense of community, which students have commented helped them feel more comfortable in their groups. Many advisors use this time to check in with students and to discuss after-school activities and plans for the week.

Since those beginning days of advisory a number of items have been realized:

1. Members of the guidance department and senior placement, because they had an advisory group were either not available for students needing their services or to provide individual advisory groups with their guidance curriculum.
2. Themes – it was always part of the original plan to have "themes" from which advisory would focus. Until 2019-2020 the use of themes for advisory time did not occur.

Consequently, During the AEAST/Advisory time the advisory component will be taking a new direction for the 2019-2022 school year. Advisory will meet twice a month on Friday. Each quarter of the semester will have a theme: (Q1) Starting Strong, (Q2) Leading an Inclusive and Positive School Culture, (Q3) Being Your Best You, (Q4) What's Next?. Each theme will contain a number of assignments based on the number of available advisory days that quarter, for example Q1 Starting Strong includes the following projects:



- Session 1 – Who I Am - This activity is designed to have students in their small group advisory get to know each other by sharing some fun facts about themselves with a partner and then the partner will introduce them to the group using their fun facts;
- Session 2 – Time Management – Students will fill out a 24 hour clock that represents a total school day for them. They will take a look at some recommendations for balancing a teenagers schedule and end by thinking about one or two tweaks they might make to their schedule to get to a better balance
- Session 3 – Study Skills Assessment – students will complete a survey of their study habits and select a concrete resolution regarding a particular habit that they can improve upon.
- Session 4 – Social Media and You - Students will observe a video and read a text about their digital dossier and discuss and reflect on how to effectively manage it.

In addition to the work with students, the quarterly parent meetings will feature a topic aligned to the Advisory theme for that quarter.

## **Request**

**Afford students and parents greater opportunities to be involved in the school's decision-making processes**

## **Response Status: In Progress**

Over the past two years, Scarborough High School has utilized a variety of strategies to increase the student and parent opportunities for influencing decision-making. In some cases, the school has directly involved these groups in the decision-making process. For example, when developing its Comprehensive Needs Assessment (CNA), the school and district held community meetings and invited parents and community members the opportunity to collaboratively identify educational needs and the shape district goals. Another example of this level of engagement occurred in 2018-2019, when a change in state law allowed districts greater flexibility in how they tracked, scored, and reported on state high school standards. Challenged by the reporting mandates required by prior law, Scarborough High School engaged in a thorough review process to assess next steps. In addition to collecting feedback in parent-teacher conferences about the state of affairs, the school also sent out surveys to teachers, students, and parents to gather input. The collected data played a crucial role in the school's decision to suspend existing scoring and grading policy and practice in January 2019, informed the adjustments made to the policy and practices, and even factored into the development of a new graduation policy.

Scarborough High School has also modified and created new feedback loops with students and parents that are used to build and sustain positive relationships and inform decision-making. For example, for several years school leaders hosted quarterly parent nights. In 2019-2020, the leadership team modified the structure for these meetings. Now, the primary portion of the agenda is aligned with the themes of the student advisory program, providing an opportunity for school leaders to share with parents how the school has been supporting students' academic, social, and emotional development and to explore parenting and educational strategies for nurturing the whole child. The second part of the agenda, however, is set aside for soliciting parent feedback and addressing questions and concerns.

Additionally, school leaders have also instituted quarterly student meetings, whereby administrators meet with members of the student body to field questions, as well as discuss and problem-solve school issues. While school administrators interact regularly with students throughout the day, these meetings set aside time specifically for the explicit purpose of engaging students regarding challenges or concerns within the school. Through these quarterly parent and student meetings, school leaders are able to gauge the morale or pulse of these two important stakeholder groups on various matters and involve them in discussions of school culture and climate.

**Request**

**Provide greater opportunities for students to experience heterogeneously grouped core classes**

**Response Status: Rejected**

While students always have the opportunity to change their course-level with parental and administrative approval, no recent work has been done or is planned regarding this recommendation.

**Standard 6 Recommendations**

**Request**

**Ensure that students play a more active role in the development and implementation of their IEP and 504 Plans**

**Response Status: Completed**

In order to ensure the voice of the student is heard and considered in 504 and IEP meetings, Scarborough High School incorporates many measures. In preparation for the meeting, SHS special education and 504 case managers meet with students to discuss aspects of the 504 and IEP meetings. Items such as proposed goals, accommodations, and transition planning are examples of aspects of that discussion. Students are included on the official invitation and verbally reminded of the meeting as well.

Annual review 504 and IEP meetings are scheduled after school in order to provide the student the opportunity to attend and participate. Last year, Scarborough Public Schools hired as a full time position, a Transition Specialist whose responsibility it is to meet with IEP students as part of transition development for post-secondary planning. This person, working in conjunction with the student, their family, and their case manager, continues to work with the student throughout their high school career to support overall post-secondary planning.

**Request**

**Develop and implement a written developmental guidance program**

## **Response Status: In Progress**

The Student Services Department has cross-walked its curriculum with ASCA (American School Counselor Association) and NACAC (National Association for College Admission Counseling) to assure alignment with professional guidelines and targeted learning in the areas of personal, academic, social, and college counseling curricula. The school counselors have expanded their career programming units, collaborating with the new full-time Career Pathways Coordinator.

Counselors are now available to utilize AEA (Academic Enrichment and Support Time) for delivery of lesson plans, no longer having their own Advisory groups. Beginning with the 2019-2020 year, the following units have already been identified to be delivered in the fall semester: Grade 9 - Goal Setting (Oct), the High School Transcript (Nov), and Stress Awareness/Reduction (Jan); Grade 10 - Career Focus, Stress, PSATs (Dec) ; Grade 11 - PSATs (Dec), Stress (Jan), College Exploration (Jan, Feb, March); Grade 12: College Applications (Sept-Oct), Financial Aid (Nov, Dec, March), Transition to Post-Secondary (May).

### **Request**

**Provide sufficient and equitable access to necessary bathroom facilities in the school's health suite**

## **Response Status: Rejected**

During the Self-Study and Accreditation Visit, the nurses in the clinic suggested a bathroom be added to the one already in the clinic as it was believed it does not provide sufficient and equitable access to necessary bathroom facilities in the school's health suite. This is especially true when there are multiple students in the clinic who need a restroom due to illness. According to Facilities Director, Todd Jepson, the clinic bathroom is ADA compliant and accessible. His belief is that trying to build a second bathroom in the space would be a challenge given the space and plumbing limitations.

### **Request**

**Engage the library/media specialist more directly in the ongoing development and implementation of the curriculum**

## **Response Status: Planned for the Future**

Some action has been taken toward this goal; further work is required to ensure students are able to identify Information Skills and develop them.

The district librarians with the Director of Curriculum and Assessment, Monique Culbertson, began meeting monthly in 2018-2019 to look at district wide instruction of *Information Skills* and to begin collaboration on the identification and implementation of the AASL 2017 *National School Library Standards for Learners* and the MASL 2018 *Maine Effective School Library Program Standards*.

Conversations with instructional leaders and teaching faculty have reaffirmed several needs. First, the librarian will continue to develop meaningful relationships with the faculty to ensure successful and effective instructional and curricular collaboration. Next, the librarian will continue to advocate and work with administrators and staff to support and reinforce the importance of Information Skills. Third, there is a need for a structural implementation of frequent and pervasive opportunities for students to effectively

develop their Information Skills.

## **Request**

**Ensure equitable access to the advisory/academic enrichment and study time (AEAST) program for all students, including students participating in vocational programs**

## **Response Status: In Progress**

AEAST/Advisory is a 35 minute period used for educators to check in with small groups of students to provide regular, personalized, and timely academic support. Monday through Thursday, students are able to schedule appointments with teachers for extra support, and teachers can also “tag” a student who may need extra direct instruction or time to make up missed assignments. Advisory will take place every other Friday. During this time, students will stay in their small groups and complete assignments that align to our quarterly themes (Quarter 1: Start Strong, Quarter 2: Promoting an Inclusive and Positive School Culture, Quarter 3: Being Your Best You! and Quarter 4: What’s Next?).

Currently AEAST/Advisory is 9:20-9:55 A.M. daily. Scarborough High School offers the opportunity for students to attend either Westbrook Regional Vocational School (WRVC) or Portland Arts and Technology (PATHS). The WRVC and PATHS programs are broken up into two sessions. The first session of the day goes from 7:30-10:45 A.M. and is attended by all WRVC and PATHS students in their first year of the program. The later session daily goes from 10:15-1:15 P.M. and is attended by students in their second year of the career and technical education programs. Consequently, students that attend the first session are not able to attend the daily AEAST/Advisory period due to them being outside of the building.

Although the students that attend WRVC and PATHS in the first session do not have advisory during the traditional daily time, they do have an Advisor who checks in with them daily, and helps students connect with teachers if they need extra direct instruction or need to make up assignments. The AEAST/Advisory period does not affect any of the students that attend WRVC and PATHS in the second session each day.

In the long term planning, the school leadership team is examining different models of AEAST/Advisory which could help ensure the WRVC and PATHS students receive equitable access to the AEAST/Advisory program. Models under consideration include having AEAST/Advisory after Block 2 (10:40-11:15 AM) on Monday/Wednesday/Friday and then having it after Block 1 (9:20-9:55 A.M.) on Tuesday/Thursday. This model would allow all Scarborough High School students to attend AEAST/Advisory at least two times per week. Meanwhile, Scarborough High School is dedicated to making sure all of these students feel connected, and that they are provided learning opportunities and extra support as needed.

## **Standard 7 Recommendations**

### **Request**

**Ensure greater transparency and teacher involvement in the building of the school budget**

## **Response Status: Completed**

December 13, 2018: Superintendent Kukenberger and Director of Business Finance, Kate Bolton, hosted a meeting with HS Staff during the school day where staff could bring any dreams, wishes, thoughts, or

suggestions about the budget to district leaders.

December/January: Department Heads created the budget for their department with discussion and input from department members.

Early January: Department Heads met with the Principal to review requests, go over the information provided, answer questions, and also fine tune FY20 (New) Budget Investment requests.

January 25: HS Principal presented the budget to Supt., Asst. Supt., and Business Director. There was a review of the entire HS budget and more specifically about the three new positions in the budget: Career Pathways Coordinator, STEM/Engineering Teacher, and an additional Social Worker (cost to be shared 50/50 with SpED). There was also discussion about facility needs to support these three positions.

March and April: School Board hosted “Meet & Greet” sessions two times with HS staff which included budget discussions and progress updates.

March and April: District Leadership Council created a budget book to go out to staff and the public.

March/April: Town Manager and Superintendent hosted public meetings for people to come and ask questions or voice thoughts/ideas.

Monthly Faculty Meetings during second semester included budget progress updates for the staff. These updates also took place at Instructional Leadership Team meetings so specifics could be shared with departments.

The Town of Scarborough created a Budget Portal on both the Town and School sites which included “proposed budget light”, “proposed budget medium”, and “proposed budget full” options to provide the level of detail needed. There were also supporting documents posted on this portal.

There were multiple meetings hosted by the Town Council and the School Board where public comments were welcome. SHS staff members attended these meetings for information and updates included.

June 11, 2019: Town School Budget Referendum Approved – on the first vote – general budget approved and three new positions were approved for the HS: Career Pathways Coordinator, STEM/Engineering Teacher, and a Social Worker! Also, there were no significant cuts in the HS operating budget from requests that came from Department Heads at the beginning of the process.

Scarborough Public Schools plans to continue to use this process in upcoming years.

## **Request**

**Develop and implement a plan to ensure that students in environmental science have access to adequate lab space**

## **Response Status: Completed**

In referencing the National Science Teachers Association position guidelines for Liability of Science Educators for Laboratory Safety, it is recommended that Science classes should have no more than 24 students to allow for adequate supervision during science activities, even if the occupancy load limit might accommodate more (NSTA 2014b). It is equally important to ensure adequate workspace for each student. NSTA recommends 60 sq. ft. for each secondary student and 45 sq. ft. for each elementary student in a laboratory/classroom setting (Motz, Biehle, and West 2007).

All science classes are currently capped at 24 students to ensure a safe working environment for all students. In addressing the recommendations brought up by NEAS&C, it was found that the smallest laboratory room at Scarborough High School is 1300 sq. ft. At capacity, this room would allow for 54.16 sq. ft. of working space per student which is below the recommended minimum. In order to remedy this, the student capacity for this room will be changed from 24 to 21 students. Therefore, at capacity, this classroom will meet the recommended lab space (61.9 sq. ft.) to ensure the safest learning environment.

## Highlighted Recommendations

### Standard 1 Recommendations

#### Request

**Develop and implement a process to regularly review and revise the school's core values, beliefs, and 21st century learning expectations**

#### Response Status: Completed

Scarborough High School utilizes or has implemented a variety of instruments and structures to monitor its core values, beliefs, and 21st century learning expectations. The school utilizes the Data Wise improvement process (Harvard) for its Comprehensive Needs Assessment (CNA) to inform its examination of core values, beliefs, and 21st century learning expectations. The CNA is generated in collaboration with over thirty community members including students and parents along with other building leaders and allows for K-12 strategic planning and deployment of resources. This process drives building goals, which are used to increase alignment between Scarborough's operations and its values, beliefs, and learning expectations. In using this process the school is actively and consistently engaging with and evaluating the merits of its core values and beliefs.

Beyond this, Scarborough High School has also increased communication from stakeholders regarding core values, beliefs, and 21st century learning expectations. School administrators now host quarterly parent nights and quarterly student meetings. These meetings have opened channels of communication between school leaders, students, and parents and solidified a feedback loop regarding school performance, issues, or concerns.

#### Request

**Ensure greater involvement by all stakeholder groups, particularly parents and students, in the review and revision of the school's core values, beliefs, and 21st century learning expectations**

#### Response Status: In Progress

Scarborough High School has focused on including all stakeholder groups in the work being done within its improvement process. The new administration team at the high school has set this as a priority in its work.

In the fall of 2018, the high school undertook a building goal of looking at Grading and Reporting. Scarborough High School had moved to a proficiency based hybrid grading model in the fall of 2017. One year in, stakeholders were not satisfied with the change. With approval from Central Office, the school began to assess the model. In the fall, surveys were done with students, staff, and parents. In addition, eight small group meetings were held for staff with a facilitator from Great School Partners to take a deeper dive into the new model. The School Board asked for a presentation on the initial data findings in December. In late January, a letter went out to all families outlining the data, updates and changes for semester II with a timeline to complete the work by the end of the year. The School Board met with staff several times and work was done with the policy committee. The Board also met with the Instructional Learning Team as they worked on a policy that aligned with the data collected throughout the fall. The district Every Student Graduates Committee also looked at the data and made recommendations. In the end, there was a return to a credit based diploma with Guiding Principles (our 21st century learning expectations) embedded in each course. Passing the course shows progress and growth toward these five principles. A new IKF policy was approved by the Board in May 2019. Departments are focusing on Guiding Principles work in year two of three in its work on the Scarborough Public Schools Curriculum Guide.

Scarborough Public Schools (SPS) is doing focused work on the state's Critical Needs Assessment (CNA) Report. There is a district wide team that meets three times a year and community members, parents, staff/administration, and students were encouraged to be part of this team that meets throughout the year. This district team has a strong representation of all stakeholders attending these meetings as it looks at data and ways to improve the work.

New efforts to include stakeholders are:

- Clarity and transparency on the budget process. Last year, the budget process began with departments working together to create their requests for the upcoming year, a focus on hiring three new staff members (STEM/Engineering teacher, Career Pathways Coordinator, and a Social Worker) was the big new request. This was the first time in a while that the building as a whole set the focus on the new requests. Work was done to keep parents and staff informed monthly on the progress of the budget creation. (See Standard 7 – Ensure greater transparency and teacher involvement in the building of the school budget.) Uncharacteristically, the budget approval vote passed on the first round.
- An Advisory Program being implemented this year that is focused on Social Emotional Learning for our students. Meetings are held twice a month and have a theme for each quarter: Starting Strong!, Promoting a Positive School Culture, Becoming Your Best You, and What's Next? Each lesson is being posted on the high school website for parents.
- Quarterly Parent Meetings – each meeting will include a presentation involving the quarterly Advisory Themes, a review and information on upcoming events, and a question and answer time in each meeting.
- Newsletters are going out quarterly and will include a variety of topics such as department news, safety, student services, upcoming events, co-curricular and athletic updates, student highlights, curriculum updates, etc. In addition to the electronic copies sent to every family and a posting on our website, hard copies are available at the main office, the public library, and Town Hall so community members may read the newsletter as well.
- Student meetings are being planned during school quarterly during our 35 minute Academic Enrichment and Support Time (AEAST) within the school day. All four administrators will be available in the All Purpose Room to answer questions, hear about ideas and interests of the students, and connect with this stakeholder group.

Building Goals for 2019-20 were created with the Instructional Learning Team after looking at the data and the district focus of social and emotional learning. These goals were shared at Open House and the September Faculty Meeting so everyone is kept up to date on the focus for the year. To support the primary focus of teaching and learning, the school is committed to having just two building goals as the

annual focus.

## **Request**

**Develop and implement a process to ensure that the school's core values, beliefs, and learning expectations drive curriculum, instruction, and assessment in every classroom**

## **Response Status: In Progress**

Scarborough High School is developing and implementing a process to ensure that the school's core values, beliefs, and learning expectations drive curriculum, instruction, and assessment in every classroom. One example is the continual work being done at the department level to use meeting time to allow teachers to collaborate with others that teach the same course. This helps to create a greater degree of uniformity within the courses themselves, but also within the entire department. Each department, in coordination with the school's Instructional Coach, is working on the curriculum guide based on the school's expectations, values, and beliefs; therefore, each department and course is more closely aligned with those. The school's Guiding Principles (our 21st century learning expectations) are the backbone of all of this work. These five principles help to ensure that all classes and departments have the same common goals and that Scarborough students are receiving a student centered, rigorous educational experience regardless of course or teacher.

The use of iObservation is another critical element that puts Scarborough High on the path to meet this recommendation. iObservation is used for all teacher evaluations and is the basis of the Professional Learning Teams that teachers form each year. Administrators and department heads have been trained to use iObservation and implement it with a consistent approach. iObservation helps to provide a consistency of beliefs and expectations that had all administrators and teachers working together using a common language and set of goals.

## **Standard 2 Recommendations**

### **Request**

**Develop and implement a plan to ensure alignment between the written and the taught curriculum**

### **Response Status: In Progress**

This recommended change is still in progress. So far administrators are using iObservation as a way for teachers to communicate curriculum goals specifically for classroom observations and for tracking professional growth. Teachers set goals yearly and evidence is observed in classroom lessons, teachers' reflections, and assessment data. Though this is primarily in place for observations, it also provides a forum for written expectations and a way for administrators to observe the alignment between teachers' written curriculum and what administrators observe being taught.

Some teachers have common prep times by grade-level/same classes and are able to work toward aligning written and taught curricula during that time. Many classes across departments have fully aligned curricula and many others are making progress toward that goal. Many classes share common units, and mid-term and final exams, which helps to certify the written curriculum is being implemented across classrooms.



This is often true for content, skills, or a combination of those. Though not all classes are aligned in this way, the high school staff has made much progress in this area.

## **Request**

**Provide sufficient time for the collaborative development, review, and revision of the curriculum**

### **Response Status: Completed**

The creation of opportunities for teachers to work in collaboration with others has been completed. At the building level high school teachers can make use of designated times in the daily/weekly/monthly schedule.

- PLT time
- Department meetings
- Teacher design time
- Common prep time
- 75 minute daily prep time

In addition, teachers have been able to take advantage of opportunities to work across grade/phase levels during built in work time, including PLTs and Teacher Design time, which is a self-directed professional development structure. Recognizing the importance of connecting the curriculum through all phases, teachers have also scheduled after school meetings, engaged in vertical curriculum team meetings during the work day, and attended conferences where this work can take place.

In a recent survey of cross phase level work, 16 groups of teachers reported taking advantage of time for collaborative work. These included:

- Music
- Speech & Language
- World Language
- STEM
- Technology
- Library/Learning Commons
- Social Workers
- Math
- Health
- ESL
- Special Education engages in monthly phase level teacher meetings and topics include: Social Life Skills, Testing and Transitions

Working across phase levels has improved the curriculum, and most importantly the learning experience for students who are making the transition from one phase to the next. In the past two years, school has created and utilized time in a more intentional manner.

## **Request**

**Ensure that the school's curriculum documents are 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 rubrics**

### **Response Status: In Progress**

In order to ensure that Scarborough High School's curriculum documents are written in a common format as per the NEASC recommendation, last year SHS began its work on the Scarborough Public Schools Curriculum Guide. The creation of the Curriculum Guide has been designed to be a three year process, and SHS is currently in its second year. During the 2018-2019 school year, departments were given a curriculum template to use for drafting Curriculum Unit Plans. SHS faculty created a Curriculum Unit Plan for every unit in each course. These Curriculum Unit Plans included Unit Summaries and Learning Outcomes with Standards and Learning Goals. For the second phase of the Scarborough Public Schools Curriculum Guide, SHS faculty will continue their work throughout the 2019-2020 school year, adding Guiding Principles, Key Ideas/Themes, Essential Questions, Learning Targets, and Vocabulary to each of the Unit Plans. In the final year of this process, Common Assessments, Lesson Plans, Differentiation, and Interdisciplinary Connections will be added.

Scarborough High School is working on defining measurable criteria for the Guiding Principles (21st century learning expectations) and will be further considering the place of school-wide rubrics within wider curriculum changes.

The Building Leadership Team (BLT) will use the Cycle of Decision Making to organize and schedule this work. The BLT will take their plan to the Instructional Leadership Team (ILT) who will then get feedback from their departments. At the faculty meeting, intradepartmental discussions will occur. The ILT will discuss the feedback gathered, and the BLT will make a final decision.

## **Standard 4 Recommendations**

### **Request**

**Ensure a formal process to collect, disaggregate, and analyze data to identify and respond to inequities in student achievement**

### **Response Status: In Progress**

In 2018, Scarborough Public Schools developed a district wide goal to establish the Data Wise improvement process in order to enable teachers and leaders to analyze data and use the results to make informed decisions grounded in evidence designed to improve student learning and promote instructional equity. A multi-year district-wide strategic implementation plan was developed to support a culture of collaborative data inquiry at each school setting. During the 2018-2019 school year the district focused on organizing for collaborative work in order to build skills in looking at a wide range of data sources, including test scores, student work, and teaching practice to enhance a district-wide data culture.

In the spring of 2019, we contracted with a data analytics system (Performance Matters) that interfaces with our Student Information System (SIS). The data analytics system will bring together all our student data in one integrated platform which will give us a holistic view of student growth inside classrooms and schools in our district. The SAT and PSAT data have been entered into the system as well as students

grades and attendance data. This will be rolled out to staff in the fall of 2019. During the 2019-2020 school year, teachers will identify local assessments to include in our system.

The district focus for the 2019-2020 school year will be to build assessment literacy in order to use data to make data-driven instructional decisions. The outcomes will include: a revised data inventory, an assessment calendar, and agendas and notes from meetings and trainings in looking at a wide range of data sources, which may include test scores (i.e., i-Ready, PSAT, SAT, etc.), student work (i.e., calibrated common assessments), and evidence-based teaching practices.

In addition, SHS will establish a data team and create a formal data plan including protocols for analyzing data and a plan for making changes or modifications in curriculum design and instructional practices. Data is being used informally to make curriculum changes. One example is the mathematics department created "Math Skinnies" for students who were struggling in a block schedule. These classes meet everyday for a shorter amount of time rather than every other day. Another example is teachers continue to review the AP test data in order to make improvements to their curriculum.

In 2018-2019, the Every Student Graduates Team was formed. The team included the Superintendent, the SHS and SMS Principals, the District Improvement Strategist, a School Board Member, a Student, and SHS Teachers. The team analyzed attendance, behavior, and achievement data of students who had dropped out of school at any time during the last four years. After reviewing the data an action plan was developed and included the following goals:

- By June 2020, develop consistent, research-based attendance and truancy practices K-12.
- By June 2021, district and school staff will be able to make effective use of data and data analysis will lead to specific interventions.
- By October 2019, develop a Teaching and Learning Goal based on the analysis of the NEASC 2 Year Report.

During the 2019-2020 school year there will be a revision of the Multidisciplinary Team (MDT) at SHS to address Rtl requirements. These requirements include the effective use of data to drive decision making to strengthen the student support system.

## **Request**

**Develop and implement a formal process, using specific and measurable criteria for success, such as school-wide rubrics, to assess individual student and whole-school achievement of the 21st century learning expectations**

## **Response Status: Planned for the Future**

Scarborough Public Schools adopted the Maine Guiding Principles to serve as the school's challenging and measurable 21st century learning expectations for all students. During the 2018-2019 school year the Scarborough Board of Education amended the High School graduation policy (IFK) to formally establish a new graduation requirement which states that students must demonstrate achievement in the school's Guiding Principles. The policy also states that all students will demonstrate progress in the Guiding Principles upon successful course completion. Therefore, curriculum is currently being revised to include course-specific learning goals aligned to the Guiding Principles. When Scarborough High School completes this work, course grades will be used to assess individual student and whole-school achievement of the 21st century learning expectations.

Part of the curriculum work for the 2019-2020 school year will be to define fully the specific and measurable criteria for success for each of the five guiding principles. Faculty members will work collaboratively to develop a definition of success for each for the guiding principles that can easily be

communicated to the school community.

The Building Leadership Team (BLT) will use the Cycle of Decision Making to organize and schedule this work. The BLT will take their plan to the Instructional Leadership Team (ILT) who will then get feedback from their departments. Then the ILT will discuss the feedback they gathered, and the BLT will make a final decision.

## **Request**

**Ensure that teachers communicate applicable 21st century learning expectations to students prior to units of study**

## **Response Status: In Progress**

Scarborough High School is currently in the process of establishing a new system in which teachers will communicate 21st century learning expectations to students prior to units of study. The three year plan is that:

- By June 2019, the high school's curriculum documents will be written in a common format that includes unit descriptions and standards & learning goals.
- By June 2020, essential questions, key themes, learning targets, and guiding principles will be added to the unit plans.
- By June 2021 instructional strategies and assessment practices that include the use of specific and measurable criteria for success will be added to the unit plans.
- Proposed Outcome: Course maps and unit plans with descriptions and standards & learning goals will be complete.

During the 2019-2020 academic year, teachers will work to finalize their curriculum unit maps, which will eventually be shared within the school community to provide transparency as to when specific 21st century learning goals will be covered. Professional development opportunities will also be available as the expectation of teachers sharing learning goals with students at the beginning of units becomes part of the school culture of teaching and learning.

## **Request**

**Develop and implement a process to communicate individual student and whole-school achievement of the school's 21st century learning expectations**

## **Response Status: In Progress**

After two years of work and research on the part of a Guiding Principles committee comprised of teachers from most departments within the building, Scarborough High School has decided that 21st century learning expectations will be embedded within the everyday curriculum. During the 2019-2020 academic year, teachers will work to align the Guiding Principles to the Scarborough Public Schools Curriculum Guide, which will provide information regarding which Guiding Principles will be the focus in each course. We are in the process of developing a system in which students demonstrate growth as they successfully complete required courses.

The Scarborough Board of Education, in agreement with the teachers of Scarborough High School, has written and approved a new graduation policy for the Class of 2021 and beyond, stating that graduation standards and performance indicators will align with the Guiding Principles of the Maine Learning Results and that all students will demonstrate progress in the Guiding Principles upon successful course completion.

## **Standard 5 Recommendations**

### **Request**

**Ensure a clear understanding between the principal and superintendent regarding district-driven and school-driven decisions that enable an optimal and collegial working relationship**

### **Response Status: Completed**

Scarborough High School has been through several changes since the NEASC visitation. At that time there were communication gaps between the principal and superintendent regarding district-driven and school-driven decisions. In February 2018, the principal resigned effective June 2018. A search committee was formed to hire a new HS principal. The search committee did not find a match, so an interim principal was appointed. Sue Ketch has been the assistant principal of SHS for 20 years, and was appointed the interim principal.

Sue's task was to bring calmness to the school and begin to build a climate of trust with the high school and administration. Sue has a good reputation with the staff, students and community so her ability to bring the school together was a realistic goal. She began the healing process with her school leadership team by meeting before school opened to address the working process for the year. The team agreed that there was a need to begin discussions with administration. Sue invited key central office administration to meet monthly with the HS Instructional Leadership Team (ILT). This included the Superintendent, Assistant Superintendent, Director of Curriculum and Assessment, and the Director of Special Services. The Central Office administrators made this monthly meeting a priority as they knew the importance of building relationships. The ILT also wanted to build a good working relationship with Central Office. The group had healthy dialogues, and discussed grading, graduation requirements, curriculum, and communication.

The high school developed and changed its hybrid grading and reporting practices and this change was supported by Central Office. They also worked with Central Office and the School Board to update the graduation policy. The School Board then approved the changes to the graduation requirements. This process strengthened the communication between the HS, Central Office, and the community. In the end, there was a mutual respect and understanding between the groups.

The Superintendent resigned effective June 30, 2019. Maine School Management Association was contracted by the School Board to begin the search for a Superintendent. Again, the search committee did not find a match so an Interim Superintendent was appointed. Sue applied for the principal position and

was selected to be the HS principal.

The high school ILT and Central Office administrators are continuing the monthly meetings this year (2019-2020). This has been accomplished under the leadership of Sue Ketch. Central Office is looking forward to working with the leadership team and continuing these healthy discussions.

# Interim Report Questions

---

**SECTION III Section III. Submit a copy of the school's current core values, beliefs, and learning expectations including the date of the most recent review.**

**2019-2020**

## **Scarborough High School Core Values, Beliefs and Learning Expectations**

### **Mission Statement:**

Scarborough High School is committed to establishing *a student centered environment that is safe, supportive, and respectful for all members of its community*. We are dedicated to life-long learning, college and career readiness, high academic standards, and citizenship.

### **Core Values:**

#### **Academic:**

Problem Solving

Communication

Initiative

Collaboration

Reflection

#### **Civic/Community:**

Responsibility

Leadership

Citizenship

Empathy

#### **Social/Character:**

Respect

Integrity

Perseverance

Courage

### **Beliefs About Learning:**

-Students learn and function best in a safe and supportive environment free from disruptions.

- Students have something uniquely individual to offer their school and community
- Students achieve at higher levels when high academic standards are expected
- All students can achieve when given appropriate academic experiences that meet their interests and needs
- Students should have opportunities to work independently and collaboratively
- Students should have access to high-quality facilities, tools, and technology
- Students should have the equitable opportunity to participate in extra-curricular activities
- Students should have opportunities to develop a sense of civic pride and duty
- Students should have opportunities to explore post-graduate options

**Learning Expectations:**

**Academic:**

1. Students will demonstrate the acquisition of core knowledge in subject areas.
2. Students will read for comprehension.
3. Students will analyze arguments and opinions from a variety of sources.
4. Students will communicate effectively through oral, written, visual, kinesthetic, artistic and/or technical modes of expression.
5. Students will solve problems using both conventional and innovative methods.
6. Students will demonstrate both independent and collaborative thinking.

**Civic/Community:**

7. Students will participate as ethical, responsible, and informed citizens.
8. Students will demonstrate community involvement.
9. Students will demonstrate responsible use of technology.

**Social/Character:**

10. Students will take responsibility for academic goals and decision making.
11. Students will demonstrate self-awareness.
12. Students will pursue personal wellness.
13. Students will engage in appropriate social and personal interactions.

**SECTION IV Section IV. Briefly describe any substantive change that has occurred since the decennial evaluation and which *has not been reported previously* to the Committee. A copy of the Committee's Substantive Change Policy can be accessed here:[CPSS Substantive Change Policy](#)**

We have had no substantive changes during the last two years.

**SECTION V Section V. Provide a list of user fees for all co-curricular activities, including athletics.**



For our current policy on user fees and a list of our user fees for all co-curricular activities including athletics, please see the attached PDFs.

**Related Files**

- [2019-08-12-11:04 JJF.Final 8.15.19.pdf](#)
- [2019-08-12-11:05 JJF-E Final 8.15.19.pdf](#)

**SECTION VI Section VI. Briefly describe any achievements or strengths in the school's programs or services which have not been previously reported and which have significance for the school.**

**New Positions for the 2019-2020 School Year**

Scarborough High School was given budget funds for three new positions at the High School for this school year.

**SOCIAL WORKER–Full Time**

We have a growing number of students who are demonstrating school avoidance behaviors. Re-Engagement with the school at times requires a highly specialized intervention plan that can include home visits, specialized school visits, facilitate meetings with staff and peers, consistent daily contact. In addition, these students require an evidenced based system of interventions and possible Child Find duties that include a referral to 504 or Special Education.

**CAREER PATHWAYS COORDINATOR-.6 FTE in 2018-19–Full Time in 2019-20**

The part-time internship coordinator position has resulted in a variety of initial opportunities for our students. Some of these are: an Internship course during Sem II, career fair participation, career talks, and collaborative efforts with guidance to increase opportunities for career exploration. Our goal is to move from one-time special events and experiences for some students to a range of core curriculum experiences for all students, and is the reason we have expanded this position to full time.

**STEM-ENGINEERING TEACHER–Full Time**

The science and technology department has been maximizing the resources available to us in order to gauge student interest in STEM over the last 5 years. We have increased our course offerings, introduced more courses around engineering, and managed to piece together a program to meet student needs using out of the box solutions. We are now at the point where student interest has exceeded our capabilities to grow due to the lack of an additional dedicated STEM teacher. This position will be dedicated to the growth of our STEM offerings and in particular, focus on building the engineering pathway within the horizontal articulation of the SHS STEM curriculum. With the addition of this position, we have created three separate pathways for students in: Engineering, Business, and Computer Science and Coding.

**SECTION VII Section VII. Describe any school restructuring or other reform initiatives or projects not previously reported and indicate planned or completed changes resulting from such initiatives or projects as they relate to the school's core values, beliefs and learning expectations, the curriculum, instruction, assessment, programs, personnel, facilities, finances, culture, educational media technology, and/or community support and involvement.**

We have not had any school restructuring or other reform initiatives or projects not previously reported.

**SECTION VIII Section VIII. Briefly describe the school's Follow-Up Program. Include such information as the number of committees formed, degree of participation of parents and community members, process followed, and amount of release time provided. List the names and positions of faculty members who serve on the Follow-Up Committee.**

In July and August of 2019, the SHS Building Leadership Team (BLT) unpacked the Two Year Report Recommendations and developed an action plan to meet the October 1st submission deadline. In late August, at our first Instructional Leadership Team (ILT) meeting, work assignments were given out and people received 1-4 responses each. Response were due September 13th. From September 16th through the 18th, the Follow Up Committee members reviewed responses within their Self-Assessment Standard.

On September 18th, the full ILT and Central Office members reviewed all 33 recommendations in small groups. Recommendations were share with the full staff for input. The BLT began loading our responses into the NEAS&C Portal and completed sections 3 through 9 as well.

No release time was given for the production of this report.

The Follow Up Committee consist of:

- Susan Ketch - Principal
- Greg Applestein - Assistant Principal
- Mike LeGage - Director of Athletics and Activities
- Nate Theriault - Assistant Principal
- Jake Brown - Administration Intern
- Jen Adams - Technology Instructional Coach
- Robin Connelly - Senior Placement Counselor
- Deirdre Dupree - Librarian
- Briana Kelman - World Language Lead Teacher
- Erin Landry-Fowler - Visual Arts, PE, Video Lead Teacher
- Keith Magnuson - Social Studies Lead Teacher
- Albert McCormack - Science Lead Teacher
- Scott Nailor - English Lead Teacher
- David O'Connor - Mathematics Lead Teacher
- Renee Richardson - Music Lead Teacher
- Michelle Shupp - Instructional Coach
- Jim Watson - Special Ed. Consulting Teacher
- Sandy Prince III - Interim Superintendent
- Jo Anne Sizemore - Assistant Superintendent
- Monique Culbertson - Director of Curriculum and Assessment
- Kathy Tirrell - District Improvement Strategist
- Alison Marchese - Director of Special Services

**SECTION IX Section IX. Statistical Data Sheet**

**Section IX. Statistical Data Sheet**

**Copy and paste entire form below into dialogue box. Once completed you can begin responding in the dialogue box.**

School: Scarborough High School

Principal: Miss Susan J. Ketch

City, State: Scarborough, ME 04074

School Telephone: 207-730-5000

E - MAIL Address: sketch@scarboroughschools.org

FAX Number: 207-730-5007

Dates of Accreditation Visit: November 5-8, 2017

Grades: 9 - 12 School Enrollment: 972 at time of the evaluation

Grades: 9 - 12 School Enrollment: 983 at present time

**Based upon the state's definition of a dropout, submit the school's dropout rate for the most recently completed school year as well as for the preceding two years:**

Not available until 11/2019 2018 - 2019

.61% 2017 - 2018

.90% 2016 - 2017

**Based upon the state's definition of the graduation rate, submit the school's graduation rate for the most recently completed school year as well as for the preceding two years:**

95.13% 2018 - 2019

96.10% 2017 - 2018

95.29% 2016 - 2017

**Disposition of Visiting Committee Report Recommendations:**

|                        | <b>Number</b> | <b>Percentage</b> |
|------------------------|---------------|-------------------|
| Completed              | 8             | 24.2              |
| In Progress            | 18            | 54.5              |
| Planned For The Future | 4             | 12.1              |
| Rejected               | 2             | 6.1               |
| No Action              | 1             | 3.0               |
| <b>TOTAL</b>           |               | <b>100%</b>       |