

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

Commission on Public Schools



Committee on Public Secondary Schools

**Report of the Visiting Team for
Monomoy Regional High School**

Harwich, MA

October 27, 2019 - October 30, 2019

Mrs. Amy Cetner, Chair
Paul Di Domenico, Assistant Chair
William Burkhead, Principal

STATEMENT ON LIMITATIONS

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

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

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

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

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

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

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

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

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

School and Community Summary

Monomoy Regional High School is located in Harwich, Massachusetts and serves the communities of Harwich and Chatham. These communities are on the elbow of Cape Cod and are considered a part of the Lower Cape region of Cape Cod. Harwich is the larger of the two towns, with 12,243 residents noted at the last census. Chatham had a population of 6,125 at the last census.

The towns of Chatham and Harwich have a unique socioeconomic profile. Both rely on tourism and a growing retirement population for their primary economic development. This is a transition for the region, as fishing was once the primary means of economic growth in this area. One of the challenges to the future economic vitality of the region is to surmount difficulties presented by our seasonal economy. Between short-term visitors and second home owners, the role of tourism is crucial to the current economic health of the towns. Many sectors of the local economy benefit from tourism related revenue, including lodging and hospitality; retail shopping, dining, real estate/home rentals; and service industries ranging from boat rentals to home maintenance/improvement. Meeting the growing healthcare needs of our aging population is another community concern, as is finding affordable housing for those working in this industry. Family incomes can be very disparate, with many students coming from wealthy homes and very many needing support and assistance. The number of district families living below the poverty level is 24.8%.

While Chatham's population is fairly homogeneous, Harwich has greater diversity with a significant segment of the population identifying as Cape Verdean. Within the Monomoy School District, 5.2% of the student body are African American, 1.1% are Asian, 6.1% are Hispanic, 82.1% are White, .3% are Pacific Islander or Hawaiian, and 4.6% are multi-race, non-Hispanic. There are four schools in the Monomoy District: Chatham Elementary School and Harwich Elementary School serve grades Pre-K through 4, Monomoy Regional Middle School serves grades 5-7, and Monomoy Regional High School serves grades 8-12. The student population at MRHS was 599 as of the Spring of 2017. The stability rating was 94.5% in 2014. The current enrollment is 620.

In 2015, Monomoy spent \$15,980 per student while the state average was \$14,936. The percentage of local taxation spent on public education is 28.3% in Chatham and 31.1% in Harwich. The total district expenditures for 2015 were \$35,002,202.79, with \$3,181,424.36 coming from federal and state funding and \$31,820,778.43 provided locally. Ninety point nine percent (90.9%) of the total budget is provided through local resources.

Students attended school an average of 94.3% days compared to the 94.6% state average. Teachers attend school an average of 97% days, excluding professional days. The 2016 dropout rate was 1.9%. The graduation rate in 2016 was 86.4%. Seventy-nine point eight percent (79.8%) of students attended college. Sixty-one percent (61%) of the graduates planned to attend a four year college, 21% planned to attend a two year college, 1% had other post-secondary plans for education, 11% planned to join the work force, and 3% planned to join the military.

There are 60 teachers at Monomoy Regional High School, creating a ratio of 10.9:1. The Monomoy Regional School District average class size is 14 as reported in 2013-2014. Students attend school for 180 days and for a minimum of 990 hours. The Jawsome time scheduled daily for 55 minutes allows students the opportunity to eat first half or second half lunch and use the remaining time in a variety of ways to extend their school opportunities. Students caught up with class assignments may choose to participate in clubs or other enrichment activities, while students who need assistance from teachers or time to study with peers will find a variety of opportunities to improve academically. This flexible block gives students and teachers continued time to reach success, create a positive school climate, and foster innovation.

All grade eight students are placed in non-leveled teams (with leveled math included within teams) concentrating on four core academic areas of English, mathematics, social studies, and science. Students in grades nine to twelve may select from three levels of college preparatory, honors, or Advanced Placement (19 courses currently offered) courses. Approximately 12% of students receive special education services. Students who are identified

as struggling learners are placed in the Academic Center where they receive academic support and mentoring during the school day. All students are required to take four years of English and mathematics; three years of social studies and science; two years of world languages, health and physical education, and the arts; and one additional year of social studies, science, or world languages. Students may also opt to graduate with a Global Studies diploma, which carries additional course and elective expectations including an international service-learning trip. Students carry seven courses each semester with a variety of electives to choose from to complete course schedules.

The school has partnered with Bridgewater State University to accept student teachers to complete required mentoring hours to achieve licensure. Under the Dual Enrollment program, high school students may take college courses at Cape Cod Community College or Mass. Maritime Academy and receive credit useful toward both high school and college graduation. Massachusetts public high school students in their junior and senior years who have a GPA of 3.0 or better and/or who are recommended by their teacher, guidance counselor, or principal for participation may apply, with parent permission. The Community Internship Program provided by MRHS partners local businesses and non-profit organizations with students who wish to have a hands-on experience in a vocational field. Students have worked with everyone from artists to local fire departments in an endeavor to learn about a profession in an active capacity. Some of the businesses and facilities that welcomed interns include Cape Cod Hospital, Harwich Police Department, Chatham Police Department, Harwich Fire Department, Cape Cod Cooperative Bank, PT in Motion, and Bayside Realty. This program served 28 students in the 2016-2017 school year.

Student recognition is an important part of the culture at MRHS. In the 2016 school year, the theme *You Are Important* was rolled out to remind all students that they matter in the school. Each student received personal handwritten recognition from members of the faculty identifying reasons they were appreciated in the school. You are important video In the 2017-2018 school year the new theme was "620", recognizing that the success of every student was first and foremost in the school. Plans to honor all students as they display the core values of our building in action are currently under way. Formal recognition occurs at every grade level in the school. Students with all grades at or above 80% are recognized on the Honor Roll, and grades at or above 90% are recognized on the High Honor Roll quarterly. Grade 8 student leaders are nominated to represent the school for Project 351, a state wide initiative to develop practical leadership skills. The science department selects and honors a science student of the month in all five grades and the arts department recognizes a student every month. Junior year concludes with a book award ceremony where students receive recognition from all departments for excellence, achievement, and effort in the subject matter as well as recognition from local college alumni associations. Senior awards night, held the week before graduation, celebrates the academic successes of our students as they head off to their futures and includes both awards from the school and community. One senior is selected for the Superintendent's Award annually. The local Rotary Club also recognizes a student of the month. A Breakfast of Excellence is held in the fall and spring to recognize student achievement in grades 8 through 12.

Sources:

Massachusetts Department of Education

Massachusetts Department of Revenue

Core Values, Beliefs and Learning Expectations

The process of developing our core values involved gathering input from a variety of stakeholders including students, faculty, administration, and community members. As a relatively new school, this involved developing a new set of core values rather than evaluating and improving upon existing values. This process was overseen by the NEASC Steering Committee, a group consisting of two teachers and three administrators.

At the start of the 2017 school year, placards with the core values were placed in each classroom. Our principal, via a blog each week, highlights one of these values and asks the staff to call attention to and emphasize it in their lessons. Moreover, each department is creating a core values of the month to showcase how their

departments are living the values everyday. Students also share a daily reflection on the morning announcements of how they live the core values.

Early in the school's preparation for accreditation (during the 2016-2017 school year), the Leadership team reviewed the current learning expectations in an effort to determine whether their focus was in alignment with the standards surrounding the 21st Century Learning Expectations. The committee then initiated the discussion about developing our 21st Century Learning Expectations. The Leadership committee and Department Heads began researching and drafting learning standards that would incorporate the Monomoy Regional High School Core Values. These core values were incorporated into an initial draft of The 21st Learning Expectations in June of 2017 highlighting the areas of academic, social, and civic expectations. Four additional drafts then resulted in the final version of the 21st Century Learning Expectations in September of 2017. After further review by the Leadership committee, the document was then used to initiate a draft of the 21st Century Skills Standards Rubrics focusing on those essential measures of academic, social, and civic expectations (including creativity, innovation, problem solving, critical thinking, communication, life and career skills and citizenship) outlined in the Learning Expectations.

Several revisions of these rubrics by the Leadership Committee and Department Heads followed. The final draft was presented to the faculty for feedback and for a final vote on approval in October of 2017. After a majority vote, the 21st Century Skills Standards Rubrics were implemented. Though the process is still underway with regard to fully implementing these rubrics school-wide, confidence is high with regard to their adoption across the varying constituencies, their school-wide implementation and their efficacy.

The school's Core Values, beliefs, and 21st Century Learning Expectations are actively reflected in the culture of the school in a number of ways. In 2017, a poster displaying the core values was produced and displayed throughout the school. In the school year 2016-2017, the school adopted a You are Important campaign that included display of that motto throughout the school, and the creation of a You are Important wall that included a photo and positive statement of every student and staff member of the school. In the school year 2017-2018, the school used the term 620 rule to reference the belief that each of the 620 students (registered at the beginning of the year) are important and that the school is committed to all of them succeeding and thriving.

<https://www.smores.com/u/billburkhead>

Related Files

- [2017-10-02-18:22 core-values.jpg](#)
- [2017-10-02-18:24 21st-century-learning-expectations-final-draft.pdf](#)
- [2017-10-02-18:25 -21st-rubric-final-draft.pdf](#)

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region 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 Monomoy Regional High School, a committee of 5 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 all professional staff.

The self-study of Monomoy Regional High School extended over a period of 10 school months from September, 2016 to June, 2017.

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, Monomoy Regional 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 fifteen members was assigned by the Committee on Public Secondary Schools to evaluate Monomoy Regional High School. The visiting team members spent four days in Harwich, Massachusetts, 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 Monomoy Regional High School.

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

- review of the school's self-study materials
- Forty-five hours shadowing fifteen students for a half day
- a total of seventeen 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 thirty 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 Monomoy Regional High School.

Standard 1 Indicator 1

Conclusions

The Monomoy Regional High School community consistently engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

The development of the school's core values was overseen by the NEASC Steering Committee, a group consisting of two teachers and three administrators. This committee gathered input from a variety of stakeholders including students, faculty, administration, and community members. The first step in the process involved engaging the faculty in a review of what core values are and reviewing samples of core values from leading businesses and highly performing schools. Next, they focused on establishing the school's beliefs about learning by asking students and staff to provide feedback in the form of "I statements." The committee used these belief statements to generate the core values. Once the core values were established they were classified into the categories of academic, social or civic.

At the start of the 2017 school year, placards with the core values were placed in each classroom. The principal, via a weekly blog, highlighted one of these values and asks the staff to call attention to and emphasize it in their lessons. In addition, each department highlighted a core value of the month to showcase how their departments are living the values every day and students shared a daily reflection of the core values on the morning announcements. After developing the first draft of the core values, the next step in the process was to classify the chosen values as either academic, social, or civic. Department chairs and administration worked to develop a draft of the 21st century learning expectations based upon the core values and related belief statements to present to the NEASC Steering Committee. The steering committee refined the wording and developed the first draft. After gaining approval from department chairs and administration, the steering committee presented the draft to the school council. The draft was then brought to the faculty for a final vote and the core values and 21st century learning expectations were adopted.

The core values that reinforce the beliefs about learning are visually present throughout the school building. Displays in the halls, classrooms, and common areas reflect the core values of "critical thinking, perseverance, challenge, communication, and passion." These five core values support the belief in creating a safe, inclusive environment with diverse offerings for every student. It was further reinforced by the narrative within the postings; "Critical Thinking being creativity, curiosity, and risk-taking can be realized, Perseverance is rewarded, Challenge leads to growth, Communication and collaboration engages all students, and Passion for learning is celebrated."

Because the community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning, the students, teachers, and parents are able to reference the core values and learning expectations, and better understand the connections between the daily school activities and the achievement of the school's 21st century expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- school board
- Endicott survey
- school website

- Standard sub-committee

Standard 1 Indicator 2

Conclusions

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, however, these rubrics are in the beginning stages of implementation at this time.

According to teacher interviews, Monomoy Regional High School did not have core values or school-wide rubrics in place when it opened in 2014. The NEASC Steering Committee and department heads began researching and drafting learning standards that reflected the newly established core values. These core values were incorporated into an initial draft of the 21st century learning expectations in June 2017. These learning expectations highlighted academic, social, and civic expectations. Upon further development, they initiated a draft of the 21st Century Skills Standards Rubrics focusing on those essential measures of academic, social, and civic expectations including creativity, innovation, problem-solving, critical thinking, communication, life, and career skills and citizenship outlined in the learning expectations. The final draft was presented to the faculty for feedback and then were voted on for final approval in October 2017. After a majority vote, the 21st Century Skills Standards Rubrics were approved. According to the Endicott survey, 51 percent of staff confirm that the process is still underway with regard to implementing and adopting these rubrics school-wide. Parents were informed of this change by the principal through a letter sent to all families, featured in the principal's weekly blog, and posted on the home page of the Aspen grade portal. According to the Endicott survey, 87 percent of parents are in agreement that they know and understand the level of learning that their children must demonstrate to meet the school's learning expectations. Teachers report that parents need more education regarding the purpose and role of the school-wide rubrics. For example, although parents are aware of the learning expectations, they are not aware of the connection between the rubrics and the learning expectations. Further, teachers indicate a need to develop a school-wide process of implementing the school-wide rubrics to report out on student progress toward meeting the 21st century learning expectations. When teachers and counselors assess students using the school-wide rubrics across all disciplines, students will have consistent and requisite feedback necessary to improve their acquisition of the 21st century learning expectations.

During interviews and shadowing, students were easily able to point to the school's core values, which are prominently displayed everywhere; however, they were not able to identify the school's 21st century learning expectations. Similarly, when teachers were asked about the school's 21st century learning expectations, they were not always able to identify them and some who were able to identify them did not express a commitment to them or show a strong understanding of them. Some teachers were able to explain how the learning expectations were assessed on progress reports. An examination of student work samples showed that while the use of rubrics to assess student work is common, there is little evidence that school-wide rubrics are used consistently. For example, during interviews, teachers indicated that a school-wide writing rubric has been created, but the science department has modified that rubric to speak specifically to technical writing.

While the school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and each expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement, the implementation of the rubrics is at the beginning stages at this time. When the school implements the use of school-wide rubrics with fidelity across all content areas, it will be able to determine the level of achievement of student mastery in meeting the identified 21st century learning expectations.

Sources of Evidence

- classroom observations

- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- parents
- community members
- school leadership
- Endicott survey
- Standard sub-committee

Standard 1 Indicator 3

Conclusions

The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, are beginning to drive curriculum, instruction, and assessment in every classroom, and are starting to guide the school's policies, procedures, decisions, and resource allocations.

The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school in a number of ways. The school's core values are posted and clearly visible throughout the hallways and common areas of the school and a document outlining the school's core values, beliefs, and 21st century learning expectations are posted in most classrooms. During the 2016-2017 school year, the school adopted a "You are Important" theme and established a "You are Important" wall that featured a photo and positive statement of every student and staff member in the school. During the 2017-2018 school year, they adopted a "620" theme to stress the importance of the success of each and every student in the school. Posters and cards featuring all "620" of the students were produced and displayed, and students and faculty recognize students and staff who made positive contributions to the school. In addition, interviews with teachers, students, and parents reveal that they are able to articulate the ways in which the school's core values help to shape the school's culture, citing that individual student progress toward meeting the standards are referenced in the form of a comment on the report cards and are frequently embedded in communications (mailings, social media posts) from the school.

The school's core values, beliefs, and 21st century learning expectations have influenced a number of changes in policies, procedures and resource allocations over the last few years, including the establishment of an academic support center with a full-time academic support teacher, and the adoption of the Jawsome Hour which provides students with flexible time in the middle of each day to help them achieve success (i.e., extra help, support, mentoring, makeups). The community vocational education program, for students age 18-21 with moderate to intensive learning disabilities, is another program that reflects the school's core values. This program and inclusion related activities (i.e., Best Buddies, Special Olympics hosting, Spread the Word to End the Word) positively impact the culture of the school and demonstrate the school's commitment to educating every child. The one-to-one Chromebook initiative illustrates the purposeful integration of technology as a tool for supporting teaching and learning at school and at home. It has resulted in the expanded use of Google Classroom to improve communication and collaboration for teachers and students. Another shift that has begun is around the new 21st century comments for progress reports throughout the year, which further enhances parent and student understanding of the core values and beliefs of learning. Also, the district's decision to change the high school start time to 8:45 a.m. for 2017-2018 follows research-based best practices to facilitate student success.

The school's core values, beliefs, and 21st century learning expectations are starting to be reflected in the curriculum. Part of the strategic plan and the school improvement plan reference the revision of curricula to align with frameworks and core beliefs. The school has a four-year cycle of curriculum review to accomplish this. As this process continues, the alignment of high school curricula with the recently adopted core values and 21st century learning expectations will further enhance these goals. One example of a recent initiative is the development of the Global Studies program. This program provides additional opportunities for students to develop their own plan of study and pursue their particular interests, leading to the execution and presentation of their senior research capstones. Another example is the new 8th-grade Civics curriculum that was implemented in 2018. This change was in response to the newly revised Massachusetts History and Social Science Curriculum Frameworks which highlights a civics requirement for all students and in line with our 21st century learning expectation: "Understand cultural, social, and political responsibilities of citizenship in a global society." The visual and performing arts program over the past two years has rewritten its department-wide rubrics, assessments, and transfer goals to align with the 21st century learning standards.

As evidenced through classroom observations and interviews with teachers, administrators, and students, the school's core values, beliefs, and 21st century learning expectations are reflected in some of the courses, co-curricular activities, and instructional practices within the school, but they are only beginning to drive the

curriculum, instruction, and assessment decisions in every classroom, and beginning to serve as the basis for the school's policies, procedures, decisions and resource allocations.

While the school's core values, beliefs, and 21st century learning expectations are actively reflected in the school's culture, when they are used to drive the school's curriculum, instruction and assessment, and used to guide policies, procedures, decisions and resource allocations with fidelity, then they will truly be reflected in all aspects of the school.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- teacher interview
- school board
- school leadership
- Standard sub-committee

Standard 1 Indicator 4

Conclusions

The school's recently adopted core values, beliefs, and 21st century learning expectations are based on research, multiple data sources, as well as on district and school community priorities; however, the school does not have a formal plan to regularly review and revise the core values, beliefs, and 21st century learning expectations.

Although the school does not have a formal plan for revision at this time, the school reports that it plans to use department PLC time, faculty meetings, department head meetings, and school council as forums to support the regular review and revision of the school's core values in the future. While the school has utilized the NEASC accreditation cycle to drive the development of the school's core values, beliefs, and 21st century learning expectations, it plans to use the school's improvement plan to support a formal process to ensure that the school engages in a continuous cycle of reflection on the core values, beliefs, and 21st century learning expectations. The processes established for their initial review has resulted in the collection of more data about the perceptions and beliefs of all stakeholders. The school plans to continue to invite stakeholders to engage in a number of forums and processes in place for reviewing and revising its learning expectations and actively solicits participation from all stakeholders in the process.

As evidenced in teacher and student interviews, as well as in the self-study report and related documents provided, the school has only recently created and finalized their current core values, beliefs, and 21st century learning expectations (Fall 2017) and will need time to fully implement them and embed them in all aspects of the school community.

When the school develops and implements a formal plan to 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, it will ensure that the school's core values and beliefs function as explicit foundational commitments to students and the community.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- parents
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 1 Commendations

Commendation

The dynamic, collaborative, and inclusive process informed by current research-based practices used to identify the school's core values and beliefs about learning

Commendation

The extent to which the core values are embedded in the school culture and guide the school's policies, procedures, decisions, and resource allocations

Commendation

The significant steps taken to embed the core values in the school's culture such as the development of annual themes/motto, Jawsome Hour, and the Global Studies program

Commendation

The development of challenging and measurable 21st century leaning expectations for all students which address academic, social, and civic competencies that have been established

Standard 1 Recommendations

Recommendation

Ensure more uniform and complete implementation of the core values and 21st century learning expectations across the curriculum

Recommendation

Expand the use of specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement, across all departments

Recommendation

Expand the use of school-wide analytic rubrics to measure the 21st century learning expectations (or Vision of a Graduate) across all departments

Standard 2 Indicator 1

Conclusions

Purposefully designed curriculum to ensure that all students practice and achieve each of the school's 21st century learning expectations is limited at Monomoy High School.

Interviews with teachers, administrators, department heads, and students reveal that there are conflicting reports regarding common curriculum and common assessments. The school has begun work on developing common curriculum and assessment practices, however, they are at the beginning stages of this process in most departments. Classroom observations, student shadowing, and student and teacher interviews revealed that some departments have common curricula that target the school's 21st century learning expectations while others do not. Department members target such expectations on the students' progress reports, and mathematics teachers report they have common assessments for courses. An art teacher has included the 21st century skill area in a project-based rubric. Students have indicated that many subjects have similar, if not the same, expectations, regardless of the teacher assigned. However, new teachers have stated that there is a lack of curricula to which they need to adhere. Stakeholder claims regarding curricula are inconsistent, and common curricula and assessments were not readily seen at the high school. Additionally, there was often confusion about the difference between the school's core values and the 21st century learning expectations. The school has established a universal curriculum template based on the Understanding by Design process, however, teacher interviews and samples of student work revealed that this template was not used universally among all teachers.

Once the curriculum has been purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations, then all students will be able to develop the knowledge, skills, and dispositions that the school has established for all students.

Sources of Evidence

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

Standard 2 Indicator 2

Conclusions

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

Departmental vision statements and transfer goals are noted in the 2019-2020 Monomoy High School Program of Studies. However, the implementation of a common curricular format is in the developmental stages. For example, it was noted some ELA and social studies teachers utilize the Understanding by Design template while others do not. A systematic process is in place to utilize the Understanding by Design template in all content areas along with a defined curriculum cycle through the 2021-2022 school year. The UBD template includes essential questions, concepts, content, and skills for each course. Formal training on this process took place several years ago and teacher interviews revealed that additional training is needed in this area. Additionally, templates for scope and sequence and curricular design (Jay McTighe Associates) are shared by the director of curriculum, instruction, and assessment through a link on the district website titled, Curriculum Resources for Educators.

Classroom observations and student shadowing revealed that some departments seem to have common curricula that target the school's 21st century learning expectations. Department members target such expectations via comments on the students' progress reports, and teachers have indicated that some departments have common assessments and projects. Interviews with students and teachers were inconsistent, with students indicating that some subjects have similar, if not the same, expectations, regardless of the teacher assigned, but some teachers stated the opposite; for example, new teachers claimed that there are no formal, common curricula they must follow.

Formally, the district has identified three areas of growth related to curriculum development: consistency, file organization, and communication. These targeted goals have been articulated related to these growth areas. This year, the school-wide focus is on writing; there is a school-wide writing rubric that is adapted for and used in some content areas. Student work samples, as well as classroom observations and teacher interviews, support that many teachers use specific and measurable criteria for success, primarily through the use of course-specific rubrics; however classroom observation data revealed that only some teachers referenced rubrics when introducing a project. Departments report being in different stages in the process of standardizing curricula and common assessments, citing that the common planning time is often taken up by administrative needs, leaving little time for this work.

When curriculum for all disciplines 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; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics, students, and parents will understand what is expected in all curricular areas.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work

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

Standard 2 Indicator 3

Conclusions

Some course curricula emphasize depth of understanding and application of knowledge through inquiry, problem solving, higher order thinking, and cross-disciplinary learning, and some programs emphasize authentic learning opportunities both in and out of school. The curriculum emphasizes depth of understanding and application of knowledge through informed and ethical use of technology.

A Global Studies Diploma Program, in which approximately 40 students are involved, is specifically designed to expand students' educational opportunities beyond the traditional high school program of study. Course requirements, event participation, and a Capstone are expectations for the diploma. Some students take trips to other countries. Connections between social studies and both English and art classes demonstrate some cross-disciplinary learning. A combined history and art course explores local artists, and according to the school's self-study report, students' choice of literature in English classes connects to their social studies courses' curricula. Students at Monomoy have various experiential learning opportunities. The culinary classes provide Thanksgiving dinners to community members, global studies, English, and world languages departments organize trips abroad, and the art department has a trip to New York for an immersive theater program. According to the self-study report, the current grade 8 social studies curricula are being revised due to the changing state requirements, and grade 8 English teachers have been invited to participate in the revision process. However, teacher interviews have revealed that more common time is needed for grade 8 curriculum and assessment work.

Students have further opportunities beyond the standard curriculum to expand upon their learning and growth. Opportunities include community internships, an Elementary Education Experience, school service, Best Buddies, and tutoring. Additionally, students have access to virtual learning options through programs such as Edgenuity, which affords students the opportunity to engage in an independent study in a content area of interest.

The curriculum emphasizes informed and ethical use of technology. Every student has a school-provided personal computer and there is a district technology use policy in place to support this 1:1 device program. Students and parents sign a terms of use contract to help ensure that such technology is responsibly used. Teachers monitor students' research efforts, and the librarian meets with all 8th graders to ensure proper source citation and ethical online behavior. The school also has video and audio production programs through which the morning announcements are broadcast, and courses in video production, digital media, and photography are also offered. Such courses assist students to more readily see connections between what they learn in school and what they experience outside of school. Students were applying knowledge and skills to authentic tasks in the majority of lessons observed during the visit, and lessons that emphasize inquiry and/or problem-solving were observed as a major emphasis in approximately 50% of classrooms observed. Examples of this include students using an MIT Scratch (coding) program, and students serving as the instructor in a language class by leading peers in singing and signing a song in Mandarin.

According to the data collected from classroom observations, approximately 25 percent of classes engaged students in applying knowledge and skills to authentic tasks, about 50 percent of lessons observed emphasize inquiry and/or problem solving; 40 percent of lessons were truly integrating the use of technology. While 50 percent of classroom observations showed some reference to other disciplines during the lesson, none showed evidence of true cross-disciplinary learning.

When there is an increase in curriculum that emphasizes depth of understanding and application of knowledge through inquiry, problem solving, higher order thinking, cross-disciplinary learning, and authentic learning opportunities both in and out of school, and informed and ethical use of technology, more students will be successful in achieving the expectations for student learning and will more readily see the connections between what is being learned in school and what they experience outside of school.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- student work
- teacher interview
- teachers
- students
- parents
- department leaders
- central office personnel
- school leadership
- school support staff
- school website
- Standard sub-committee

Standard 2 Indicator 4

Conclusions

There is some alignment between the written and taught curriculum.

While a consistent format for curriculum development is in the early stages of systematic implementation, the school has established professional learning communities (PLCs) to work on this goal. Content area PLC meetings take place two times each month on Wednesday afternoons, and this year a new initiative is in place: departments can select the yearly focus of their PLC work, which may include common assessment development, curricular scope, and sequence development, or evaluation of data sources. While some staff report using this time for the purpose of developing common curriculum and assessments, some staff report that the time is interrupted and used for other school or district initiatives.

In a recently published document, the MRHS Vision 2020, *Simplify, Clarity, and Priority* identifies two "High Leverage Actions" related to the development of a guaranteed and viable curriculum to ultimately ensure alignment between written and taught teaching and learning. This vision does include the goals of the PLC work and teacher professional practice on authentic literacy. "Read, Write, Reason, and Relate" is a focus for MRHS in 2020.

Grade 8 teachers noted a recent loss of common planning time as a barrier to curriculum alignment and interdisciplinary discussions. Teachers report using the Aspen student information system or Google Classroom to communicate the course of study for individual classes. Likewise, teacher interviews revealed that while most departments have scheduled PLC time in place, much of it is spent on administrative needs, leaving little time for true curriculum work. While the district has adopted the Understanding by Design curriculum template for teachers to use, teacher interviews revealed that it is not being implemented with fidelity by all staff. They further report the need for additional support an oversight on the curriculum and assessment development process, citing that the work is too big for one building-based person to oversee, currently the job of one assistant principal.

When there is clear alignment between the written and taught curriculum, Monomoy Regional High School will be able to ensure an equitable educational experience for all students.

Sources of Evidence

- classroom observations
- student work
- teacher interview
- Standard sub-committee

Standard 2 Indicator 5

Conclusions

Effective curricular coordination and vertical articulation exists between and among some academic areas within the school and is limited with sending schools in the district.

In the shared curriculum folder, curriculum documents do exist in many of the content areas; for example, unit maps for British Literature, Civics, and more. However, as noted by interviews with teachers and department heads, some of these are dated and were even developed before the merge of two school districts to form Monomoy Regional High School. Therefore, they are not designed for the current student population, and such curricula are not used in each subject area. Endicott survey results indicate that only 38 percent of the school staff believe that a "common, formal, curriculum template" is used in all subject areas. The curricula are beginning to align with the school's 21st century learning expectations, and Monomoy's self-study has recognized this as one of its goals. The district strategic plan, along with school-based goals, targets the review and revision of course curricula as a priority area.

The school identifies itself as being in the beginning stages of implementing a guaranteed and viable curriculum that aligns with 21st century learning expectations (Vision of a Graduate) and the school's core values. While there is limited evidence of a formalized process, interviews indicated that informal department-level work exists in some departments to support unit and lesson development and coherence. These include biweekly PLC meetings with all teachers in each department, bi-monthly meetings with all department chairs, and district professional development days. Some departments coordinate with teachers at the middle school to ensure curricular vertical alignment. The math department, for example, has created a committee involving both middle school and secondary school members to align its curricula, and the special education department meets annually to ensure proper student placement.

Once there is effective curricular coordination and vertical articulation between and among all academic areas within the school as well as with sending schools in the district, students will experience curricular consistency in terms of scope and sequence district-wide.

Sources of Evidence

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

Standard 2 Indicator 6

Conclusions

Current staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient for curricular implementation, including co-curricular programs, independent studies, virtual classes, and other learning opportunities.

Student and teacher survey results indicate that they believe that sufficient instructional materials are provided to support the curricula. Teacher interviews have revealed that although purchasing new books seems to be discouraged, there are enough existing physical and online resources for appropriate instructional support. The school has fully-equipped science laboratories which include two chemistry laboratories. However, some science teachers report that not having a classroom presents a barrier to implementing the curriculum due to travel and supply needs.

There is a wood and engineering shop with a connected laboratory, and the media laboratory that has 3-D printers, computers, and numerous types of software. The visual and performing arts department has a film recording studio, a Mac laboratory for photography and graphic design, and there is also a dark room, a film and media recording and editing area, a professional grade theater with lighting and a sound booth, practice rooms, and dressing rooms. The school provides students with Chromebooks and teachers with personal computers for use during each school year. The school also has a full-time technology specialist who provides professional development and ongoing support.

The library currently has an ample digital collection and adequate nonfiction materials to support students in their courses. However, the self-study report has indicated that insufficient funding is budgeted for the library as the money is not based upon the number of students but is rather a fixed amount. The library media specialist reports that the library media funding was cut in half a few years ago and that the current budget may be insufficient to purchase new books and databases moving forward. The librarian is responsible for monitoring online courses in addition to problem-solve technology, and assisting in research. Teachers and students state that the instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to implement the curriculum, including co-curricular programs and other learning opportunities. Staff report that the budget process at the department level could provide more transparency. District and building administrators report appreciation for the funding and support from the school board and larger community. Therefore, such resources benefit students and the greater community.

Most teaching staff are afforded common planning time in the form of professional learning communities (PLCs). While this time is intended to be used for the development of curriculum and common assessments, teacher interviews revealed that much of it is consumed by administrative needs and department agenda items, leaving little time for meaningful curriculum work. In addition, interviews with administrators and staff revealed concerns around the projection of an increase in student enrollment in the coming years. Teachers report that, while class sizes seem to be manageable thus far, the projected increase of 50 or more students would likely cause staffing needs. Teachers also report that while the growing number of core and elective course offerings enhances curriculum experiences for students, they also pose restrictions on the scheduling of students and class size/enrollment.

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

Sources of Evidence

- classroom observations

- self-study
- student shadowing
- facility tour
- teacher interview
- teachers
- students
- parents
- department leaders
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 7

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.

The district provides the school's professional staff with personnel, time, and financial resources for ongoing and collaborative curricular development, evaluation, and revision using assessment results and current research. Work has been done to align departmental curricula to state standards in some academic areas, and it is recommended that all departments continue to make such connections with an eye on vertical articulation and common curricula. Teachers report needing more structured time and leadership support to complete this work effectively. Staff survey results indicate that only 28.2 percent of staff members believe that time allocated toward curricular evaluation, review, and revision is adequate; teachers report that they want more time together to work on curricula, especially in areas where the time has been restricted (i.e., grade 8 teachers). In addition, survey results indicate that only approximately 50 percent of the staff report being directly involved in evaluation, revision, and review of course curricula. Grade 8 teachers report a lack of formal common planning time is a barrier to cross-curricular discussions and curricular implementation. While teachers report having dedicated time for the purpose of revising curriculum (PLCs), many report not always being able to use the time as intended. Teacher interviews report a desire to be fully involved in the curricular processes, as such participation will help to garner consistent staff support of such curricular implementation.

When sufficient professional development exists, the school's professional staff has sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research, parents, students, and the community-at-large will be assured that students are engaged in learning that will prepare them for their future endeavors.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

Standard 2 Commendations

Commendation

The departmental vision statements and transfer goals noted in the 2019-2020 Monomoy Regional High School Program of Studies

Commendation

Student access to various learning opportunities beyond the traditional high school programming, including the Global Studies Diploma Program, Elementary Education Experience, community internships, and virtual learning

Commendation

The professional learning community (PLC) meeting time established to support the development of common curricula, assessments, and data analysis

Commendation

The addition of a building-based administrator to facilitate the development and implementation of curriculum and common assessments

Commendation

The school's emphasis on informed and ethical use of technology and its 1:1 initiative used to support teaching and learning

Commendation

The appropriate staffing levels, instructional materials, technology, equipment, supplies, facilities, and library/media resources to fully implement the curriculum.

Standard 2 Recommendations

Recommendation

Ensure effective vertical articulation of curriculum between and among all academics areas within the school as well as with sending schools

Recommendation

Develop and implement a process to ensure that the written curriculum and the taught curriculum are aligned

Recommendation

Develop and implement a process to ensure that 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, such as school-wide analytic or course-specific rubrics

Recommendation

Use data/results regarding the school's learning expectations to evaluate the the program of studies and course offerings to ensure that the school is able to make informed decisions about courses or units from the curriculum

Recommendation

Find additional ways to provide the school's professional staff with sufficient leadership/personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research

Recommendation

Establish a regular curriculum review cycle, including time devoted to the development, review, and evaluation of the curriculum

Recommendation

Increase opportunities for cross-disciplinary learning

Standard 3 Indicator 1

Conclusions

Monomoy Regional High School (MRHS) teachers' instructional practices are sometimes examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.

Monomoy Regional High School has newly established core values, beliefs, and 21st century learning expectations and faculty members report that they are in the process of embedding them into their instructional practices. There is evidence that some teachers are aware of and reflect on the use of the core values and beliefs to guide instruction. For example, one physics teacher made reference to the core values, and critical thinking during a lesson on velocity, gravity, and centripetal force. The school's core values are displayed in common areas of the school and are posted in most classrooms. During student interviews, most students reported being aware of the school's core values and beliefs. During classroom observations, it was noted that references to the core values were made approximately 20 percent of the time. Although MRHS teachers and students inconsistently use or examine the 21st century learning expectations, there is evidence in the classrooms that the 21st century learning expectations are applied in daily lessons. For instance, students in some classrooms were observed applying creativity, collaboration, communication, and critical thinking when working on assignments and projects. During student shadowing, a student was asked which core value he connects with most. His reply was perseverance for which he had won a perseverance award in grade 8. In the academic support center, teachers collaborate with the English department to help students work toward achieving literacy skills through the literacy initiative "Read, Write, Reason, and Relate."

When teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations, students' abilities to meet learning expectations are enhanced.

Sources of Evidence

- classroom observations
- student shadowing
- student work
- teacher interview
- teachers
- students

Standard 3 Indicator 2

Conclusions

Teachers' instructional practices in some areas support the achievement of the school's 21st century learning expectations by personalizing instruction; sometimes engaging students in cross-disciplinary learning; often engaging students as active and self-directed learners; pervasively emphasizing inquiry, problem solving, and higher order thinking; often applying knowledge and skills to authentic tasks; frequently engaging students in self-assessment and reflection, and regularly integrating technology.

In some areas, teachers' instructional practices support the achievement of the school's 21st century learning expectations by personalizing instruction. There is evidence from the classroom observations that MRHS teachers embed personalized instruction into their pedagogy in some subject areas and across many classrooms and some grade levels. In some classroom observations, students were asked to critically think about real-life situations in connection with their content area. During interviews, students and staff cited opportunities to seek extra help during Jawsome hour, as well as student choice and voice in assignments, as examples of personalized instruction. According to the data from classroom visits, evidence of personalized instruction was evidenced in a majority of classes (35% high level, 35% moderate level).

Teachers' instructional practices rarely support engaging students in cross-disciplinary learning. Although classroom observations reveal limited amounts of evidence that cross-disciplinary learning is happening in the classrooms, it was observed that a history class had an art component to its summative assessment on the French Revolution. In Latin class the teacher referenced culture and history in Spain and Mexico. In an art class, the teacher assigned a project which required students to create a piece of art with a writing component. Due to the lack of common planning time for grade 8 teams, there are no purposeful cross-disciplinary assignments embedded in the curriculum.

Teachers' instructional practices constantly support engaging students as active and self-directed learners. During classroom observations, 95 percent of students were observed to be actively engaged through student-lead and self-directed learning. For instance, during Jawsome Hour, all sixteen students in the science class were observed to be actively engaged in projects, assignments, and labs. In addition in English class, all students were observed to be actively engaged in selecting their assignments from the menu projects. During a Mandarin lesson, students led the class in song as a means of reviewing what they had learned. Overall, the positive relationships that exist among teachers and students and peer relationships enhance instructional practices that support effective and engaging activities, both collaborative and independent.

Teachers' instructional practices often support emphasizing inquiry, problem-solving, and higher-order thinking; and applying knowledge and skills to authentic tasks. During observations, 88.5 percent of the classrooms had lessons that emphasize inquiry, problem solving, and higher order thinking tasks. Applying knowledge and skills to authentic tasks were observed and found in 84 percent of classrooms. Although the essential questions were displayed on the board or in Google Classroom, they were not verbally discussed during most classes. In 83 percent of the classrooms, teachers provided students with formative assessments through the use of games (Kahoot) and warm up activities ("Do Now") to analyze, synthesize, and evaluate their understanding of the concepts in the lesson. Based on teacher and student interviews, seniors with good academic standings and attendance are given the opportunity to participate in an internship or an externship. For instance, one student who is interested in pursuing a degree in medicine reported that she completed an internship in a pediatric doctor's office. In an AP Physics class, the teacher showed the students a video on carnival rides to demonstrate gravity, velocity, and centrifugal force. Students were then asked which forces work together during a carnival ride.

Most teachers' instructional practices support engaging students in self-assessment and reflection. During observations, eighty percent of teachers provided students with feedback and give students opportunities to reflect on their own work as well as on their peers' work. Teachers were observed providing students with the grading rubric used to grade the assignment in order for students to reflect on their work. When meeting with students, they reported that the amount of feedback from teachers is greater in smaller classes. In addition, some samples of student work evidenced feedback in the form of teacher comments on papers and detailed feedback

on rubrics used.

Most teachers' instructional practices support integrating technology. There is clear evidence in all classrooms that classroom technology is used to benefit student learning. Technology is reported to be utilized in 85 percent of classrooms. Teachers also use online communication portals for students, parents, and administration. Examples of technology that is being used are SMARTBoards, 1:1 Chromebooks, PowerPoint, computer programming, Aspen, Teach Point, Google Classroom, AV equipment, Scratch (a coding program through MIT), and 3-D printers and laser cutters. During classroom observations students were observed using programs such as Scratch, Kahoot, and Google Classroom to enhance teaching and learning.

Teachers' instructional practices in some areas support the achievement of the school's 21st century learning expectations by personalizing instruction; often engaging students as active and self-directed learners; pervasively emphasizing inquiry, problem solving, and higher order thinking; often applying knowledge and skills to authentic tasks; frequently engaging students in self-assessment and reflection, and regularly integrating technology. When teachers' instructional practices also support the achievement of the school's 21st century learning expectations by engaging students in more opportunities for cross-disciplinary learning, student learning will be further enhanced.

Sources of Evidence

- classroom observations
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- department leaders

Standard 3 Indicator 3

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.

During classroom visits, a majority of teachers were observed employing the use of formative assessments during class. For example, one teacher asked students to write out the steps to solve a problem in math class, and another asked students to go through the process of outlining an essay in history class. In addition, teachers made it clear to students that the purpose of formative assessments is to improve their identification and analysis of the information they are receiving in class. Teachers were also observed providing immediate feedback to help students improve their understanding of the concepts. The data collected during classroom visits shows that 63 percent of the teachers used at least one formative assessment during the lesson while 16 percent were observed strategically differentiating their instruction within the classroom.

During subcommittee meetings and teacher interviews, it is clear that the teachers differentiate instruction based on the IEPs, WIDA/ACCESS levels of English learners, 504s, and the social-emotional needs of the students. Approximately half the classes observed engaged students in group learning activities and some classes provided a variety of assignment options that appeal to different types of learners. For example in English class, students were given several options when choosing assignments for a project. The options included putting together a skit, drawing a cartoon, writing an essay, or creating a pop-up book. In a Physics class, the teacher put a question on the board and the students used whiteboards to project their responses in class. The teacher then grouped the students according to their understanding of the concept. If the students understood the information, they were able to move on to the next topic while the teacher took the opportunity to reteach material to those students who struggled. Another example includes a history class where the teacher provided students with a variety of choices of events to research. Finally, the Jawsome Hour allows teachers to communicate with students about missed homework, as well as to provide extra help and additional instruction.

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, students are provided the support they need to achieve the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- student shadowing
- teacher interview
- teachers
- students
- Standard sub-committee

Standard 3 Indicator 4

Conclusions

Some teachers, individually and collaboratively, improve their instructional practices by using student achievement data from a variety of formative and summative assessments; however, there is a limited amount of formal time afforded to individually and collaboratively examine student work; use feedback from a variety of sources, including students, other teachers, supervisors, and parents; individually and collaboratively examine current research; and individually and collaboratively engage in professional discourse focused on instructional practice.

Most teachers across the school individually improve their instructional practices by actively using student achievement data from a variety of formative and summative assessments. However, teachers only occasionally collaborate about student achievement data in order to improve their instruction. During a department head meeting, teachers reported that they rarely have the opportunity to analyze student achievement data due to the lack of common assessments and lack of common PLC time. For example, in the department head meeting, the English department stated that they were only able to formally review student work approximately three times over the past five years. However, most teachers reported during the teacher interviews and the subcommittee meetings that they often use the data from the formative and summative assessments to individually improve their instructional practice. Some examples of formative assessments used include Kahoots, warm-ups/do nows, and ticket in/out. Some examples of summative assessments include unit exams, projects/presentations, and mid-year and final exams. Some teachers also reported that they check for students understanding of concepts during instruction by using student work on the Whiteboard. For instance, in a Physics classroom, the teacher uses the student responses to reteach concepts to students who did not grasp the concept the first time.

Some teachers, individually and collaboratively, use feedback from a variety of sources, including students, other teachers, supervisors, and parents. During the small group meetings with students, they reported that some teachers conduct pre-and post surveys to collect feedback from students in order to make adjustments to their current or future instructional practices. During the subcommittee meetings, teachers shared that there is a positive culture of open classroom concept where they provide each other with constructive informal feedback from their fellow department members. Supervisors provide formal evaluations of teacher instruction through Teach Point. There is no evidence of parent feedback on teacher instruction.

Some teachers, individually and collaboratively, examine current research and engage in professional discourse focused on instructional practices. The principal uses multiple outlets to share articles on current research and best practices with teachers and staff during PLC time as well as on the weekly principal's blog with students, teachers, and community members. In addition, department heads participate in a book study where they read and discuss the book, *Focus*. The superintendent shared with the administration team the book, *Great Leaders Eat Last*, in order to engage the team in a discussion of best practices. Teachers report that there is no formal time dedicated to the examination of current research and engagement in professional discourse focused on instructional practices.

When teachers work to improve their instructional practices, individually and collaboratively, 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, the teachers will be able to employ best practices for each student.

Sources of Evidence

- classroom observations
- student shadowing

- student work
- teacher interview
- teachers
- students
- parents
- department leaders
- central office personnel
- school leadership
- school website
- Standard sub-committee

Standard 3 Indicator 5

Conclusions

All teachers, as adult learners and reflective practitioners, deliberately maintain expertise in their content area and in content-specific instructional practices.

Based on the 2018-2021 School Improvement Plan, the district is focused on professional development and collaborative focus on growth mindset and the social-emotional learning for staff in order to better assist students. In the Endicott survey, 84.5 percent of teachers and 77.6 percent of students at MRHS believe that teachers are committed to maintaining and growing their expertise in their content areas and instructional practices. Each department uses their PLC time to go over best practices and strategies for instruction. For example, notes from an English department meeting breaks down what was discussed in the meeting, including strategies to improve the writing goals and connections between assignments. In addition, each teacher has a maximum amount of \$1,500 for course reimbursement per year, with a budget of \$15,000 for teachers in the district.

Since teachers, as adult learners and reflective practitioners, continue to maintain expertise in their content area and in content-specific instructional practices, parents and students can be ensured that the instruction will be up-to-date with the needs of the students.

Sources of Evidence

- teachers
- school leadership
- Endicott survey
- school website

Standard 3 Commendations

Commendation

The teachers' school-wide integration of technology

Commendation

The emphasis on inquiry, problem-solving, and higher-order thinking skills in instructional practices

Commendation

The practice of embedding the core values in most classrooms and making them visible throughout the building

Commendation

The used of project-based learning to engage students

Commendation

The use of formative assessments in order to individually gather student data

Commendation

The teachers who consistently maintain expertise in their content area and instructional practices

Standard 3 Recommendations

Recommendation

Develop and implement a plan to ensure that teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations (Vision of a Graduate)

Recommendation

Increase formal opportunities for teachers to individually and collaboratively review assessment data/results to inform and adjust instructional practices

Recommendation

Expand the development and implementation of common assessments and school-wide rubrics for the purpose of expanding the effective use of student achievement data for the purpose of improving instructional practices

Recommendation

Provide dedicated formal time for all teachers to discuss current research and best practices related to instruction

Recommendation

Increase opportunities for students to regularly engage in self-assessment and self-reflection

Standard 4 Indicator 1

Conclusions

The professional staff consistently employs a formal process to assess individual progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, using school-wide analytic rubrics, however, no formal process exists to assess whole-school progress in achieving the schools 21st century learning expectations.

Although Monomoy Regional High School (MRHS) has been in existence for only six years, its 21st century learning expectations were formally voted on and accepted by professional staff in September 2017. Rubrics are being consistently used in the assessment of individual progress in meeting the school's 21st century learning expectations and are reported out in the form of comments on the report cards. For example, the health teacher uses the "Flexible and Adaptive" and the "Teamwork and Work Habits" categories to assess students on Life and Career Skills via the social 21st century learning expectation rubric. The civics teacher uses the "Citizenship" rubric for his students. The science department uses both "Problem Solving" and "Critical Thinking" rubrics to assess individual progress.

Despite the existence and collective use of the 21st century learning expectations by various departments at MRHS, no formal process exists to assess whole-school and all students in all areas of 21st century learning expectations.

When professional staff employs a formal process based on the school-wide analytic rubrics, whole-school and individual student progress in achieving the school's 21st century learning expectations (Vision of a Graduate) can be accurately assessed to base curricular, instructional, and assessment decisions on objective data.

Sources of Evidence

- classroom observations
- teacher interview
- teachers

Standard 4 Indicator 2

Conclusions

The school's professional staff regularly communicates individual student progress in achieving the school's 21st century learning expectations to students and their families but does not yet communicate the school's progress in achieving the school's 21st century learning expectations to the school community.

According to the Endicott survey, as reported in the MRHS self-study, 58.3 percent of parents agree, "The school provides me with a formal report, in addition to course grades, which explains my son's/daughter's progress in achieving the 21st century learning expectations." In a meeting with parents of students in the school community, parents shared that they have access to Aspen to view their children's grades and assignments, thus allowing parents to view individual student progress toward 21st century learning expectations. In addition, as evidenced by the self-study report and screenshots of individual student Aspen reports, student progress toward 21st learning expectations is communicated on Aspen during progress report time, and are rated on a scale of 1-4, 4 being a rating of Exceptional. Despite communication of individual student progress in achieving the school's 21st century learning expectations to students and families, communication of the school's progress in achieving them is not yet communicated to the school community.

While the school's professional staff regularly communicates individual student progress in achieving the school's 21st century learning expectations to students and their families and to the school community, then parents, students, and the community-at-large will understand the progress that individual students and the school is making toward achieving the knowledge, skills, and dispositions established by the school as goals for all students.

Sources of Evidence

- self-study
- teachers
- community members
- Endicott survey

Standard 4 Indicator 3

Conclusions

Some professional staff regularly collect, disaggregate, and analyze data to identify and respond to inequities in student achievement.

In response to literacy being a school goal this year, members of the science department developed a writing rubric specific to scientific writing. Using the rubric, some members of the science department will assign three writing assignments and will norm across grade levels collaboratively to determine and discover student inequities or achievement gaps. This collaboration is possible because these individual science teachers share a common prep period this year that allows for this collaboration. In addition, math, science, and English teachers continue to analyze MCAS data to inform instruction and curriculum. According to the self-study, "By examining student successes and strengths on individual questions, teachers make adjustments to instruction and assessment." In a meeting with an English teacher, evidence of collection, disaggregation, and analysis of student inequities and achievements was evident in the creation of writing folders where all student work is held and a writing improvement tracker is kept to evaluate student writing progress. Conclusions drawn from these patterns and findings will inform this particular English teacher's instruction moving forward. Although individual teachers and some departments (groups of teachers) are able to collect, disaggregate, and analyze data to identify and respond to inequities in student achievement, this professional practice is only happening with teachers where common assessments occur and is not available to the entire professional staff because no formal common curriculum exists, nor is formal common professional meeting time scheduled for this professional practice for all staff. A lack of formal, common curriculum and common assessments was cited as a concern in department head meetings as well as teacher meetings, and the Assessment Standard subcommittee meeting discussions.

When the professional staff implements common curriculum and common assessments, as well as schedules formal, common planning time to analyze this data, then the professional staff will be able to regularly collect, disaggregate, and analyze data to identify and respond to inequities in student achievement.

Sources of Evidence

- classroom observations
- self-study
- teachers
- department leaders
- Standard sub-committee

Standard 4 Indicator 4

Conclusions

Prior to each unit of study, most teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

The Endicott survey indicates 57.7 percent of students report that their teachers explain what the learning expectations are before each unit. Consistent display of objectives, essential questions, and criteria for success was posted on the boards in the classrooms for students and were evident in some handouts given to students. As evidenced in teacher interviews and classroom visits, assignments communicate clear directions, criteria for success, and unit-specific learning goals. Teachers also indicated that they share this information via Google Classroom or via class webpages. A student also shared that she consistently receives project and assignment rubrics and criteria for success in her classes. While unit-specific expectations are commonly communicated, the communication of the applicable 21st century learning expectations is less prominent.

The widespread teacher communication of learning expectations and goals to students prior to each unit of study allows students to have a better understanding of what is expected of them. When teachers also communicate the importance of the 21st century learning expectations (Vision of a Graduate) as an integral part of the teaching process, students will value them as an integral component of the learning process as well.

Sources of Evidence

- classroom observations
- student shadowing
- teachers
- Standard sub-committee

Standard 4 Indicator 5

Conclusions

Prior to summative assessments, the vast majority of teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.

A majority of student work samples provided included the rubrics used to assess the work. Most of these sample rubrics were completed by teachers, while some rubrics require students to use them to assess and reflect on their own work. According to the Endicott survey, 71.4 percent of students understand the criteria or rubric that's provided by teachers. Seventy percent of students agree with the statement, "My teachers regularly use rubrics to assess my work." In teacher meetings where student work was reviewed, rubrics were used to assess specific and measurable criteria for success and given to students at the introduction of the assessment. In another teacher meeting, the teacher commented that students are so used to the classroom culture of seeing rubrics to assess work that students ask for and look for rubrics with assignments so they know what to work toward for success in completion of the assignment.

Since most teachers provide students with specific and measurable criteria for success, such as corresponding, course-specific rubrics, which define targeted high levels of achievement prior to summative assessments, students are able to understand what is expected in terms of what they have learned.

Sources of Evidence

- teacher interview
- teachers
- Endicott survey

Standard 4 Indicator 6

Conclusions

In each unit of study, teachers pervasively employ a range of assessment strategies, including formative and summative assessments.

The Endicott survey reveals that 83 percent of staff believe that teachers use a variety and range of assessment strategies including formative and summative assessments. While touring the building and visiting classrooms, a science department teacher was observed using individual student whiteboards to check for student understanding during the lesson. The teacher was observed giving verbal feedback to affirming conclusions drawn by students or redirecting them in their answers. In another class, a teacher was observed handing out exit tickets and asking students to fill them out, assessing student understanding of the topic at hand for that lesson, which allows for a formative check-in to see where the whole class is in their understanding of the concepts being practiced and learned. During a meeting with students, one commented that an assignment given to them in English class required them to choose a song and write a one-paragraph rhetorical analysis analyzing socio-political construct that was evident in the song. An English teacher interviewed shared a summative assessment in the form of a research essay, which included a timeline and formative check-ins along the way. Formative assessments like research notecards, research citations, graphic organizer use, and a strong thesis statement craft help students successfully build to the more substantial, summative research essay assessment. In the Assessment Standard subcommittee meeting, a special education teacher noted that her presence in many classrooms across all disciplines and subjects afforded her the opportunity to see a wide range of instructional and assessment strategies in place, such as hands-on projects, formal and informal discussions, quizzes and tests, journaling and quick-writes, and lab work.

Because teachers employ a range of assessment strategies, including formative and summative assessments in each unit of study, students are able to demonstrate their mastery in a variety of ways and teachers are able to adjust their practice accordingly.

Sources of Evidence

- classroom observations
- student shadowing
- students
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 7

Conclusions

Teachers rarely collaborate in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

Although a master schedule of departmental, faculty, and professional learning community (PLC) meeting dates were provided as evidence of the frequency of meetings and formal opportunities of collaboration provided in the staff schedule, teacher meetings revealed that these scheduled opportunities have not allowed for formal collaboration on the creation, analysis, and revision of formative, summative, and/or common assessments. In a meeting with department heads, staff shared that most departments do not have common assessments due to the lack of common written curriculum to inform those assessments, as well as the lack of formal opportunities of collaboration for all departments. In a meeting with the Assessment Standard subcommittee, staff reported that although PLC time is offered twice per month for the purpose of formal collaboration on creation and revision of assessments, the vast majority of this time is used for administrative purposes outside of the intended purpose. In both teacher meetings and the Assessment Standard subcommittee meeting, 8th-grade teachers reported a steady decline in the common planning time afforded to them, limiting their opportunities to formally create, analyze and revise assessments. Eighth-grade teachers expressed concerns for continued erosion of this time.

When Monomoy Regional High School develops and implements formal ways for teachers to collaborate on the creation, analysis, and revision of formative and summative assessments, including common assessments, it will be able to ensure an equitable educational experience for all students.

Sources of Evidence

- self-study
- teachers
- Standard sub-committee

Standard 4 Indicator 8

Conclusions

Most teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

As evidenced in the student work provided, some teachers provided specific and detailed feedback through comments and rubrics. During a student meeting, a student reported that before submitting an essay, students have time to peer edit with teacher input in order to revise before final submission. In an Assessment Standard subcommittee meeting, a world languages teacher reported that students take a pre-test as a formative assessment to determine and clarify where students are in their learning, and then identify areas of strengths and gaps in knowledge to drive increased learning in identified areas, before taking their final assessment. During a classroom visit, a science teacher was observed soliciting brainstorming answers to a question that would then be revisited later in the week after students continue to inform their knowledge base on the question at hand. In classroom visits and teacher meetings, multiple teachers also referenced "Jawsome Hour" as a time for students to visit their classroom to revise, improve, and complete work, depending on the specific assessment. During the review of student work, an 8th-grade science essay revealed students were encouraged to run their essays through Grammarly and to participate in a peer edit before submission of the assignment.

Since most teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work, students are more likely to reach the intended outcomes.

Sources of Evidence

- classroom observations
- student work
- Standard sub-committee

Standard 4 Indicator 9

Conclusions

Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.

Teachers and students report the regular use of formative assessments for the purpose of improving student learning. In a classroom observation, a science teacher was observed checking for understanding on individual student whiteboards where a teacher gave verbal feedback to students for the purpose of improving student learning in real-time. According to the self-study, standard written quizzes are still used as formative assessments to inform instructors for the purpose of improving student learning. The self-study also reveals that STEM or STE (science, technology, engineering, math) departments use daily journaling along with labs to assess student understanding of concepts before moving forward. Students in a number of English classes are offered opportunities to revise their work as a matter of department practice. In a teacher meeting, a science teacher reported students compose three writing assignments using the Science Writing Rubric to help guide their writing. The teacher reported these assessments will be used to norm across grade levels and adapt instruction for the purpose of improving student learning both in that course's academic year and for future instruction of the course in future years.

Because most teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning, they are in optimum positions to assist students in achieving the 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- teacher interview

Standard 4 Indicator 10

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 various sources, including students, other teachers, supervisors, and parents; examining current research; and engaging in professional discourse focused on instructional practice.

Although teachers have been given departmental professional learning community (PLC) time, it is not evident that teachers have regular, formal time to meet to review local assessment data or state assessment results in meeting time purposefully designed for review of assessments. Not all teachers examine assessment data on a consistent basis. While some teachers modify instruction based on classroom data, it is unclear whether teachers examine other forms of data. Although most teachers regularly meet within their content areas during common planning time, it is not evident that teachers meet within and across content areas to discuss student work. Some teachers who teach the same classes do compare and discuss student work when time allows and there are a few teachers who report using common assessments, but this practice is not widespread.

According to the self-study report, 8th and 9th grade English and math teachers use MAP testing data to inform curriculum and instruction. Although the self-study also reported statewide MCAS testing results are examined to determine areas of strength and need in English, math, and science, the interviews with the Assessment Standard subcommittee revealed that teachers have not been given the time to analyze this MCAS data formally. The self-study also cited AP testing results are used to better prepare future students in AP curricula areas. The PSAT/SAT and the Maine Science Augmentation assessment assist teachers in identifying areas of strength and weakness which allows teachers to differentiate for groups and individualized coursework to address student needs. In a meeting with some sending school administrators, the administration cited that MAP testing is used to assess each student's learning development, specifically in reading, language arts, and math, which allows for a baseline understanding of student performance as students transition into middle school years, but the articulation between and among schools is still a work in progress at this time. Most of the communication among schools is facilitated through the counselors in each school in an effort to support social-emotional learning. The middle school principal also cited the newly established district-wide ELA Taskforce, which has a focus on writing, and middle school students' ability to earn high school credit in world languages and Algebra I as elements to support articulation among schools.

In the Assessment Standard subcommittee meeting, staff reported a lack of formally designated time to collaboratively examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice. Furthermore, staff reported a lack of existing formal, school-wide written curriculum which inhibits examination of student learning to improve instructional practice. Staff members feel very strongly that assessment is greatly impacted by the lack of curriculum mapping in each discipline and the lack of formal common planning time. Additionally, the staff reports that there is no formal written curriculum available for new teachers. The self-study reports that there is no current mechanism for gathering survey data from alumni. Although the self-study reports that PLC time is used for teachers to address issues around curriculum and instruction, to bring different perspectives to problem-solving, to examine student work, to use protocols to discuss teaching and learning, and to read professional articles, teachers consistently reported that this time is often redirected for administrative directives.

When teachers, individually and collaboratively, improve their instructional practices by using student achievement data from a variety of formative and summative assessments; examine student work; use feedback from various sources including students, other teachers, supervisors, and parents; and have the opportunity to examine current research and engage in professional discourse focused on instructional practice, teachers will have a true picture of student performance and will be able to adjust instructional practices to deliver the school's 21st century goals (Vision of a Graduate).

Sources of Evidence

- self-study
- teacher interview
- teachers
- Standard sub-committee

Standard 4 Indicator 11

Conclusions

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

As evidenced in the self-study and in conversations with staff and administration, Aspen is the school-wide online grading student information database used by all teachers. In a parent meeting, parents reported their own access to Aspen as well, allowing them to see student progress in all classes. In a department head meeting, the math department was found to be the only department with consistently aligned grading and reporting practices across all grades and courses. The art department is reportedly rating class performance on a 1-5 rating scale, no matter the course or grade level. Other departments strive to model the grading structure of the math department, as staff revealed that the only consistent grading practice across all disciplines for the entire building is the recent decision for homework to be a maximum of a 20 percent value of a student's grade.

When grading and reporting practices are reviewed and revised to ensure alignment with the school's core values and beliefs about learning, there will be an increase in transparency and equity for all students at all levels and in all content areas.

Sources of Evidence

- self-study
- parents
- department leaders

Standard 4 Commendations

Commendation

The widespread use of specific and measurable criteria for success, such as corresponding rubrics, which target high levels of achievement prior to summative assessments

Commendation

The widespread clarification of what students are expected to know and be able to do prior to summative assessments via criteria of success and school-wide and course-specific rubrics

Commendation

The formal process developed and implemented to assess individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success using school-wide rubrics

Commendation

The range of assessment strategies employed by teachers, including formative and summative assessments

Commendation

The teachers' regular use of formative assessment to inform and adapt their instruction for the purpose of improving student learning

Standard 4 Recommendations

Recommendation

Develop and implement common course and common grade-level assessments

Recommendation

Ensure that all teachers are provided formal common planning time and professional development on the development and revision of curriculum-driven common assessments in order to drive and inform instruction

Recommendation

Develop and implement grading and revision practices consistent within respective curricular areas to ensure alignment with the core values and to ensure equitable experiences for all students

Recommendation

Develop and implement a formal process to assess whole-school progress in achieving the school's 21st century learning expectations (Vision of a Graduate)

Recommendation

Prior to each unit of study, communicate to students the school's applicable 21st century learning expectations (Vision of a Graduate) to be assessed

Recommendation

Develop and implement a plan for teachers to collaborate regularly and in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

Recommendation

Expand opportunities for teachers and administrators, individually and collaboratively, to 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, school-wide progress in achieving the 21st century learning expectations, standardized assessments, data from sending schools, receiving schools, and post-secondary institutions, and survey data from current students and alumni

Recommendation

Regularly review and revise grading practices to ensure alignment with the school's core values and beliefs about learning

Standard 5 Indicator 1

Conclusions

The Monomoy Regional High School consciously and frequently 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.

The MRHS Student Handbook, found on the MRHS website, communicates high expectations for all. One way in which items in the handbook are enforced is through the "Sharkness Table" initiative which invites students to have "a voice at the table." Students from groups like the new principal advisory council, student council, National Honor Society, diversity club and Gay Straight Alliance (GSA) club have opportunities to meet with school leadership. Students and staff can attest to the use of the "Sharkness Room." In addition, the Sharkness Room is available for students and staff to use during the Jawsome time. Other consistencies found between the handbook and lived practice are evident through use of the Jawsome time. Students use the software program, Enriching Students, to sign-up for specific offerings. And, teachers follow the policy that if a student has a 70 or lower, the student will receive an AOT (academic overtime). In addition, through conversations with teachers, the use of summer school as a credit retrieval program is another example of how policies in the handbook are enforced.

The principal addresses the entire professional staff at monthly faculty meetings, and students meet with enrichment teachers once in a seven-day cycle to receive pertinent school-wide information. Monomoy Regional High School provides a variety of opportunities for students to feel included. For example, there is the annual Cultural Fair to celebrate and promote understanding of diverse cultures, and the Best Buddies program is embedded in school routines with the coffee cart, school store, and work-duties throughout the building. A food pantry is available for struggling low-income students, and there is the Shark Fund, initiated by two students, to provide monetary assistance to students to cover things like senior portraits, textbook debt, and other school-related fees. Also, students cite a peer leadership class that works in conjunction with the Spirit Club to organize student initiated events. Students mention feeling a sense of pride and ownership in their school with events like the aforementioned Cultural Fair, team dinners before football games, and breakfast events to celebrate AP/MCAS and attendance. Principal-grams, Shark Shout-outs, and the Ad Lucem Award were also mentioned as a sense of pride by both students and teachers. Performing and visual arts events were also noted by teachers and students as another source of pride. The Leadership Standard subcommittee members express pride in a variety of subcommittees (i.e., struggling learners, faculty senate, culture committee, literacy committee, and school council) that provide teachers with multiple leadership opportunities.

Students feel supported by teachers in most situations, citing the guidance department and the flexibility of teachers as an integral part of that support system. In some cases, though, students are confused by perceived inconsistencies in policies from one content area to the next. For instance, one department allows test make-up, while another does not. Students feel this is in contradiction to the core value, "Perseverance."

Because the school community consciously and frequently strives to build a safe, positive, respectful, and supportive culture that fosters student responsibility for learning, the results are shared ownership, pride, and high expectations for all which provides an environment where everyone achieves success.

Sources of Evidence

- classroom observations
- student shadowing
- teacher interview
- teachers

- students
- school support staff
- Standard sub-committee

Standard 5 Indicator 2

Conclusions

Monomoy Regional High School is equitable, inclusive, and ensures access to challenging academic experiences for most 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.

From conversations held with students and teachers, most heterogeneous groupings can be found in the elective classes. Students are able to take higher-level classes, like Advanced Placement courses, based on successful performance in feeder classes and teacher recommendations. Teachers regularly attempt to provide students with learning experiences that, regardless of the student's ability, enable each student to achieve the school's learning expectations. In some areas, though, as with the alternative learning students, this is not completely the case. Due to the logistics of sending students out to respective jobs, students are unable to eat lunch with the rest of their peers and subsequently, feel like they are isolated from the rest of the school. This feeling of isolation is magnified by the fact that they receive all of their academic curriculum in one classroom. Inclusion models and support systems are in place with academic overtime, academic support, academic center, and a credit recovery program. Several programs, such as, SAND, Oak Street Academy, SHORE and SAIL offer all students access to school-wide learning expectations. It is unclear as to whether or not these programs have adequate assistance in meeting the school/district expectations. In addition, based on classroom observations, there is a diversity of enrollment in all classes.

Consequently, the school is equitable, inclusive, and ensuring access to challenging academic experiences for most 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 learning expectations, therefore most students have access to a curriculum designed to help students achieve the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- teacher interview
- teachers
- students
- Standard sub-committee

Standard 5 Indicator 3

Conclusions

Monomoy Regional High School has a formal, ongoing 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.

Students regularly use the Jawsome hour to meet with adult members of the school community. According to the self-study, a survey taken in 2018 states that 93 percent of students reported that they had at least one staff member that has come to know them well as a result of Jawsome. In addition, students are assigned an enrichment teacher whom they meet with every "day one" in a seven-day cycle. While each student is assigned an enrichment teacher, it is unclear if that advocate calls parents to keep them informed of student progress or if they facilitate personal learning plans for the student. Due to the Jawsome hour, students expressed that they are also able to reach out to teachers other than those on their schedules, in efforts to seek additional support.

Because there is a formal, ongoing 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, each student in the school has an individual or individuals who regularly serve as an advisor to each student.

Sources of Evidence

- self-study
- student shadowing
- teacher interview
- teachers
- students
- Standard sub-committee

Standard 5 Indicator 4

Conclusions

In order to improve student learning through professional development, the principal and professional staff of Monomoy Regional High School, frequently engage in professional discourse for reflection, inquiry, and analysis of teaching and learning; sometimes use resources outside of the school to maintain currency with best practices; dedicate some formal time to implement professional development; and often apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.

According to professional staff and administration, collaboration is intended to occur in departments during professional learning community (PLC) time which is scheduled every other week for 90 minutes. In some cases, the special education department will use the PLC time to meet with other departments to reflect and discuss teaching and learning strategies. Some departments site that PLC time is used to work on goals, curriculum, common assessments and aligning the timing of lessons to be the same. In addition, some teachers state that student learning goals are established within this provided PLC time. However, reports from a large number of professional staff state that the PLC time is not being used for the intended purpose with little to no product coming from the intended time frame.

District leaders provided information about the use of professional development time for technology integration. Time after school is arranged with instructional leaders providing technology integration support to professional staff. In addition, outside technology representatives have been provided, when needed, especially when initiating the use of new technology. A K-12 task force attempts to support the review of vertical alignment in ELA, computer science and social studies. And, because of the district improvement plan, professional development has been provided at the district level to address both cultural awareness, and the social/emotional learner during a single full-day PD offered in October. Through follow-up surveys of that professional development, professional staff were able to reflect on the impact of the professional development. Finally, coaches were provided with professional development through the athletic department over the summer. Other outside resources have been used in the form of professional readings. MRHS administration read the book, *Great Leaders Eat Last* and department chairs were asked to read the book, *Focus*.

Professional staff cited PLC time as the only significant formal time to implement professional development. There is only one other full-day professional development during the school year. Teachers expressed the need for greater teacher input and choice in professional development opportunities as well as more time for staff collaboration. There is a district course reimbursement plan in place (\$15,000 in Unit A, \$6,000 in Unit B) for staff to use for conferences, courses, and other outside professional development opportunities.

MRHS has a well-defined organizational structure built upon the strength of involving all voices in decision making and planning. Overcoming obstacles, improving test scores, growth, and graduation rates have been the result of much hard work by all. Superintendent led annual surveys of staff, students and parents are looked upon by all, including building administrators, as constructive and positive rather than punitive. That defines the culture at MRHS: embrace challenges; learn from them and grow. Students reference the element of personalization as a vital part of their learning experience and the ways in which the school community works collaboratively to meet the respective needs of all students, and students cite their comfort in communicating with their teachers about concerns they have with their own attainment of the curriculum. Professional staff referenced the PLC time as a means to improve curriculum, instruction, and assessment, however conflicting reports about how the time is actually used were commonplace during the visit. Likewise, the UBD template in place for staff to use district-wide is still a work in progress at this time, as is the development of curriculum and common assessments.

When 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 to improve student learning, the school will be better able to

develop and implement targeted professional development.

Sources of Evidence

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

Standard 5 Indicator 5

Conclusions

School leaders at Monomoy Regional High School sometimes use research-based evaluation and supervision processes that focus on improved student learning.

Teachers interviewed mentioned that feedback about instruction and subsequent instructional support come from the evaluations. All staff members have one announced observation with professional staff receiving an additional unannounced observation. PTS teachers receive up to three announced/unannounced and first-year teachers receive five announced/unannounced observations during the course of the school year. During interviews with the principal and assistant principals, they indicated that the existing supervision and evaluation structure in the district makes it difficult for them to provide regular and meaningful feedback to teachers. The three building administrators are responsible for evaluating almost all of the educators in the building, making each of their caseloads close to 30 teachers. Together, these circumstances significantly limit the frequency of meaningful instructional feedback.

The administrators at MRHS are participating in instructional rounds and calibration. As part of the superintendent's goals for the year, he and other central office administrators visit classrooms with principals and assistant principals, as part of an instructional rounds process. These instructional rounds are part of the professional development of the administrative team, as instructional leaders. Instructional rounds are non-evaluative, and will not be part of teacher evaluations. Their purpose is not to judge the effectiveness of teachers, but to differentiate the practices that engage, challenge, and result in student learning so educators can learn from one another.

The professional staff also mentioned that the principal provides them with informal feedback not associated with any Teachpoint form. The Leadership Standard subcommittee members mentioned that the culture committee was responsible for initiating peer-to-peer observations. Committee members explain that a pineapple sign posted outside a classroom is a prompt for teachers to visit other teachers' classrooms indicating that their peers are welcome to come in and observe their classroom. A board in the main office correlates to this initiative as further reference information. Teachers mentioned that the initiative has lost momentum, but had been an example of peers using other peers as resources. Both teachers and administration speak to the fact that department heads only meet with administration once a month, and with the entire faculty also meeting with administration once a month as the faculty senate.

When school leaders regularly use research-based evaluation and supervision processes that focus on improved student learning, the result will be improved instruction for all learners.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school leadership
- Standard sub-committee

Standard 5 Indicator 6

Conclusions

The organization of time in some areas at Monomoy Regional High School supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

The master schedule works to ensure that the school's core values and beliefs about learning are supported. Variations to a six-period schedule have been made through the use of the Jawsome hour with students able to use additional time to seek out more in-depth exploration of topics, academic help, and participation in clubs and activities. The schedule includes an early release day every two weeks to accommodate teachers with their scheduled professional learning community time. As stated by the Leadership Standard subcommittee and administration, this time was created for departments to meet to review instructional practices, collaboration, goals, and curriculum, for example. While many teachers report being able to use their PLC time as intended, many others report that this time is often superseded by administrative tasks.

The schedule allows for teachers to use the Jawsome time as needed; choosing the lunch they take and how they request students for extra help. According to professional staff and administration, the schedule was reviewed in the last two years, placing the current schedule in motion for one complete school year. The schedule allows for meetings to be arranged before school; with some departments, like athletics, using the time before school to arrange for captains' council meetings. Student team captains meet approximately five times per season with a different council for the fall, winter, and spring athletic season.

Students tout the flexibility that they have during the Jawsome hour. Students mention that the flexibility allows them to personalize their placement during that time based on need and/or interest. Students also mention that the variety of electives available to them and the presence of online classes allows for continued personalization. Students in need of credit recovery may also use online courses to achieve this, with a specific credit recovery program occurring in the summer, as well. While the organization of time in some areas at MRHS supports research-based instruction, teachers mention a desire for greater teacher input and choice in professional development opportunities. In addition, not all departments are afforded common planning time, and professional staff mention the need for more opportunities for staff collaboration.

When the schedule fully supports continued research-based instruction, greater professional collaboration among teachers, and the learning needs of all students, teachers and students will be better able to ensure that all students will achieve the learning expectations.

Sources of Evidence

- teacher interview
- teachers
- students
- school leadership
- school website
- Standard sub-committee

Standard 5 Indicator 7

Conclusions

Student load and class size at Monomoy Regional High School generally enables teachers to meet the learning needs of individual students.

Classroom observations, interviews with teachers, administrators, and school committee members, and the 2018-2019 Course Tally Report provided by the school all serve as evidence to support that the majority of sections of core content classes have student enrollments of 20 or less. During interviews, teachers supported the self-study claim that recent staff reductions have led to a slight increase in average class sizes and a slight decrease in the number of elective courses offered in core content areas. English and social studies teachers, for example, reported that they are offering fewer electives within their content areas than they did when the building first opened.

During interviews, students indicated that larger class sizes (over 20) were more common for Advanced Placement sections and honors sections. While students being interviewed were generally pleased with class sizes and indicated that they almost always receive the individual attention they need from teachers to be successful, they did note that there is a noticeable decrease in the level of individualized support from teachers when they are enrolled in classes with over 20 peers. It should also be noted that during interviews with students and teachers, both groups cited several examples of classes running with very small student-to-teacher ratios. Some of these small sections are attributed to scheduling challenges but most highlight MRHS's commitment to providing students with a diverse program of studies regardless of small course request numbers.

The principal and some teachers mentioned an anticipated increase in enrollment in the fall of 2020 when an unusually large 8th grade class arrives to MRHS. The principal indicated that this larger class coupled with an upward trend in school choice enrollment and a downward trend in vocational/technical school enrollment has the potential to impact class sizes across all content areas.

By ensuring a lower student load for most of the teachers and smaller class sizes in most sections, teachers are more likely to meet the learning needs of individual students. Developing a plan to mitigate the anticipated enrollment increase with the arrival of the Class of 2025 will ensure that class sizes remain within a range that allows teachers to continue to provide the individual attention that students need to be successful.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- students
- school board
- Standard sub-committee

Standard 5 Indicator 8

Conclusions

The principal, working with other building leaders, regularly provides leadership that is rooted in the school's core values and beliefs, but the administrators' ability to provide ongoing constructive feedback relative to instruction is limited by the current supervision and evaluation structure.

Teacher interviews, student interviews, survey results, interviews with school committee members, and the panel presentation all provided evidence of how the principal models and promotes MRHS's core values and beliefs. Slogans like "Home Away From Home" and "You are Important" as well as the "620" theme permeates the building and are understood and supported by the vast majority of faculty and students. During interviews with teachers, the school's 21st century learning expectations were mentioned infrequently, but the school's core values, focus on literacy, and initiatives designed to promote school culture were cited as strengths. The slogans and themes mentioned above were evident during the panel presentation and cited in interviews with teachers and students. Physical evidence of these slogans and themes was found all over the school building including hallways and classrooms.

Many of the teachers interviewed cited the school culture committee, struggling learner committee, Jawsome hour, swimming with the sharks, and the faculty senate as examples of how the principal makes decisions or supports grassroots initiatives that align with the school's core values and beliefs. Both the administrative team and teachers mentioned a recent shift in the use of faculty meetings and PLC meetings so this time is focused more on professional learning that is centered around school-wide and department initiatives. The principal provided a document called "MRHS Vision 2020," which outlines the school's focus on literacy for the year and provides sample goals for educators. The self-study report cited a problem with communication among staff members and the administration. During interviews, teachers identified several examples of communication coming from multiple members of the school community, including "Friday Focus," "Shark Shout Outs," and the use of various social media outlets. It does not appear that there is an effort to coordinate communication to ensure that information is not being unnecessarily duplicated or that information is not being overlooked.

When teachers were asked during the Leadership Standard subcommittee meeting how they typically receive feedback on instructional practices, they reported that instructional feedback occurs almost exclusively through the supervision and evaluation process. During interviews with the principal and assistant principals, they indicated that the existing supervision and evaluation structure in the district makes it difficult for them to provide regular and meaningful feedback to teachers. The three building administrators are responsible for evaluating almost all of the educators in the building, making each of their caseloads close to 30 teachers. Together, these circumstances significantly limit the frequency of meaningful instructional feedback.

Because the principal, working with other building leaders, regularly provides leadership that is rooted in the school's core values and beliefs, these core values and beliefs are lived by the majority of the school community. Adjusting the structure of the supervision and evaluation process in the building will help ensure that building leaders are able to provide regular and meaningful feedback designed to improve instructional practices.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- student work

- teacher interview
- students
- school board
- school leadership
- Endicott survey

Standard 5 Indicator 9

Conclusions

Teachers, students, and parents are regularly involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

There are several committees designed to provide staff members with opportunities to play a meaningful role in decision-making at MRHS including the culture committee, school council, struggling learners committee, faculty senate, and literacy committee. Meaningful teacher engagement in the work of these committees was confirmed through interviews with teachers and with the school leadership. For example, both teachers and administrators highlighted the struggling learners committee as the place where concerns about student success and engagement were raised and addressed. The Jawsome hour and academic center are two initiatives that came directly from the work of the struggling student committee. In compliance with Massachusetts General Law, MRHS has a school council consisting of teachers, parents, and students who work with the principal to develop the school improvement plan and serve as an advisory board to the principal on a variety of topics.

The principal, teachers, and students indicated through interviews that student voice is important at MRHS. To that end, students can exercise leadership as members of the school council, student council, and the newly created principal's advisory committee. Additionally, students, teachers, staff members, and school committee members reported that the principal makes himself available to students regularly to discuss their school-related concerns or topics that are important to them. In addition to serving on the school council, parents reported involvement through participation in different booster organizations and open forums hosted by the principal throughout the year. Parents also reported being invited to participate in hiring committees.

While discussions with students, parents, and teachers support high levels of involvement in decision-making, the results of the Endicott survey paint a slightly different picture. According to the survey, only 45 percent of students and just under 55 percent of staff agreed that they have a meaningful involvement in the decision-making process at MRHS. This discrepancy could be attributed to the fact that the survey was completed years prior to the onsite visit.

Because teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership, stakeholders feel a sense of responsibility and ownership in the school.

Sources of Evidence

- self-study
- teacher interview
- teachers
- students
- parents
- school board
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 10

Conclusions

Teachers regularly exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

Interviews with teachers and administrators support the self-study claim that teacher leadership is a strength at MRHS. The culture committee was formed to prepare for the regionalization of the Chatham Public Schools and Harwich Public Schools. This committee, which still exists today, allows teachers to drive priorities and discussions focusing on school culture and climate. During interviews, teachers described the pineapple initiative which originated as a way to encourage teachers to develop professional and personal relationships through the sharing of best practices. Teachers explained that the pineapple symbol was chosen because of its association with the notion of hospitality.

Teachers also discussed the effectiveness of the struggling student's committee as a vehicle for teachers to discuss concerns relative to student success and collaboratively identify potential solutions. For example, Jawsome hour was developed by teachers on the struggling student's committee in response to concerns raised by teachers about student success rates. Jawsome is an example of a teacher-led initiative that was developed to address a school-wide issue with student engagement and learning. During an interview with the principal, he indicated that while he is always willing to meet with staff members to hear concerns, he encourages his staff to be prepared to discuss potential solutions as well. This mindset was confirmed by teachers during interviews and is embodied through programs like Jawsome, Pineapple initiative, academic center, and recently implemented homework grading policy.

Teachers in some departments indicated that PLC time is dedicated to the revision of curriculum, the development of common assessments, and instructional practices. PLC time is also used, along with faculty meeting time, for teachers to work on school-wide initiatives. Teachers and administration supported the self-study claim that faculty meetings and professional development time have recently shifted to focus more on job-embedded skills and topics, however, teacher interviews revealed an inconsistent use of PLC time by departments across the building. During interviews, teachers and administrators confirmed that some of the activities that occur during faculty meetings and professional development time are teacher-led. During teacher interviews, it was noted that district-level professional development is not always relative, coordinated, or consistent.

Because teachers exercise initiative and leadership, they take ownership of both the successes and shortcomings of school-wide initiatives that improve school culture and increase students' engagement in learning. When PLC time is better defined and used more effectively, teacher leadership specific to the development of more cohesive curriculum and instruction practices will likely increase.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- school leadership
- Standard sub-committee

Standard 5 Indicator 11

Conclusions

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

Interviews with the school committee, school leadership, and teachers support the assertion in the self-study that positive working relationships exist among the principal, superintendent, and school committee. School committee members spoke highly of the work and the commitment of both the superintendent and the building principal and indicated that because of their high level of competence, they have a high level of trust in them.

School committee members cited the budget process as an example of collaboration among the principal, superintendent and school committee. During an interview, school committee members indicated that the principal's budget request is always thoughtful, transparent, and connected to the vision of the school, district, and school committee. During interviews, the vast majority of participants described a synergistic relationship with building leadership, district leadership, and the school committee. Teacher interviews revealed a strained relationship between teachers and district-level leadership largely due to a contentious contract negotiation that was recently resolved. According to teachers interviewed, this strain does not exist with the building leadership.

Because the school board, superintendent, and principal work together collaboratively, reflectively, and constructively, the school community is more likely to have a shared vision.

Sources of Evidence

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

Standard 5 Indicator 12

Conclusions

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

During interviews, the superintendent and school committee members expressed a great deal of respect for and trust in the skills of the principal. As a result, the principal has been able to lead several important initiatives that have improved school climate, student engagement, and student achievement. For example, the Jawsome hour was developed by MRHS teachers, championed by the principal and ultimately fully supported by the superintendent and school committee. A similar level of support was provided when the principal proposed the reduction of the school's social studies graduation requirement from four years to three years. During an interview, school committee members said that the social studies proposal prompted several questions and a high-level of discussion, but ultimately, it was supported by a majority vote because they trusted the principal's recommendation.

When interviewed, the principal cited other examples of how the superintendent and school committee provide him with the decision-making authority to lead his school. These examples include the adoption of a new homework policy, the ability to establish priority areas to be addressed during PLC time, and the annual school budget. Data from the Endicott survey shows a slightly different perspective among the teaching staff. Only 39.4 percent of teachers agree that the superintendent and school committee provide the principal with sufficient decision-making authority to lead the school.

Since the school board and superintendent provide the principal with sufficient decision-making authority to lead the school, the principal is able to work collaboratively with his staff to establish building-level priorities that inform the development of a shared vision that promotes the well-being and academic success of all students.

Sources of Evidence

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

Standard 5 Commendations

Commendation

The current class sizes that allow teachers to provide students with the individualized attention they need to find success

Commendation

The annual slogans and themes (i.e., "You are Important"; "Home Away from Home") which permeate the building and help to create a positive and inclusive school culture where students feel connected and safe

Commendation

The teachers' high levels of volunteer participation as members of several after-school committees relative to school improvement initiatives, student success, and school culture

Commendation

The autonomy afforded to the school principal to lead the school and the staff's exhibition of a high level of respect and trust in him

Commendation

The persistence and passion of the school community in its effort to create an inclusive, accessible and challenging academic experience for all students

Commendation

The instructional leadership of the principal, working with other school leaders, that is rooted in the school's core values and beliefs

Commendation

The significant efforts of the school community to ensure challenging academic experiences for all students that are in support of the school's core values and 21st century learning expectations

Commendation

The significant efforts of the school community to provide variations to the schedule in order to address the learning needs of all students

Commendation

The decision-making authority afforded to the school principal by the school board and superintendent

Commendation

The supportive and collaborative relationship among the school board, superintendent and principal

Standard 5 Recommendations

Recommendation

Develop a plan to mitigate the anticipated enrollment increase associated with the unusually large Class of 2025

Recommendation

Continue to work to familiarize teachers, students, and parents with the school's 21st century learning expectations and how students are assessed on their progress toward meeting these expectations

Recommendation

Develop and implement a more consistent set of expectations around the use of the bi-monthly PLC meetings

Recommendation

Expand the conversation about professional development to include greater teacher input, with improved communication about access and availability of outside professional development opportunities

Recommendation

Expand opportunities for teachers to collaborate within and among departments

Recommendation

Ensure opportunities for professional collaboration among teachers

Standard 6 Indicator 1

Conclusions

Monomoy Regional High 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.

There are many systems in place to ensure student needs will be addressed. The guidance department meets weekly and also bi-weekly during professional learning community groups. These meetings consist of the four school counselors, school psychologists, and the nurse. Students who are considered at risk by counselors and support staff are tracked throughout the year via a live document and updated as interventions are implemented. The 8th-grade counselor meets weekly with the 8th-grade teacher teams to coordinate additional supports. Counselors coordinate interventions for students who are not attending school per their attendance protocol. There is also an SST team, consisting of two assistant principals, four school counselors, and the school resource officer. The SST team meets weekly to review the progress of students who have been identified as needing extra supports and interventions. Interventions strategies used are implementing DCAP accommodations, required academic overtime during Jawome, IEP and 504 referrals, scheduled seminar blocks, special education academic support, parent meetings, and the general education academic center.

Students use Jawsome time to get extra help from teachers, make up missed work, and participate in enrichment activities. Students report that Jawsome time is very helpful to get caught up on work and to get the extra help that is needed. Teachers report that Jawsome time is helpful for students who are at risk of failing or need extra help. Mandatory academic overtime is required for students who are currently earning a low grade in a class. An academic center is also available to general education students who need additional support and are struggling with literacy, the school-wide focus. Students also can be scheduled in online courses for credit recovery and to a period in the guidance office for students who need a quiet place to work.

There is an alternative learning program that services primarily students in grades 11 and 12 who are at risk of not graduating. This program is a self-contained program with a work-study or job shadowing experience. Students take core courses in this program with life skills, vocational preparation, and social skills being integrated into the curriculum. Students who are placed by recommendations and are provided a different school structure opportunity to find academic and career success while also earning a diploma.

These timely, coordinated and directed intervention strategies provide students a variety of options in a safe environment and promote success and lifelong learning.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- students

Standard 6 Indicator 2

Conclusions

The school adequately provides information to most families, especially to those most in need, about available student support services.

The Endicott survey shows that 70 percent of parents feel the school provides information about available student services. Much of MRHS's communication with families occurs through the school's website, which was recently redesigned. In conjunction with that project, the district released the Monomoy RSD app. This free Smartphone app, available for both iPhone and Android devices, offers a streamlined way for families to stay informed about events, news, and announcements from around the district. The guidance website provides information about courses, financial aid, and college and career readiness; additionally, there is an electronic copy of the monthly Counselor's Corner, which provides families and students with the most recent information about all services provided. School counselors also support a Twitter feed, which provides information about upcoming events and college acceptances. Access to health services, including screenings, first aid, health records, physicals, concussion protocol, allergy management, and other informational resources are available on both the school and district website pages. The nurse also shares important information, including alerts from the MA Department of Health through her Twitter feed. Families may also access library media center resources on the dedicated website, including local newspapers, research tools, statewide databases, summer reading, and digital library eCards.

Support staff professionals recognize that not all families have access to technology and/or need information delivered in person. Students and parents report that support services offices are welcoming and always available for "drop-in" appointments. Family outreach and health awareness are embedded in the school's wellness curriculum. A recent example of this is the "Parent University" vaping presentation which was coordinated by the district's community engagement coordinator, the MRHS health office, and the wellness teachers.

The special education parent advisory council (SEPAC) is a district-level committee that is designed to meet monthly to establish better understanding and communication between parents/guardians of special education students and school officials. In the past, meeting dates and agendas are posted on the district website, however, teacher and parent interviews reveal this committee is not currently in place/running this year.

Because the school regularly provides information to families, especially to those most in need, about available student support services, parents and students may know about and take more advantage of the many services and programs at the school.

Sources of Evidence

- self-study
- parents
- school support staff
- school website
- Standard sub-committee

Standard 6 Indicator 3

Conclusions

Support services staff frequently use technology to deliver an effective range of coordinated services for each student.

Support services staff use the Aspen student information system as a tool to communicate information regarding grades, attendance, transcript, and behavior. Information about support services is also communicated through the "Friday Focus," a weekly newsletter that is linked from the MRSH website. The newsletter contains updated information school news, calendar, community events, guidance activities, and athletics.

According to the self-study and teacher conversations, school personnel routinely use email to communicate in a timely manner with one another and with students' families. Faculty and support services staff members make regular use of information sharing tools such as Google Docs and Google Sheets to compile information on individual students; teaching teams and departments utilize this technology to keep updated meeting notes and track interventions. Special education staff also utilize Aspen to flag IEP and 504 students. Enriching Students is used to schedule academic support time during Jawsome hour.

The guidance website, Counselor's Corner, and Twitter activity keep students, families, and the community up to date regarding financial aid opportunities, college admissions, and counseling resources. The guidance curriculum annually includes the online Naviance program, and Aspen is further utilized by guidance staff for scheduling, transcripts, and credit information.

According to the self-study and confirmed through conversation with the school nurse, the district website provides extensive health information relevant to students with links to important health forms. In addition to the health information provided on the district website, the MRHS nurse also has a Twitter page. MRSD Health Services Department uses an electronic medical record (EMR), Professional Software for Nurses, Inc. (SNAP). The EMR facilitates accurate healthcare documentation, tracking student assessments, referrals, behavioral visits/students at risk and helps identify health trends over time. The nurse communicates important medical alerts to faculty and staff via icons in the school information system, Aspen. Student-athletes utilize Family ID, which is managed and overseen by the high school's athletic trainer to keep track of annual physicals and completion of mandated concussion awareness training. The documentation for each athlete is stored on an online injury tracking software called Sportsware.

The library/information center website includes links to the online card catalog, citation machines, and various research databases, as well as information about the summer reading program, proper research practices, and course-specific resources. Students have reported that online library resources such as Classroom Video On Demand, Noodle Tools, MackinVia, and the Gale Virtual Reference Library are available for their use. The library website is not readily accessible from the MRHS website.

Since support services staff regularly use technology to deliver an effective range of coordinated services for each student, they are able to deliver an effective range of coordinated services for each student and to support 21st century learning expectations.

Sources of Evidence

- self-study
- teacher interview
- students
- parents
- school support staff

- school website

Standard 6 Indicator 4

Conclusions

The school counseling services at Monomoy Regional High School have adequate, certified/licensed personnel and support staff who sometimes 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; and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st learning expectations.

Four school counselors serve approximately 660 students at Monomoy Regional High School, with one counselor working exclusively with 8th grade students. The other three counselors serve grades 9-12 with a specified alphabetical split. There is one full-time administrative assistant who provides clerical support for the counselors and is responsible for maintaining student records and student schedules. Counselors meet with students in the classroom setting using Naviance once per year. The master schedule does not allow for time for counselors to implement a comprehensive curriculum in classrooms. As a result, counselors spend the majority of their time in individual counseling for both post-secondary planning and social-emotional issues. The counselors are looking into finding time to implement more curriculum, especially social-emotional-based curriculum lessons. At-risk students are seen on a frequent basis to monitor and provide counseling as well as following up with families. Students report that they can access their counselor easily and if their counselor is not available, another counselor is available to help. At this time there is not a school adjustment counselor or school social worker. There is one full-time school psychologist and a part-time school psychologist who primarily conduct evaluations for special education and provide counseling per a student's IEP. Staff report that there is a need for an adjustment counselor or social worker to provide ongoing personal counseling, crisis management, and outreach. There is a partnership with a local counseling agency to provide students with therapy (billed through their health insurance) during the school day at Monomoy Regional High School.

Counselors consistently use technology to meet the needs of families and students. Counselors use the guidance website, Friday Focus newsletter, and Twitter to inform the school community about services and resources available. Naviance is used as a major part of the delivery of the guidance curriculum. There are parent evenings available to parents such as College Planning Night and Financial Aid Night.

When a student requires more intensive services and support, the counselors and school psychologist determine what services are required and a referral to outside resources may be made if a student would benefit from more intense counseling or treatment. Referrals are made to community therapists and social service organizations such as Child and Family Services, Family Resource Center, and the Juvenile Resource Institute. Referrals to the Mobile Crisis Unit and the local hospital are used when a student requires immediate evaluation and intervention. The counselors and the nurse report that there has been an increase in the needs of students with mental health issues which impacts their time and delivery of services.

School counselors use a variety of data to improve services on a regular basis. A struggling learners force task was formed to examine students with multiple grades of Ds/Fs. The Youth Risk Behavior Survey and the district's Social Emotional Learning survey data are being used to implement both school-wide and individual interventions for students. The task force and feedback obtained from students, parents, and staff has helped to develop and implement initiatives to help students such as an online learning credit recovery program and the reduction in graduation requirements to be more in line with Mass Core. As a result of the task force and survey data, school counselors and support staff have developed a systematic, structural referral system and a plan for implementation of targeted intervention services.

As such, school counseling support services offer a comprehensive developmental counseling program provided by an adequate number of certified and licensed personnel who meet on a regular basis with students to provide effective personal, academic, career, and college counseling in both individual and class sessions; deliver collaborative outreach and referral to community area mental health agencies and social service providers, and utilize relevant assessment data to improve services which ensures that each student has support to achieve academic success.

Sources of Evidence

- self-study
- student shadowing
- teacher interview
- students
- parents
- school leadership

Standard 6 Indicator 5

Conclusions

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; consistently use an appropriate referral process; always conduct ongoing student health assessments; and often 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.

Monomoy Regional High School's health services have one full-time (FTE) registered nurse assigned to the health office. The 1.0 FTE registered nurse assigned to the high school health office spends 50 percent of her time working as the nurse leader for the district. During this time, a .5 FTE registered nurse with the ability to provide direct student care to allow the nurse leader to fulfill administrative duties. The health office provides direct care services such as management of acute and chronic health conditions, medication administration, first aid, and emergency response, identification of emotional and behavioral concerns. Prior to the 2019 school year, the health services office had one non-licensed health assistant who was scheduled at the high school 1.5 days per week. This position was grant-funded and assisted health services personal in clerical and health screening activities. Written Emergency Preparedness Manuals are prominently displayed in each classroom and contain information on all emergency response plans. Student health records are available to health service providers and are kept in locked and confidential files in a locked file room.

Referrals are made in house to counselors/psychologists for social-emotional issues, crisis intervention and outreach to community healthcare providers for mental health/substance abuse. Primary Care Providers, Urgent Care/Emergency Room at Cape Cod Hospital, Ellen Jones Dental Clinic, Hyannis Family Planning, VNA Immunization Clinic, and Barnstable County Public Health are a few examples of where the nurse refers students and families. The school nurse also makes referrals to the Town of Harwich Licensed Mental Health Counselor as well as Gosnold and other mental health providers, as supported through the self-study report and interviews with the nurse, school psychologist, and counselors.

The school nurse dispenses medicine, cares for sick and injured students, performs state-mandated testing, and coordinates with the athletic director for student athletic exams. The school nurse provides preventative services such as early identification of problems, interventions, and referrals to foster health and educational success. Per the self-study and conversations with the nurse and students, state-mandated screenings are conducted annually by grade per MA DPH regulations (i.e., scoliosis grade 8 & 9, vision, hearing, height, weight grade 10). SBIRT (Screening Brief Intervention, Referral to Treatment) has been implemented for grades 7 and 9 per Massachusetts Legislature. This validated screening tool enables the school health team to detect risk for substance use-related problems and brief intervention strategies will help to address these concerns in early adolescence.

The nurse uses an electronic medical record (EMR) to facilitate accurate healthcare documentation, tracking student assessments, referrals, behavioral visits/students at risk and helps identify health trends over time. The nurse uses data gathered through the Professional Software for Nurses, Inc. (SNAP) to track daily encounters and create reports about individual students and/or groups of students. This data is used to inform the development of the nurse's professional growth goals relating to the delivery of services. The nurse also spends 50 percent of her time working as the nurse leader for the district where she supervises and reviews health services programs.

Since 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; and use ongoing, relevant assessment data, including feedback from the school community, the school is able to provide preventative health services and direct intervention services for students.

Sources of Evidence

- self-study
- panel presentation
- facility tour
- teacher interview
- school support staff
- school website
- Standard sub-committee

Standard 6 Indicator 6

Conclusions

Library/media services are informally integrated into curriculum and instructional practices in some content areas and have adequate, certified/licensed personnel; purposefully provide a wide range of materials, technologies, and other information services in support of the school's curriculum; always ensure that the facility is available and staffed for students and teachers before, during, and after school; is consistently responsive to students' interests and needs in order to support independent learning; and often conducts 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.

Library/media services are informally integrated into the school's curriculum and instructional program. Some teachers work collaboratively with the library media specialist to address student information literacy skills. Information literacy skills sometimes appear in student tasks for ELA and social studies. Although the library media specialist meets informally with teachers to offer support on assignments, a formal approach is necessary for integrating AASL standards into subject area curricula. Including the library media specialist in formal curriculum writing through the ELA PLC will ensure the integration of information literacy skills and improve students' skills in this area. The library media specialist reports that the library does not have adequate support staff. The media center is staffed with one certified library media specialist who is responsible for monitoring up to 30 online, independent study, and seminar students per block which creates a challenge in assisting students who visit while she is teaching a class.

Library/media services provide extensive materials, technologies and information services in support of the school's curriculum. The library collection has a total of 10,531 physical items, including 37 Playaway audiobooks and 418 DVDs in addition to books. The library media specialist maintains a website to provide access to the library's extensive online resources collection, which includes 75 eBooks, 25 digital audio books, and 447 Gale Virtual Reference Library titles. The library media specialist reports that the high school library budget was cut in half approximately three years ago which has impacted the purchase of new books resulting in a somewhat dated collection. In addition to the state-funded databases, the library subscribes to Bloom's Literature. The library also provides students with access to NoodleTools for citation and report writing. The media center is the central printing location for students. Several desktop computers and a wide format printer are available to staff and students and the library media specialist has worked with student clubs to create publicity materials.

The library is available and staffed for students and teachers Monday-Friday from 7:30 a.m. until 3:30 p.m. Students report that they feel that they can access the library easily before, during, and after-school. Many students cite Jawsome hour as improving their opportunity to access the library, and this is further supported by the self-study report and librarian.

The library media specialist fosters independent inquiry by enabling students to use a variety of school and state-supported research resources. The library media specialist supports independent learning through her oversight of the online learning program, seminar, and independent study students. The library media specialist worked with the ELA department to revamp the traditional summer reading program where students were given the opportunity to recommend titles. The library media specialist supports students with special needs by providing differentiated materials for struggling learners. The library media specialist participated in a trauma-informed care seminar which resulted in the creation of a sensory-sensitive study area in the library.

The library media specialist informally conducts ongoing assessments using data and community feedback. Collection reviews are conducted via data gleaned from Mackin Collection analysis. The library media specialist regularly surveys staff and students on programs and services and adjusts programs to meet the needs of the MRHS community.

Because the library media center is available and staffed for students and teachers before, during, and after school; is responsive to students' interests and needs in order to support independent learning; conducts ongoing

assessments using relevant data, including feedback from the school community, it is able to provide appropriate access and resources to support student learning. When the school develops a plan to actively engaged the library media specialist in the implementation of the school's curriculum, a wide range of updated materials, technologies, and other information services in support of the school's curriculum, and has an adequate number of certified/licensed personnel and support staff to do so, the faculty will be better able to ensure student achievement of 21st century learning skills.

Sources of Evidence

- classroom observations
- self-study
- teachers
- students
- school support staff
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 7

Conclusions

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. These personnel 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.

Monomoy Regional High School has eight special education teachers, one special education team chair/out-of-district coordinator, two EL teachers, one school psychologist, one part-time school psychologist, and a shared district occupational, speech, and physical therapist. An additional EL teacher was hired at the beginning of 2019 to support the growing number of EL students in the district. A math and literacy class specifically designed for EL students was also added to the master schedule. There are also educational assistants who work with students in mainstream classes and special education programs. The school adheres to the federal and state laws regarding the identification, monitoring, and referral of students for special education services.

Monomoy High Schools meets the needs of students through a variety of models that include inclusion with general education classes, small group classes with specifically designed instruction taught by special education teachers, and substantially separate programs for students with intensive needs. The SHORE (Students Having Opportunities for Recreation and Employment) program provides a substantially separate community-based program for students ages 18-22 with intensive special education needs. This program has a focus on transition, vocational, and life skills. The SAND (Students Achieving New Directions) program is for students who have social-emotional special education needs. However, staff report that there is no formal program for students transitioning back from long-term absences due to hospitalizations, which is a need as those students are not always able to transition smoothly as they return to school. The SAIL (Students Achieving Independent Living) program is for students who need life skills and pre-vocational skills.

Special education teachers hold regular professional learning communities (PLC) with educational assistants to ensure smooth delivery of accommodations and modifications as written on the IEP. Special education teachers also meet twice per month to review the range of services and programming options for students. Data that is collected and analyzed from special education and general education teachers include work samples, progress reports, report card grades, MCAS data, and SEL survey data. Data from these sources is used to develop and update IEP and 504 Plan accommodations and modifications and to inform ongoing programming. Eighth-grade special education teachers, the special education team chair, and 8th-grade counselor also meet with the middle school staff to determine appropriate services for incoming 8th-grade students, with the goal of providing a smooth transition between schools. Special education teachers and counselors meet to review IEPs and 504s to create a schedule to ensure proper services and accommodations are in place.

As a result of the adequate number of licensed personnel and support staff to support students, including special education, Section 504, and EL students, who collaborate with all teachers, counselors, and staff, use data, assessment, and feedback to support student academic and social-emotional needs, students are provided with inclusive learning opportunities to ensure each student achieves the school's learning expectations and academic success.

Sources of Evidence

- classroom observations
- self-study

- panel presentation
- teacher interview
- teachers
- school leadership

Standard 6 Commendations

Commendation

The 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

Commendation

The collaboration among faculty and student support staff (counselors and nurses) to use community resources and agencies to further support students' needs

Commendation

The coordinated use of technology by the support services staff to deliver an effective range of coordinated services for each student

Commendation

The availability and responsiveness of the counseling staff and their effective implementation of services to achieve support the academic and social-emotional needs of students

Commendation

The availability of the media center for students and teachers before, during, and after school and the responsiveness to students' interests and needs in order to support independent learning by library media staff

Commendation

The variety of special education programming to support inclusive learning opportunities for all students, including SHORE (Students Having Opportunities for Recreation and Employment), SAND (Students Achieving New Directions) and SAIL (Students Achieving Independent Living)

Commendation

The myriad forms of communication used to maintain open lines of communication with families

Standard 6 Recommendations

Recommendation

Evaluate the need for additional support staff (social worker/adjustment counselor) to support the increase in the social-emotional needs of students and the impact this is having on the ability of the current staff to provide services in the department

Recommendation

Develop and implement a plan to deliver a written comprehensive guidance curriculum to increase guidance services for all students

Recommendation

Evaluate the roles and responsibilities of the library media specialist to support the active integration of services to support curriculum and instruction

Recommendation

Support the library/media specialist's ability to provide teaching and learning of library and information skills through participation in content-area curriculum development

Recommendation

Establish formal program evaluation for the support services which include counseling, special education, health, and library media services

Recommendation

Reinstate Special Education Parent Advisory Council (SEPAC) to improve communication between special education parents/guardians and school officials

Recommendation

Evaluate the library media resources to ensure that they are able to provide a wide range of updated materials, technologies and other services to support curriculum and instruction

Standard 7 Indicator 1

Conclusions

The community and the district's governing body provide dependable funding for a wide range of school programs and services, mostly have sufficient professional and support staff, mostly provide ongoing professional development and curriculum revision, consistently provide a full range of technology support, consistently have sufficient equipment, and consistently have sufficient instructional materials and supplies.

The community and the district's governing body provide dependable funding for a wide range of school programs and services, as stated in the self-study. The program of studies has become an actual reflection of the classes that are offered and run at MRHS. Through panel discussions with the school committee, the school board supports budgetary needs for school programs. The district website shows the school board voting support and funding for programs. The program of studies lists a wide range of current school programs.

The community and the district's governing body sometimes provide sufficient professional and support staff. During the teacher and administration interviews and classroom observations, there was evidence of sufficient professional and support staff to date. Central office staff, building administration and teachers have recognized a projected growth in student enrollment and have shown data to support the projected increase in the FY 20 budget. A class size report indicates a similar trend in increased class size without additional staffing. Classroom visits show currently sufficient staffing for enrollment. Physical plant and facilities tours show sufficient support and professional staff for the current enrollment.

The community and the district's governing body mostly provide ongoing professional development (PD) and curriculum revision. Building administration and central office have offered PLC time for curriculum revision. The staff reports time to revise curriculum and teachers are provided with professional development opportunities and curriculum revision. Currently, the social studies department is aligning with new state standards. The curriculum coordinator recognizes the need for ongoing and coordinated PD, as supported by staff interviews requesting follow-up PD.

The community and the district's governing body consistently provide a full range of technology support. This was evident in staff interviews, student interviews, as well as classroom visits and building tours where functioning technology was seen in each classroom. As stated in the self-study report, Monomoy Regional School District has a director of instructional technology, and each building has its own technician who repairs hardware, including laptops, work stations, student Chromebooks, projectors, and wireless ports. Student interviews discuss ready access to a technician to troubleshoot issues with 1:1 devices. The superintendent and the district technology administrator reported that the school's wireless infrastructure was pro-actively upgraded through an ongoing consulting program in which the district receives a 50 percent reimbursement rate through Erate which allows for a three-year leasing option for student and staff devices.

The community and the district's governing body consistently provide equipment sufficient for the array of educational programs. Community volunteers and the district's governing body supported the recent creation of the concession stand for the athletic fields. Through the district's 1:1 program, each student is provided with a Chromebook in grade 8 and a new one in grade 11. A building tour showed sufficient equipment across the school such as a laser cutter for class projects in engineering/design classes, exercise equipment that supports physical health before and after school, an Epson projector in each classroom and sufficient furniture in each classroom.

The community and the district's governing body consistently provide sufficient instructional materials and supplies. Staff interviews support that when they request textbooks, paper, and other materials the request is met. Classrooms have sufficient instructional materials and supplies.

While the community and the district's governing body provides dependable funding for a wide range of school programs and services, a full range of technology support, sufficient equipment, and sufficient instructional materials and supplies, when the community and the district's governing body provides dependable funding for sufficient professional and support staff and ongoing professional development and curriculum revision, teachers

will have greater opportunities to ensure that students acquire, develop, and enhance the social, academic, and civic skills necessary for success in the 21st century.

Sources of Evidence

- panel presentation
- facility tour
- teachers
- school website

Standard 7 Indicator 2

Conclusions

The school develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant; to properly maintain, catalog, and replace equipment; and to keep the school clean on a daily basis.

The new school building opened in 2014 and is classified as an energy-efficient, green building. The programs ensuring the maintenance and repair of the physical plant and grounds are effectively coordinated and supervised by the MRSD facilities director in ongoing communication and collaboration with the head custodian and principal. As reported in the self-study and confirmed through interviews, the MRSD facilities director meets on a weekly basis with the head custodian to review the scheduled maintenance and repair orders to be completed.

In interviews, recent improvements and items in need of attention were shared. Recent improvements included the building of a concession stand and a lavatory facility adjacent to the turf field. The kitchen area has two items in need of attention. First, a fryer must be repaired. Also, alarms must be installed for the kitchen walk-in freezers in order to alert staff if the power fails.

While several staff members referenced the use of the software program SchoolDude to communicate maintenance requests/repairs, conversations with the facilities director, head custodian, and kitchen manager indicated that the SchoolDude program could be utilized more effectively to plan, manage, and catalog service of the physical plant.

The school is well maintained and supports a positive learning environment. Currently, the school employs two full-time custodians during the day to service building needs. There are four full-time custodians and one half-time custodian who clean the building at night. The facilities director indicated a need to make the half-time employee full-time due to the community's frequent and increasing use of the facility which requires the presence of a custodian. Interviews with the facilities director, custodians, and administration support that the development, planning, and funding associated with the maintenance and repair of the building and school plant is regularly carried out in a manner which supports teaching and learning. They further noted that it will be necessary to continue to build upon the professional efforts of those involved to maintain the facility as it ages.

The school develops, plans, and funds programs to properly maintain, catalog, and replace equipment. SchoolDude is in place to replace and catalog equipment repair and maintenance but is not used by all staff or for preventive maintenance. A building walk-through revealed that the fire extinguishers were up to code, being checked in 2019, the fire inspection was done on October 9, 2019 and the building was found to be in compliance with the exception of one classroom that has additional furniture that needs to be removed, which staff is aware of. Chemical safety checks are done monthly through a stipend position and maintenance and repairs are outsourced for chemical waste removal in science and art labs. Chemicals are kept in a secure vat until the company comes in to remove them. The facility itself is a green school and does not use chemicals for maintenance. Maintenance of the athletic fields is also outsourced, as well as the upkeep of the grounds. The oven hoods in the kitchen and culinary arts area were found to be out of date for inspection, but the custodial staff is aware and has contacted the company to be in compliance. The elevator has been inspected and approved.

The school develops, plans, and funds programs to keep the school clean on a daily basis. The SHORE program aids in cleaning the cafe during the school day. There is a capital plan from the facility manager to maintain current synthetic fields by a contracted group. The front fields are outsourced to a local golf course for maintenance, and custodial staff maintain the interior of the facility, with each custodial staff member having designated areas of responsibility.

Consequently, since the school develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant; to properly maintain, catalog, and replace equipment; and to keep the school clean on a daily basis, students and staff are able to work in a clean, safe environment.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teacher interview
- school board
- central office personnel
- school leadership

Standard 7 Indicator 3

Conclusions

The community mostly funds, and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements.

Conversations with the district facilities director detailed ongoing plans to continue with capital improvements on the athletic fields supported through the capital improvements budget. There are also long-range plans to continue funding the leasing of Chromebooks as part of the 1:1 initiative.

The district FY 20 budget indicated approved funds for programs and services as well as projections for an increase in district enrollment in the coming school year. Through staff and administration interviews, all parties stated that they are aware of the pending increases in high school enrollment for the fall of 2020. Some staff members voiced concerns with meeting the needs of the anticipated enrollment increase with respect to class size/enrollment and student services relative to providing adequate social-emotional support. Staff and administration noted that it will be necessary to monitor and plan for these anticipated needs in the near future.

While the community currently funds the school's implementation of a long-range plan that addresses programs and services, facility needs, technology, and capital improvements, more consideration should be given to funding and implementation a long-range plan that addresses the anticipated increase in student enrollment and its impact on teaching and learning in the coming years.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teacher interview
- school board
- central office personnel
- school leadership

Standard 7 Indicator 4

Conclusions

Building administrators are actively involved in the development and implementation of the budget, while faculty involvement is limited.

Department heads work with their departments in coordinating budget requests regarding educational supplies, textbooks and equipment budgets. In interviews, the administrative staff and the principal detailed the process by which these requests are prioritized and factored into the school's proposed budget. When the proposed building budget is completed, the principal shares it with the district administrative team to develop a final budget. If the final budget limits the ability to meet initial faculty requests, the principal must prioritize certain requests over others and often considers the input of department heads when making those decisions. Department heads are responsible for the management of purchase orders and the allocation of funds allocated for their departments. Purchase orders need to be approved through building administrators and the finance office. School budgets are impacted by enrollment and planning will be needed to develop a budget that appropriately accounts for any increases or decreases in enrollment expected in the foreseeable future.

While the school administration and department heads are actively involved in the development of the annual building-based budget, faculty involvement is limited.

Sources of Evidence

- self-study
- facility tour
- teacher interview
- school leadership

Standard 7 Indicator 5

Conclusions

The school site and plant support the delivery of high-quality school programs and services across grade levels and content areas, but concerns about the use of space in the future needs more consideration.

Tours of the building reveal a clean, well-lit and appropriate environment for teaching and learning. Conversations with the district maintenance staff and the school custodial staff reveal a good deal of pride in servicing the school and its constituents. The Endicott survey shows that staff, students, and parents are overwhelmingly satisfied with the delivery of high-quality school programs and services made possible by the school site and plant. This satisfaction may be tested by a decline in available space as reported in the self-study. Also, spaces currently allocated for special education testing and instruction are, as reported in the self-study, often crowded and too small to meet needs. Tours of the cafeteria during Jawsome hour and conversations with staff indicated that additional consideration should be given to the concern that, as the winter weather prevents students from accessing outside areas, the cafeteria space may be inadequate to serve the numbers of students currently accessing the cafeteria during the first half of Jawsome hour. During staff interviews, there were additional concerns about the limited amount of storage space for school materials.

Because the school site and plant currently support the delivery of high-quality school programs and services across grade levels and content areas, students and teachers have an effective space to teach and learn. Additional consideration given to the impacts of an anticipated increase in student enrollment on the use of space will ensure that the building continues to serve the needs of the students.

Sources of Evidence

- classroom observations
- student shadowing
- facility tour
- teacher interview

Standard 7 Indicator 6

Conclusions

The school adequately 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.

Tours led by district maintenance staff and the school custodial staff included detailed documentation and records relating to how the physical plant and facilities are maintained. These records indicate that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health and safety regulations. While the physical plant and facilities are purposefully maintained in regards to federal and state laws and are in compliance with local fire, health and safety regulations, one area of concern was shared during the tour. The kitchen and culinary arts classroom oven hoods have not been inspected since 2018. The school custodial staff contacted the vendor and was awaiting service at the time of the decennial visit.

Since 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, administrators, teachers, students, and parents can be assured that the primary focus will be on teaching and learning.

Sources of Evidence

- facility tour
- central office personnel
- school support staff

Standard 7 Indicator 7

Conclusions

Most professional staff use a myriad of strategies to 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.

Most professional staff consistently 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. Teachers, as well as building-based and central administrators, parents, and students referenced the effective use of social media (Twitter, Facebook) by staff and administrators, the local television station which broadcast morning announcements, parent pages on the district website, the principal's Weekly Friday Focus letter, and mailings home in multiple languages as evidence to communicate school-related news and activities. The district also has a community engagement coordinator, who facilitates public relations around school-related events and activities.

In addition to the fall open house and curriculum night, the guidance department hosts student and parent informational meetings (i.e. Financial Aid Night, College Admissions Night) as well as individual family meetings with each student in junior year. Staff report that they invite caretakers to register for online classroom tools/resources (i.e., Remind App, Google Classroom), and that they call home, and/or use email as a means of maintaining ongoing communication as well.

Aspen, the school's student information system, is the primary platform used to manage student data (i.e., student schedules, grades, discipline, and health records). Aspen is a live grading system that is accessible by parents and students and is used to communicate current student progress, as well as issue quarterly progress reports and report cards. Although the majority of communication is sent electronically, the school identifies families without email accounts in order to send communications via mail and in their native language if requested. In addition, the district website information is able to be translated into most languages.

This year, teachers were provided a list of local businesses owned by the families of students who attend MRHS in an effort to expand community outreach and support. Likewise, the school improvement plan supports the district's strategic plan to engage more families as partners in their students' education, especially those who are less connected.

Because most professional staff members participate in a plethora of activities designed to 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, all students are provided with sufficient support to achieve the 21st century learning expectations.

Sources of Evidence

- self-study
- student shadowing
- teacher interview
- teachers
- students
- parents
- school board
- community members
- central office personnel
- school leadership
- school website

- Standard sub-committee

Standard 7 Indicator 8

Conclusions

The school often develops productive parent, community, business, and higher education partnerships that support student learning.

Monomoy Regional High School (MRHS) students have the opportunity to partner with community organizations, the business community, and institutions of higher education. Parents report that they are afforded myriad opportunities to partner with Monomoy Regional High School including, but not limited to school council, District SEPAC (which this year is not running), Friends of MRMS Performing Arts, Friends of MRMS Arts, Friends of Monomoy High School, Parents at Theater, and the All Sport Booster Club.

MRHS Students are afforded the opportunities to participate in dual enrollment through Cape Cod Community College and National Honor Society students volunteer their time in the school's guided reading room. The select choir performs for district schools during the holiday season, and students in the SHORE program work in the school's cafeteria as well as in the local community through partnerships with local agencies and businesses (i.e. Shaw's, Capabilities). According to the self-study and interviews with staff, the Senior Internship program places a large number of students (approximately 50 percent in 2019-2020) of the class in placements throughout the community, including hospitals, banks, law offices, district schools, and other local participating sponsors. A partnership with Cape Cod Five Cents Savings Bank supports the annual Credit for Life Fair, and individual teachers cited examples of local sponsors who support instructional practices and opportunities for real-world learning experiences.

The students, staff, and administration cited countless examples of ways that MRHS engages with the local community. A few examples of these unique opportunities include students observing a live dissection of a shark washed ashore through a partnership with the Center for Coastal Studies, as well as an opportunity for students in the AV class to interview the executive producer of Shark Week from the Discovery Channel. The Cape Cod Young Professionals offered an opportunity for students to hold a mock town meeting, where the assistant district attorney attended, and the Global Studies program allows students to connect beyond the local community to become a more informed and aware global citizen.

Consequently, because MRHS develops strong partnerships with parent, community, business, and higher education exist, students are afforded a wide range of educational opportunities to support student learning.

Sources of Evidence

- self-study
- panel presentation
- facility tour
- teacher interview
- students
- school website

Standard 7 Commendations

Commendation

The majority of faculty and staff members, as well as administration, who actively engage families as partners in each student's education through a variety of means

Commendation

The development and implementation of a plan to ensure the regular maintenance and repair of the building and school plant

Commendation

The level of pride and ownership demonstrated by the custodial and maintenance staff to provide an exceptionally clean building and campus that supports teaching and learning

Commendation

The extensive development of productive community, business, and higher education partnerships that support student learning outside of the typical classroom setting

Commendation

The variety of academic programs, athletic programs, clubs, and activities offered to the students

Commendation

The dependable funding provided by the community and district's governing body

Standard 7 Recommendations

Recommendation

Evaluate the use of space to ensure the delivery of high quality school programs and services

Recommendation

Develop and implement a long-range plan that addresses staffing needs and projected enrollment changes

Recommendation

Ensure proper communication around the expectations of routine maintenance requests

FOLLOW-UP RESPONSIBILITIES

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

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

Chair(s)

Chair: Mrs. Amy Cetner - Bourne High School

Assistant Chair: Paul Di Domenico - Nashoba Regional High School

Team Members

William Chaplin - Shepherd Hill Regional High School

Amy Dion - Wareham High School

Angela Flynn - Hudson High School

Kelsey Gregory - North Attleboro High School

Brittany Hildebrand - Plymouth North High School

Ken Jeremiah - South Kingstown High School

Mrs. Jacquelyn May-Beaton - Middleborough High School

Alexis Meyer - East Greenwich High School

Kelly Miller - Middleborough High School

Sharon Pfenninger - Groton-Dunstable Regional High School

Mr. Brian Reagan - Wilmington Public Schools

Terri Spisso - Ponaganset High School

Jaana Thorarensen - Nashoba Regional High School