



First Report of Progress and Planning SAMPLE

for public schools/districts

Standards & Principles

Foundational Element 1.1a - Learning Culture

The school community provides a safe environment.

RATING AT THE TIME OF THE DECENNIAL VISIT Please indicate the rating for this Foundational Element at the time of the Decennial Visit

Meets the Standard

CURRENT RATING Please give the current rating for this Foundational Element

Meets the Standard

Foundational Element 1.2a - Learning Culture

The school has a written document describing its core values, beliefs about learning, and vision of the graduate.

RATING AT THE TIME OF THE DECENNIAL VISIT Please indicate the rating for this Foundational Element at the time of the Decennial Visit

Meets the Standard

CURRENT RATING Please give the current rating for this Foundational Element

Meets the Standard

Foundational Element 2.2a - Student Learning

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

RATING AT THE TIME OF THE DECENNIAL VISIT: Please indicate the rating for this Foundational Element at the time of the Decennial Visit

Meets the Standard

CURRENT RATING Please give the current rating for this Foundational Element

Meets the Standard

EXPLANATION If the status of the rating has changed since the time of the Decennial Accreditation Report, please write an explanation of the change in the text box.

Significant work was done on the completion of the written curriculum documents for all classes in a consistent format for all classes. The Commission letter of 4/29/20 recognized this work and the progress shown in meeting this foundational area.

Foundational Element 3.1a - Professional Practices

The school has a current school improvement/growth plan.

RATING AT THE TIME OF THE DECENNIAL VISIT Please indicate the rating for this Foundational Element at the time of the Decennial Visit

Meets the Standard

CURRENT RATING Please give the current rating for this Foundational Element

Meets the Standard

Foundational Elements - 4.1a - Learning Support

The school has intervention strategies designed to support learners.

RATING AT THE TIME OF THE DECENNIAL VISIT Please indicate the rating for this Foundational Element at the time of the Decennial Visit

Meets the Standard

CURRENT RATING Please give the current rating for this Foundational Element

Meets the Standard

Foundational Element 5.1a - Learning Resources

The school site and plant support the delivery of curriculum, programs, and services.

RATING AT THE TIME OF THE DECENNIAL VISIT Please indicate the rating for this Foundational Element at the time of the Decennial Visit

Does Not Meet the Standard

CURRENT RATING Please give the current rating for this Foundational Element

Does Not Meet the Standard

EXAPLANATION If the status of the rating has changed since the time of the Decennial Accreditation Report, please write an explanation of the change in the text box.

The district has restarted the renovation plan for district schools that are more than 50 years old and presented the first phase of the district's update in April 2021 at a regular school committee meeting. Our school will be in the second phase of school renovations, which will be presented during the summer at the school committee.

PART II. Revised School Improvement/Growth Plan

REVISED SCHOOL IMPROVEMENT/GROWTH PLAN Attach the revised school improvement/growth plan based on the information in Decennial Accreditation Report incorporating the use of any next steps for the completion of any Priority Areas or adding any Priority Areas once the original Priority Areas are completed. Use the elements from the NEASC school improvement/growth plan template to guide your work. This can be found on the website at <https://cpemhs.neasc.org/process>, under Additional Resources.

Related Files – IMPROVEMENT PLAN IS ATTACHED HERE

PART III. Exemplary Practices

EXEMPLARY PRACTICES Describe any exemplary practices that your school would be willing to share with other NEASC member schools.

Redesign of the Instructional Leadership Team:

This past year, the school has engaged in a restructuring of its ILT in order to better advance both the school's growth areas as well as its transformation plan. During its implementation, teacher leaders were encouraged to join from multiple grades and program areas throughout the school. A review of past practice clarified the need for a successful ILT to have a clear, practical objective and to ensure that the teacher leaders involved should all have time and space for voice. Structured rolling agendas, consistent meeting times, allowing feedback from staff to improve action, and planned adult learning around the goal of "literacy" were key actions in planning and implementation. ILT focused on rolling out Reciprocal Teaching as a "best practice" method to promote greater reading comprehension and literacy and developed a number of professional development sessions to support staff in implementing this model. The ILT also used a peer observation protocol to visit reciprocal teaching in action as well as report back to the greater group ways "RT" could be more differentiated for teachers.

The main challenge this year was to shift the mindset of the ILT from a passive group to an active cohort of teacher leaders. The underlying focus of school leaders who organized ILT was to build the capacity for the participants to readily embrace their role as key instructional leaders who could lead adult learning and be the prime movers of the reciprocal teaching strategy amongst their peers. As a result of this more inclusive ILT model, we found that more educators were involved in the literacy strategies that ILT produced than prior district-led professional development. In addition, district goals around literacy became more personalized and had more ownership when ILT used adult-learning strategies to engage staff.

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PART IV. Substantive Changes

SUBSTANTIVE CHANGES

There are no substantive changes to report for the 2020-21 school year.