

New England Association of Schools and Colleges, Inc.
Commission on Public Schools

Self-Reflection Report

School Name

Sample High School

City, State

Fairview, Vermont

Visit Dates

03-16-2027 – 03-17-2027

Principal

Dr. John Dewey Decimal

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School and Community Summary

NARRATIVE

Sample High School is the comprehensive public high school serving Fairview, a mid-sized New England town, and is the only high school within Fairview Public Schools, a five-school district that also includes a primary school (PreK–2), two elementary schools (grades 3–5), and one middle school (grades 6–8). The school currently enrolls approximately 840 students in grades 9 through 12, with a student-to-teacher ratio of roughly 12 to 1. The student population reflects a moderately diverse community: approximately 68 percent of students identify as White, 14 percent as Hispanic or Latino, 7 percent as Black or African American, 5 percent as Asian, and 6 percent as multiracial or another background. Approximately 17 percent of students receive special education services, 7 percent are identified as multilingual learners, and roughly one-third qualify for free or reduced-price lunch.

Fairview Public Schools' per-pupil expenditure has trailed the state average for several years, and the district has managed three consecutive years of tightly constrained municipal budgets. These constraints have required the district and school to prioritize core instructional staffing while making difficult reductions to some specialized positions and extracurricular stipends, a dynamic addressed more fully under Standard 5.

Sample High School's four-year graduation rate is approximately 91 percent, with an average daily attendance rate near 93 percent and a dropout rate under 2 percent. Of each graduating class, roughly 62 percent enroll in four-year colleges or universities, approximately 20 percent enroll in two-year institutions, and the remainder pursue workforce training, military service, or other postsecondary options. Approximately 22 percent of students take at least one Advanced Placement course, and dual-enrollment participation has grown substantially in recent years through partnerships with a nearby state university, a regional community college, and an online college-and-career accelerator program, which together allow students to earn college credit in pathways such as manufacturing and engineering, education, health care, and public safety.

Sample High School maintains a half-day partnership with a regional technical education center, through which students may pursue programs including Automotive Technology, Culinary Arts, Health Careers, Precision Manufacturing, Welding and Metal Fabrication, and HVAC. All students complete a one-credit senior Capstone Project prior to graduation, and the school's program of studies includes a full complement of co-curricular offerings, including more than twenty-five interscholastic athletic teams (with several cooperative and unified programs), a range of academic and service clubs, and performing and visual arts programs. The school's counseling department maintains partnerships with local employers and postsecondary institutions to support job shadowing, career fairs, and college application assistance, and the professional staff works closely with families through a Parent-Teacher Organization and regular multilingual communication.

Core Values, Beliefs, and Vision of a Learner

CORE VALUES

Curiosity — We ask questions, seek understanding, and pursue learning beyond what is required.

Integrity — We act honestly and take responsibility for our words, choices, and work.

Excellence — We hold ourselves to high standards and revise our work until it reflects our best effort.

Responsibility — We follow through on our commitments to ourselves, each other, and our community.

Belonging — We treat every member of our community with respect and work to ensure that every student is known and valued.

These core values were most recently reviewed and reaffirmed during the 2024–2025 school year through a process that engaged staff, students, families, and the Board of Education, building on values first adopted by the faculty in 2018. A representative committee, including department chairs, the Student Council, the Positive School Culture Committee, and members of the Parent-Teacher Organization, reviewed climate survey data and facilitated focus groups before recommending updated language to the faculty and, ultimately, the Board of Education for adoption.

BELIEFS ABOUT LEARNING

Learning is most durable when it is active, relevant, and connected to students' lives and future goals.

Every student can achieve at high levels when provided with appropriately challenging work, clear expectations, and the support needed to meet them.

Students learn best in a school community where they feel physically and emotionally safe, and where they are known by at least one adult.

Feedback, needs to be timely, specific, and actionable, as it is essential to growth, and students should have opportunities to use feedback to improve their work.

Learning is a collaborative process; students grow through dialogue and collaboration with peers and adults, not in isolation.

Reflection helps students take ownership of their learning and understand themselves as learners.

VISION OF A LEARNER

Sample High School's Vision of a Learner describes the knowledge, characteristics, and skills the school community believes every graduate should carry into adulthood. It is organized into three interconnected domains: Knowledge (Curriculum Mastery, Global and Cultural Understanding, Digital and Media Literacy, and Social-Emotional Awareness); Characteristics (a graduate who is Curious, Empathetic, Resilient, Reflective, and Adaptable); and Skills (the ability to Think Critically, Communicate Effectively, Collaborate Productively, Solve Problems Creatively, and Act Responsibly). The Vision of a Learner is represented graphically in the Program of Studies, is displayed in classrooms and common

spaces throughout the building, and is referenced in the Student Success Plan process, the senior Capstone Project, and departmental curriculum documents. While the school has made progress translating the Vision of a Learner into daily classroom practice (as described further under Standard 1, Principle 2, and Standard 2, Principle 1) the school recognizes that more consistent, visible integration across all classrooms remains an area for continued growth.



SAMPLE HIGH SCHOOL · FALCONS

Our Vision of a Learner

The knowledge, characteristics, and skills every Sample High School graduate carries into adulthood — three interconnected domains that guide curriculum, instruction, and school culture.



Knowledge

What graduates understand about the world and how to learn within it

- Curriculum Mastery
- Global & Cultural Understanding
- Digital & Media Literacy
- Social-Emotional Awareness



Characteristics

Who graduates are — the dispositions they bring to learning and life

- Curious
- Empathetic
- Resilient
- Reflective
- Adaptable



Skills

What graduates can do — the abilities they apply across every discipline

- Think Critically
- Communicate Effectively
- Collaborate Productively
- Solve Problems Creatively
- Act Responsibly

samplehs.fairviewschools.org/vision-in-action

See the Vision of a Learner in action through the four-year Student Success Plan process and the senior Capstone Project

Part 1 — A Look Back

A LOOK BACK

Sample High School's most recent NEASC decennial accreditation visit took place in the fall of 2016, followed by a five-year progress report in 2021. In the years since, the school has pursued several overlapping priorities aimed at strengthening teaching and learning, expanding systems of student support, and building a more cohesive, collaborative professional culture, even as it has managed sustained fiscal pressure from the town of Fairview. This section looks back at that work as context for the fuller, standard-by-standard self-assessment that follows.

The first priority has been building a more systematic, data-informed culture of collaboration among educators. The school expanded department-based Professional Learning Communities (PLCs) from a single monthly meeting to a weekly forty-five-minute block, and introduced common formative and summative assessments in core departments so teams would have shared evidence to examine together. Beginning in the 2025–2026 school year, the district adopted a shared districtwide structure for PLC work known as the CLEAR Cycle (Collect data, Look for patterns, Explore strategies, Act, Reflect), described further under Standard 3, Principle 2; department chairs report the protocol has brought welcome consistency, though sustained use is still stronger in mathematics and science than in departments still building a shared assessment bank.

The second priority has been strengthening tiered systems of academic, behavioral, and social-emotional support, described more fully under Standard 4, Principle 1. The school created a Student Support Team and an Early Intervention Team, both of which meet weekly to review students identified through screening data, attendance, grades, or staff referral. The Freshman On-Track Program, launched in 2021, now monitors every incoming ninth grader's credits each marking period and pairs any student falling behind with an intervention block and a check-in mentor; the ninth-grade on-track rate has improved by several percentage points, though gaps for historically underrepresented student groups remain. A more coordinated Attendance Review process has likewise contributed to a modest decline in chronic absenteeism.

The third priority has been improving curriculum coherence, an area of longstanding concern reflected in Foundational Element 2.2a and Standard 3, Principle 4. After several years without an active coordinating body, the school reinstituted a Curriculum Council in 2022, which coordinates a shared curriculum repository and common planning templates. A limited pool of stipended summer positions supports the actual writing of curriculum documents, though reductions to that stipend pool in recent budget cycles have slowed departments' pace; approximately seventy percent of courses now have a complete scope and sequence, with the Certified Nursing Assistant pathway standing out as a fully developed model.

The fourth priority has been reforming grading and feedback practices. A representative Grading Policy Committee, including teachers, counselors, an assistant principal, and two students, convened over the 2023–2024 and 2024–2025 school years to study research on grading and reassessment and pilot new approaches in mathematics and science ahead of a schoolwide rollout. That work culminated in a new schoolwide grading and reassessment policy, effective this school year, requiring every course to provide a documented opportunity to revise or reassess after any summative assessment, described further under Standard 2, Principle 8; the committee has remained in place to monitor early implementation and plan the policy's first revision.

The fifth priority has been strengthening communication and school climate. The school revised its Family and Student Handbook and Staff Handbook, expanded annual climate surveys to include a midyear pulse survey, and broadened family communication into the languages most commonly spoken by Sample High School families. A Diversity and Inclusion Advisory Council, formed in 2022, meets regularly to review climate data and has recommended expanded staff training on identity-affirming classroom practices, described further under Standard 1, Principle 1. The school also launched Falcon Way, a schoolwide character-recognition initiative, and the Positive School Culture Committee has organized reset events each year following high-stakes assessment periods.

These priorities have unfolded against real leadership and staffing change. The building has been led throughout this period by the same principal, who has emphasized instructional leadership and distributed decision-making, described further under Standard 1, Principle 6, even as the district experienced a central-office leadership transition two years ago that temporarily slowed some initiatives. Recurring, tightening municipal budgets have required difficult trade-offs elsewhere, most visibly the reduction of the library/media specialist's schedule from full-time to three days per week, described further under Standard 5.

This report reflects an eighteen-month self-study process. Beginning in fall 2024, the principal and assistant principal established a Steering Committee and seven standard committees, each co-chaired by a teacher and an administrator and including student and family representation, drawing on climate surveys, focus groups, and school and district data; drafts of each Standard were shared with the faculty, the Principal's Student Advisory Council, the Parent-Teacher Organization, and the Board of Education before this report was finalized.

Taken together, the school has made genuine progress in each of these areas, moving in most cases from an initiating stage toward a more developing or implementing stage of practice, and stakeholder survey data show improved perceptions of school climate and communication compared to three years ago. At the same time, real challenges remain, and this report does not shy away from naming them: recurring budget constraints have slowed curriculum documentation, vertical alignment with the middle school, and library/media staffing, and the pace of change has not been even across every department. The standards that follow describe both the progress made and the work that remains, as the school continues working toward fully realizing its Vision of a Learner for every student.

Foundational Element 1.1a — Learning Culture

The school community provides a socially and emotionally safe environment for students and adults.

FOUNDATIONAL ELEMENT 1.1A

NARRATIVE

Sample High School provides a socially and emotionally safe environment through a layered system of adult support and student connection. Every student has access to one of four school counselors, two school psychologists, and a social worker, and the school partners with an outside behavioral health provider to offer in-building clinical support for students with more intensive needs. A Crisis Response Team, composed of administrators, counselors, mental health staff, and the school resource officer, is available to respond to acute safety concerns, and an Early Intervention Team meets regularly to review students who may be struggling academically, socially, or emotionally before concerns escalate. Students have access to more than a dozen clubs organized around identity, service, and peer support, including a peer-mentoring program for incoming ninth graders, a unified sports program, and student-led affinity and service organizations. The school administers an annual climate survey to students, staff, and families, uses an anonymous digital reporting tool that allows students to flag safety or well-being concerns confidentially, and maintains clear, practiced protocols for mandated reporting and emergency drills. Climate survey data are reviewed annually with the Diversity and Inclusion Advisory Council to check whether students from every background report feeling equally safe and welcome, and results inform staff training priorities for the following year. According to the NEASC survey, 91 percent of students, 88 percent of teachers, and 79 percent of parents agree that people at the school treat students from different backgrounds with respect. Based on this evidence, the school meets Foundational Element 1.1a.

Foundational Element 1.2a — Learning Culture

The school has a written document describing its core values, beliefs about learning, and vision of a learner that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success.

FOUNDATIONAL ELEMENT 1.2A

NARRATIVE

Sample High School has a written document describing its core values, beliefs about learning, and Vision of a Learner, most recently reviewed and readopted by the Board of Education in 2025 following the stakeholder-inclusive revision process described earlier in this report. The document is posted on the district and school websites, is included in the Program of Studies and student/family handbook and is displayed throughout the building. It explicitly names the transferable skills, knowledge, understandings, and dispositions, organized as Knowledge, Characteristics, and Skills, that the school community believes every graduate should demonstrate. A one-page infographic summarizing the three domains is posted in every classroom and referenced during the Student Success Plan advisory process, reinforcing the document's visibility well beyond its formal adoption. According to the NEASC survey, 87 percent of students report that they are familiar with the school's vision of the graduate. Based on this evidence, the school meets Foundational Element 1.2a.

Foundational Element 2.2a — Student Learning

There are written curriculum documents for all courses that include a scope and sequence or curriculum map with units of study that contain expected course outcomes for each student, guiding/essential questions, concepts, content, and skills, and assessments aligned with expected course outcomes.

FOUNDATIONAL ELEMENT 2.2A

NARRATIVE

Sample High School has made meaningful progress toward written curriculum documents for all courses but does not yet fully meet this element. Through a Curriculum Council and a shared curriculum repository established over the past several years, departments have written scope-and-sequence documents, units of study, essential questions, and aligned assessments for approximately seventy percent of courses offered, with several departments, including English and science, approaching full completion. The Curriculum Council meets monthly to track department-by-department progress toward full completion and to troubleshoot common obstacles, such as staffing turnover in courses that do not yet have a completed map. According to the NEASC survey, 68 percent of teachers agree that there is a consistent curriculum at the school that includes transferable skills and dispositions. However, a consistent common template has not yet been applied across all departments, some courses (particularly newer electives and several Career and Technical Education offerings) lack completed curriculum documents, and the school has not yet established or published a formal cycle for periodic curriculum review and revision. Limited funding for out-of-contract curriculum-writing time, discussed further under Standard 5, Principle 3, has slowed this work. Completing this effort is identified as a Priority Area for Growth in Part 3 of this report. Based on this evidence, the school does not meet Foundational Element 2.2a.

Foundational Element 3.1a — Professional Practices

The school has a current school growth/improvement plan.

FOUNDATIONAL ELEMENT 3.1A

NARRATIVE

Sample High School has a current School Improvement Plan, developed and reviewed annually by a leadership team that includes administrators, department coordinators, and staff representatives, with input gathered through climate surveys, a Principal's Student Advisory Council, and periodic meetings with families. The current plan focuses on two primary goals: strengthening literacy and numeracy achievement, particularly for historically underserved student groups, and improving school climate and belonging. Progress toward plan goals is reviewed quarterly by the leadership team, and budget requests are prioritized based on alignment with plan priorities. The plan itself is posted on the school website and revisited at monthly staff meetings and department PLC sessions so that progress stays visible to the full staff throughout the year, not only during the annual review. According to the NEASC survey, 81 percent of teachers agree that they are familiar with the school's improvement plan. Based on this evidence, the school meets Foundational Element 3.1a.

Foundational Element 3.6a — Professional Practices

All career and technical education programs have a program advisory committee and implement a systematic program review process.

FOUNDATIONAL ELEMENT 3.6A

NARRATIVE

All Career and Technical Education programming available to Sample High School students, whether delivered on campus or through the school's partnership with a regional technical education center, is supported by a program advisory committee that includes school staff, employer partners, and postsecondary representatives, and each program undergoes periodic review through the advisory committee, the district's curriculum review process, and program-specific certification requirements where applicable (for example, the school's Certified Nursing Assistant pathway, offered in partnership with a local community college and a nearby health care employer). Advisory committees for each program meet at least twice a year to review labor-market data, equipment and facility needs, and student outcomes, and to recommend curriculum updates that keep pace with evolving industry standards. According to the NEASC survey, 83 percent of teachers agree that all students at the school have learning opportunities that involve community members or programs, such as parents, local businesses, or local colleges and universities. Based on this evidence, the school meets Foundational Element 3.6a.

Foundational Element 4.1a — Learning Support

The school has intervention strategies designed to support learners.

FOUNDATIONAL ELEMENT 4.1A

NARRATIVE

Sample High School has established intervention strategies designed to support learners academically, behaviorally, and socially-emotionally. These include a Student Support Team and Early Intervention Team that meet regularly to review students identified through universal screening, attendance data, or staff referral; a Freshman On-Track Program that monitors grade 9 credit accumulation and provides targeted support and incentives; and an Attendance Review process that pairs data monitoring with individualized outreach and, where needed, formal attendance contracts. Any staff member can refer a student to these teams through a shared digital form, and referrals are reviewed within one week so that students identified through screening data or teacher observation receive a timely response. According to the NEASC survey, 89 percent of teachers agree that they do something when a student needs help. Based on this evidence, the school meets Foundational Element 4.1a.

Foundational Element 5.1a — Learning Resources

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

FOUNDATIONAL ELEMENT 5.1A

NARRATIVE

The Sample High School site and plant generally support the delivery of curriculum, programs, and services. The building includes appropriately equipped science laboratories, Career and Technical Education shops and labs, a functioning auditorium, dedicated spaces for special education programming, a health suite, and a cafeteria capable of serving the student population across multiple lunch periods. The site also includes outdoor athletic facilities, an auxiliary gymnasium, and dedicated parking that together support co-curricular programming and community use of the building outside the school day. According to the NEASC survey, 76 percent of students agree that the building and grounds support their learning. As discussed under Standard 5, aging building systems, most notably heating and cooling infrastructure, and constrained municipal capital budgets have created maintenance challenges that the district is addressing through a developing five-year capital plan. Based on this evidence, the school meets Foundational Element 5.1a.

Foundational Element 5.5a — Learning Resources

The school provides a physically safe environment for students and adults.

FOUNDATIONAL ELEMENT 5.5A

NARRATIVE

Sample High School provides a physically safe environment for students and adults through a combination of infrastructure, training, and practiced protocol. Building access is limited to a single monitored and locked entry point during the school day, visitors must present identification and sign in and staff and students use a badge-based entry and hall-pass system. The school conducts regular fire, lockdown, and shelter-in-place drills in coordination with the town's police and fire departments, provides annual ALICE training to staff, and maintains a Safety and Security Committee that reviews drill performance and safety data quarterly. A school resource officer and full-time nurses are present daily. All exterior doors remain locked throughout the school day, and classroom doors are equipped with interior locks that can be secured quickly in the event of a lockdown. According to the NEASC survey, 87 percent of students agree that they feel safe at the school. According to the NEASC survey, 90 percent of teachers agree that they know what to do if there is a crisis. Based on this evidence, the school meets Foundational Element 5.5a.

Standard 1 — Learning Culture

Standard 1, Principle 1

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

NARRATIVE

Sample High School's community works deliberately to provide a safe, positive, respectful, and inclusive culture.

In addition to the counseling, psychological, and social work staff described under Foundational Element 1.1a, the school builds and maintains a socially, emotionally, and intellectually safe environment for students and adults through more than a dozen student clubs and affinity groups, including a diversity and inclusion council, a gender-sexuality alliance, a peer-mentoring program, and a unified sports program that pairs students with and without disabilities; unified academic sections in art, physical education, and civics further support this safe and inclusive environment. According to the NEASC survey, 91 percent of students, 88 percent of teachers, and 79 percent of parents agree that people at the school treat students from different backgrounds with respect.

The Student and Family Handbook and Staff Handbook, which every student and staff member reviews and signs annually, create policies and protocols that define and support respectful treatment of all members of the school community; the most recent revision of these policies, completed with input from the Diversity and Inclusion Advisory Council, added language that considers the experiences of historically marginalized communities, including students of color, students identifying as LGBTQ+, and multilingual learners, in describing prohibited conduct and reporting procedures. According to the NEASC survey, 85 percent of teachers and 82 percent of students agree that students and staff treat each other with respect at the school.

A Diversity and Inclusion Advisory Council composed of staff, students, and family representatives meets regularly to review climate data and recommend programming that emphasizes and strengthens understanding of, and commitment to, diversity, equity, inclusion, and belonging; recent recommendations have included expanded staff training on identity-affirming classroom practices and a revised process for selecting classroom library and curricular texts that better reflect the backgrounds of the student body. According to the NEASC survey, 76 percent of parents and 90 percent of students agree that people like them feel welcome at the school.

Annual climate surveys indicate that a strong majority of students feel safe and know at least one adult they can turn to; however, those surveys and focus-group feedback gathered for this report also show that students from historically underrepresented groups experience less consistency in feeling welcomed and represented in the curriculum and daily school life. The school has begun responding through expanded staff training and curriculum review, described further under Standard 2, but respectful and inclusive practices are not yet consistent across all classrooms.

The school is in the implementing phase for Principle 1.1.

Standard 1, Principle 2

The school's core values, beliefs about learning, and vision of a learner drive student learning, professional practices, learning supports, and the provision and allocation of learning resources.

NARRATIVE

The school's core values, beliefs about learning, and Vision of a Learner increasingly inform decisions across the building.

The school develops, implements, and regularly reviews the written document describing its core values, beliefs about learning, and vision of a learner: it was developed through a process that engaged staff, students, families, and the Board of Education, as described earlier in this report, and the school has begun building a regular review rhythm, though a fully defined, recurring cycle for revisiting the document with full stakeholder participation is not yet in place. According to the NEASC survey, 84 percent of teachers agree that the school's core values and beliefs about learning influence the way teachers and administrators design the school's academic program.

Awareness of the vision is ensured among all stakeholders through its introduction to incoming grade 9 students during orientation, its inclusion in the Student and Family Handbook and Program of Studies, and its display in classrooms and common spaces throughout the building; even so, a recent staff survey found that fewer than half of faculty could name all three domains of the Vision of a Learner without prompting, suggesting that it is not yet known and understood by everyone.

The core values, beliefs about learning, and vision of a learner are actively reflected in the school culture and guide the school's policies, procedures, decisions, and resource allocations through the Vision of a Learner's use in the four-year Student Success Plan process, the senior Capstone Project rubric, department budget requests, and criteria for several schoolwide recognition programs, and through the Freshman On-Track Program and the school's Falcon Way character-recognition initiative. According to the NEASC survey, 87 percent of students report that they are familiar with the school's vision of the graduate.

The core values, beliefs about learning, and vision of a learner include the school's commitments to diversity, equity, inclusion, and belonging in part: the current core values explicitly name Belonging, and the Vision of a Learner's Characteristics domain includes Empathetic, but the Diversity and Inclusion Advisory Council has recommended that the next revision more explicitly name these commitments as their own stated element rather than leaving them implicit within existing language. According to the NEASC survey, 90 percent of teachers agree that the principal and other administrators lead in ways that are consistent with the school's core values, beliefs about learning, and vision of the graduate.

A recent internal review, however, found explicit Vision of a Learner language in fewer than one-quarter of course curriculum documents, indicating that the vision does not yet guide curriculum, instruction, and assessment systemically, and the school has not established a regular, collaborative review cycle through which all stakeholders revisit and update the core values, beliefs about learning, and Vision of a Learner.

The school is in the implementing phase for Principle 1.2.

Standard 1, Principle 3

The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.

NARRATIVE

Sample High School takes collective responsibility for each student's intellectual, physical, social, and emotional wellbeing through a set of structures designed to ensure every student is known.

The school creates opportunities for students to connect with adults and peers to support their social, emotional, and well-being through grade 9 orientation, a peer-mentoring initiative with upperclassmen, a middle-school transition day, more than a dozen clubs and affinity groups, and a daily support period staffed by counselors and teachers who are available for informal check-ins as well as academic help. According to the NEASC survey, 89 percent of students agree that at least one caring adult at the school knows them well.

A balance of academic, social, and civic opportunities meets the needs of diverse students through a twenty-hour community service graduation requirement, the senior Capstone Project, athletics and the performing and visual arts, and schoolwide reset events organized by the Positive School Culture Committee after high-stakes assessment periods; the counseling department also monitors participation data by student subgroup to identify students who are not yet engaged in extracurricular life and connects them with a co-curricular option that matches their interests.

The school ensures that each student is known by an adult mentor, or through some other formal process, to assist them in achieving the school's vision of a learner, through a Student Success Plan advisor who remains with the student for all four years and meets at least twice monthly to discuss academic progress, postsecondary planning, and personal goals. According to the NEASC survey, 93 percent of parents agree that a caring adult knows their child well.

The professional staff honor individuality among all community members and provide positive opportunities for extended learning and growth through independent study options, a self-selected senior Capstone topic, and elective pathways in the arts, Career and Technical Education, and world language that let students pursue areas of personal interest beyond the core curriculum; for students receiving special education or English learner services, case management supports coordinated communication among counselors, case managers, and families. According to the NEASC survey, 82 percent of teachers agree that their colleagues take responsibility for getting to know all students, not just the students they teach.

The school is in the implementing phase for Principle 1.3.

Standard 1, Principle 4

The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.

NARRATIVE

The school's professional culture reflects a growing, though still uneven, commitment to continuous improvement.

The professional staff employs a growth mindset and uses innovative methods to achieve common goals: department chairs and building leaders explicitly frame improvement work around a growth mindset, and staff have piloted innovative methods toward common schoolwide goals, including a small cohort of teachers piloting mastery-based grading approaches in mathematics and science ahead of the schoolwide rollout, and a cross-departmental team piloting project-based units aligned to the Vision of a Learner. According to the NEASC survey, 81 percent of parents agree that teachers at the school seem eager to try new ideas.

The professional staff commits to research-based instruction and reflective practice through peer observation, instructional walkthroughs, goal-setting conferences, and professional development focused on research-based instructional strategies and the use of assessment evidence; beginning in 2025–2026 the district introduced the CLEAR Cycle (Collect data, Look for patterns, Explore strategies, Act, Reflect) to further ground this reflective work in analysis of student learning. According to the NEASC survey, 88 percent of teachers agree that professional learning community meetings have helped them improve student learning, achievement, or well-being this school year.

The recently completed schoolwide grading and reassessment policy, developed by a representative staff committee that met voluntarily and reached decisions by majority vote, reflects the school's effort to create the conditions and trust necessary for the full and active participation of all educators, though committee membership drew more heavily from some departments than others.

All certified staff participate in department-based Professional Learning Communities, where they collaborate as problem-solvers and co-learners examining shared instructional challenges and evidence of student learning. According to the NEASC survey, 74 percent of teachers agree that they have time built into their schedule to collaborate with other teachers at the school.

Recent central-office leadership transition and limited common planning time, however, have constrained the conditions needed for full and active participation, and the CLEAR Cycle remains more firmly established in some departments than in others.

The school is in the developing phase for Principle 1.4.

Standard 1, Principle 5

The school's culture promotes intellectual risk taking and personal and professional growth for educators and learners.

NARRATIVE

Sample High School's culture increasingly promotes intellectual risk-taking and personal and professional growth, though this work remains uneven across the building.

The school culture promotes a shared sense of agency and responsibility among educators and learners through clubs and activities such as Model United Nations, DECA, robotics, theater, and multiple honor societies, as well as through student-initiated proposals brought to the Student Council and Principal's Student Advisory Council for new programming and policy changes. According to the NEASC survey, 80 percent of students agree that they are given important leadership opportunities at the school.

This culture ensures educators and learners understand that learning from mistakes is an important part of intellectual and personal growth in project-based and Capstone courses, where classroom norms encourage students to ask questions publicly, revise their work, and treat mistakes as part of that growth, and several departments have adopted a shared "productive struggle" protocol that explicitly frames early attempts and errors as evidence of learning rather than failure. According to the NEASC survey, 92 percent of students and 87 percent of teachers agree that mistakes are treated as part of the learning process at the school.

Norms and protocols that support respectful discourse, including diverse perspectives, experimentation, innovation, and a disposition to listen well and learn from others, are promoted through structured discussion formats such as Socratic seminars in English and history classes and peer-critique protocols in the arts; the Diversity and Inclusion Advisory Council has encouraged wider adoption of these protocols as part of its broader recommendations. According to the NEASC survey, 85 percent of students agree that they are taught to respect the views of others, even when they disagree with them.

The school's self-assessment, however, indicates that these norms and opportunities are not yet consistent across all classrooms; students in more traditionally structured courses report fewer explicit opportunities for productive struggle and creative risk-taking, and staff agree the school does not yet do enough to emphasize the importance of persistence as a distinct skill.

The school is in the developing phase for Principle 1.5.

Standard 1, Principle 6

The school has an inclusive leadership model reflecting the school community.

NARRATIVE

Sample High School has begun building an inclusive leadership model that reflects its school community, though shared decision-making remains an early-stage area of work.

The school ensures the principal, working with other building leaders, provides instructional leadership that sets high standards for student achievement and fosters a growth mindset: the principal works with the assistant principal and department coordinators to conduct regular classroom walkthroughs and provide instructional feedback intended to foster a growth mindset among staff. According to the NEASC survey, 86 percent of teachers agree that the principal and other administrators lead in ways that are consistent with the school's core values, beliefs about learning, and vision of the graduate.

The school involves educators, students, and families in decision-making, specifically elevating the voices of historically marginalized communities, through the Student Council, Principal's Student Advisory Council, Diversity and Inclusion Advisory Council, department coordinators, a Faculty Advisory Committee, labor-management meetings with the Fairview Educators Association, and the Parent-Teacher Organization; participation in several of these structures remains limited, especially among students and families from historically marginalized communities, and the school lacks a formal process for showing how their perspectives inform building-level decisions.

Opportunities for student leadership, including student government and career and technical education student organizations, are provided through the Student Council, the Student-Athlete Advisory Board, student representation on the Board of Education, and DECA and FBLA chapter offices and competitive events for Career and Technical Education students. According to the NEASC survey, 83 percent of students agree that they are given important leadership opportunities at the school.

The school ensures the school board, superintendent, and principal are collaborative, reflective, and constructive through a monthly district Principals' Council and regular public Board of Education meetings at which the principal reports on school progress; these relationships are generally collaborative, though the school growth plan process described under Standard 3 shows that two-way dialogue between the board and building level is still developing. According to the NEASC survey, 79 percent of teachers agree that the principal, and other school leaders, ask educators like them how to make the school better.

Appropriate decision-making authority is given to the principal to lead the school: the principal holds day-to-day decision-making authority for the building and recommends staffing and budget priorities, though final approval for staffing and capital requests rests with the district, consistent with the collective-bargaining and municipal budget processes described under Standard 5. According to the NEASC survey, 88 percent of parents agree that the principal, and other school leaders, ask parents like them how to make the school better.

The school is in the initiating phase for Principle 1.6.

Standard 1, Principle 7

The school culture fosters civic and community engagement.

NARRATIVE

The school culture fosters civic and community engagement at the local, national, and global levels.

Locally, the school culture encourages social awareness and understanding of local perspectives by partnering with a service organization on volunteer projects, requiring community-service hours for graduation, and offering career-connected coursework with local employers; several senior Capstone projects each year connect to or make an impact on the community beyond the school campus, such as organizing a food drive for a local pantry or producing a public-facing research report for a town board or commission. According to the NEASC survey, 84 percent of students agree that they make contributions to the community through their work at the school.

Nationally, civic education coursework, cultural and educational trips, DECA, and Model United Nations conferences encourage social awareness and understanding of national perspectives, and students in Advanced Placement United States Government regularly correspond with elected officials as part of a unit assignment. According to the NEASC survey, 77 percent of students agree that they learn about current social issues at the school.

Globally, world language and social studies courses, together with Model United Nations and an annual pen-pal exchange with partner classrooms overseas, encourage social awareness and understanding of global perspectives and current events. According to the NEASC survey, 81 percent of parents agree that the school provides opportunities to learn from community members or community programs.

The curriculum, however, does not yet represent with full consistency the range of perspectives within the school's increasingly diverse community, an area identified for continued attention under Standard 1's Areas of Growth.

The school is in the implementing phase for Principle 1.7.

Standard 1 Strengths

STRENGTHS

Students and families consistently report feeling that Sample High School is a safe, welcoming place, supported by a robust network of counseling, psychological, and social work staff.

The school has established a clear, shared Vision of a Learner and set of core values that are increasingly referenced across student support structures, recognition programs, and the senior Capstone Project.

The four-year Student Success Plan advisor model ensures that every student has at least one consistent adult who knows them well over time.

Students have access to a wide and growing range of leadership opportunities, including student advisory councils, a Student-Athlete Advisory Board, and representation on the Board of Education.

A newly implemented schoolwide grading and reassessment policy, developed collaboratively by staff, reflects a genuine culture of continuous improvement.

Standard 1 Areas of Growth

AREAS OF GROWTH

Develop more consistent, visible integration of diverse identities and perspectives across curriculum, school traditions, and daily practice.

Establish more systematic structures beyond existing advisory councils for ensuring that student, family, and staff input meaningfully shapes building-level decisions.

Provide more consistent opportunities across all classrooms, not only in project-based and capstone courses, for students to take intellectual risks and practice productive struggle.

Establish a defined, recurring cycle for revisiting and updating the school's core values and Vision of a Learner with full stakeholder participation.

Deepen consistent implementation of the CLEAR Cycle collaborative structure across all departments.

Standard 2 — Student Learning

Standard 2, Principle 1

The school's vision of a learner is defined by measurable criteria and learners receive feedback on their progress toward proficiency.

NARRATIVE

Sample High School's Vision of a Learner establishes broad expectations for graduates, but the school does not yet have fully specific and measurable criteria for each element, nor a systematic way of reporting individual student progress toward the vision.

The school has begun to define what proficiency looks like for each aspect within the vision of a learner with specific and measurable criteria for success: the Capstone rubric currently defines specific, measurable performance levels for two of the five Skills in the Vision of a Learner, Think Critically and Communicate Effectively, but proficiency criteria for the remaining Skills, and for the Knowledge and Characteristics domains, have not yet been defined schoolwide. According to the NEASC survey, 79 percent of students agree that the school has a clear vision about the skills and knowledge they need to develop to be successful in life.

The school integrates some opportunities for students to practice the skills within the vision of a learner and receive feedback on their progress, including collaboration and communication in project-based courses and creative problem-solving in Career and Technical Education courses, but those opportunities are not yet integrated throughout the curriculum in every department or tied to common criteria.

The vision of a learner is embedded into curriculum, instruction, and assessment practices in the Capstone rubric, the Student Success Plan reflection process, and a small but growing number of departmental assessments, though, as described under Standard 2, Principle 2, fewer than one-quarter of course curriculum documents currently reference it explicitly, so this embedding remains partial rather than systemic.

The school has begun to develop a formal process to assess and communicate individual learner progress toward achieving the school's vision of a learner: in 2025–2026, the school administered its first Vision of a Learner perception survey to students, staff, and families, though results are still being analyzed and have not yet informed a defined reporting process for learners and families. According to the NEASC survey, 71 percent of parents agree that the school has a clear vision of the skills and knowledge their child needs to develop to be successful in life.

School leaders have not yet developed an annual report on whole-school progress toward students' achievement of the vision of a learner, though they have identified this as a natural next step once individual-level reporting is established.

The school is in the developing phase for Principle 2.1.

Standard 2, Principle 2

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

NARRATIVE

As described under Foundational Element 2.2a, Sample High School has made progress toward a written curriculum in a consistent format for all courses but has not yet completed this work.

Approximately seventy percent of courses have a scope and sequence or curriculum map that includes units of study with guiding/essential questions, concepts, content, skills, and assessments aligned with expected course outcomes; English and science are closest to full completion, while some electives and Career and Technical Education courses remain undocumented. According to the NEASC survey, 68 percent of teachers agree that there is a consistent curriculum at the school that includes transferable skills and dispositions.

Among Career and Technical Education programs, the Certified Nursing Assistant pathway has fully developed competency-based elements with pathways leading to licensure, certification, and post-secondary education, in partnership with a local community college, but the remaining Career and Technical Education programs offered through the regional technical education center have not yet built comparable competency-based, licensure-aligned pathways into their local curriculum documentation.

Where completed, many documents identify instructional strategies, materials, and resources, and formative and interim assessments, but these elements are not yet consistently present in every course. According to the NEASC survey, 65 percent of teachers agree that there is a consistent curriculum at the school that is regularly reviewed and revised.

The repository also does not yet consistently identify opportunities for all students to see themselves represented within the curriculum; a review conducted this year by the Diversity and Inclusion Advisory Council found that text and case-study selections in only a handful of departments had been audited for representation, and recommended that future curriculum-writing cycles include a representation-review step.

Connections to the school's vision of a learner are similarly inconsistent, appearing explicitly in fewer than one-quarter of completed documents, and the school has not established a formal, published, and ongoing curriculum cycle for review and revision.

The school is in the developing phase for Principle 2.2.

Standard 2, Principle 3

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

NARRATIVE

Sample High School's written and enacted curriculum increasingly emphasizes deep understanding through interdisciplinary connections, project-based learning, and authentic learning experiences.

The written curriculum documents make connections to prior knowledge across disciplines: the jointly taught, two-credit American Studies course connects grade 11 English and U.S. History, and mathematics and science teachers deliberately connect prior knowledge across disciplines, for example by applying Algebra unit-conversion skills in Chemistry and vectors and trigonometry across Physics and Geometry. According to the NEASC survey, 78 percent of teachers agree that students at the school have opportunities to learn in ways that combine different subjects.

The written curriculum documents place emphasis on learner application of knowledge and skills, most visibly in the senior Capstone Project, where every student applies knowledge and transferable skills to an extended, self-directed investigation and public presentation, and in Career and Technical Education courses, where students apply classroom learning directly to shop, kitchen, or clinical settings. According to the NEASC survey, 88 percent of students agree that they learn a lot almost every day in this class.

These curriculum materials include discipline-specific, higher order thinking and transferable skills and dispositions in a grade 9 honors seminar, which builds research, argumentation, and goal-setting skills, including persistence and intellectual curiosity, that students apply in later Advanced Placement and dual-enrollment work.

The written curriculum documents embed skills and competencies necessary to attain the school's vision of a learner most clearly in the Capstone Project, whose rubric embeds several Vision of a Learner competencies, including Think Critically, Communicate Effectively, and Act Responsibly, directly into its criteria. According to the NEASC survey, 82 percent of teachers agree that they get students to think deeply and rigorously, instead of just trying to memorize things.

These experiences are genuine and growing but are not yet available consistently across departments and course levels, and more structured common planning time would support broader interdisciplinary work.

The school is in the implementing phase for Principle 2.3.

Standard 2, Principle 4

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

NARRATIVE

Instructional practices at Sample High School are designed to meet the learning needs of each student.

Instructional practices strategically differentiate, individualize, and personalize based on the needs of all learners, for example through choice boards in English, tiered problem sets in mathematics, and varied text complexity in social studies, and students with an individualized education program or 504 plan receive additional accommodations built directly into daily lesson planning. According to the NEASC survey, 84 percent of students agree that this class meets their learning needs.

Classroom practices use formative assessment to adjust instruction, including exit tickets, checks for understanding, and other low-stakes measures used to adjust instruction in the moment and to plan the following day's lesson; several departments have begun using a shared digital exit-ticket tool that lets teachers see aggregated class results within minutes of a lesson's end.

Teaching practices include organizational grouping and tiered intervention strategies that meet the needs of each learner: core academic courses provide multiple levels, including Advanced Placement, honors, and college-preparatory sections, as well as co-taught and unified sections supported by a special education teacher, and students referred through the Student Support Team or Early Intervention Team receive tiered intervention strategies and individualized plans that are monitored over time. According to the NEASC survey, 77 percent of teachers agree that they have sufficient instructional time to meet the learning needs of all students.

Instructional practices provide structure and support for all learners to access rigorous learning opportunities through a dedicated daily support period and before- and after-school help, regardless of the level at which a student is enrolled. According to the NEASC survey, 90 percent of students agree that they use the academic supports available to them when they need them.

The school is in the implementing phase for Principle 2.4.

Standard 2, Principle 5

Students are active learners who have opportunities to lead their own learning.

NARRATIVE

Students at Sample High School have meaningful opportunities to lead their own learning.

Active learning includes student agency through meaningful, relevant, and self-initiated learning experiences: students select elective pathways, Career and Technical Education programs, and co-curricular opportunities that align with their interests, and undertake a self-initiated senior Capstone Project on a topic of their own choosing. According to the NEASC survey, 86 percent of students agree that their teachers allow them to make choices about their learning.

Active learning includes opportunities for students to set goals and reflect upon the results to guide learning throughout the Student Success Plan process, in which students set personal and academic goals at least twice a year with their advisor and use that reflection to adjust course selections, extracurricular commitments, and postsecondary plans. According to the NEASC survey, 81 percent of students agree that they regularly reflect on their learning.

This active learning includes application of knowledge and skills to authentic tasks in concerts, theatrical productions, art exhibitions, and Capstone presentations, which ask students to share learning with audiences beyond the classroom teacher, and in Career and Technical Education contexts such as the Certified Nursing Assistant clinical placement and student-run automotive service projects.

Active learning includes pursuit of personal interests and opportunities for creative expression through Model United Nations, DECA, FBLA, robotics, and a range of arts and service organizations that let students initiate learning of their own design outside the required curriculum. According to the NEASC survey, 89 percent of teachers agree that they provide opportunities for students to pursue their own interests.

The school is in the implementing phase for Principle 2.5.

Standard 2, Principle 6

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

NARRATIVE

Learners at Sample High School regularly engage in inquiry, problem-solving, and higher order thinking skills, though the school's own classroom observation data indicate room for growth in consistency and depth.

Learners engage in deliberately designed learning and assessment experiences that are cognitively challenging and require learners to develop and exercise a full range of thinking skills and learning dispositions: walkthrough data show that most observed lessons reach at least a moderate level of cognitive demand, while a smaller but growing proportion engages students in the school's highest defined levels of rigor. According to the NEASC survey, 80 percent of students agree that their teacher wants them to use their thinking skills, not just memorize things.

Students engage in analysis, synthesis, creativity, making connections, and understanding relationships in English and social studies, where students analyze primary and secondary sources and synthesize competing perspectives in extended research papers, and in mathematics, where students use logarithmic functions to model real-world phenomena such as sound intensity.

Learners engage in investigation and examination in science laboratories, where students investigate phenomena and examine evidence through hands-on experimentation, and in applied Career and Technical Education settings, such as diagnosing a vehicle malfunction in Automotive Technology or evaluating a structural design in Precision Manufacturing. According to the NEASC survey, 75 percent of students agree that their teacher makes them explain their answers, or why they think what they think.

Students engage in critical and creative thinking in robotics and manufacturing courses, where students solve open-ended design problems and iterate on prototypes based on testing results. According to the NEASC survey, 83 percent of teachers agree that they get students to think deeply and rigorously, instead of just trying to memorize things.

To make such cognitively challenging experiences more consistent, the school has prioritized stronger questioning techniques and expanded performance-based assessment.

The school is in the developing phase for Principle 2.6.

Standard 2, Principle 7

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

NARRATIVE

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

Effective assessment practices include formative and summative assessments to gather information about student progress and inform instruction: teachers use traditional tests and quizzes alongside common department- and schoolwide performance tasks, projects, and presentations. According to the NEASC survey, 87 percent of teachers agree that they use a variety of assessments to understand student learning.

These assessment practices include common assessments that ensure consistent and equitable learning opportunities across grades and courses; common summative assessments across sections in most core departments support this consistency, and department teams meet after each common assessment to compare results and adjust pacing. According to the NEASC survey, 79 percent of teachers agree that, in their department or grade, teachers use common assessments across classrooms to ensure consistent and equitable learning opportunities.

Effective assessment practices include specific and measurable criteria for success provided to learners before assessments, through shared rubrics and exemplars used most consistently in the arts, Capstone, and Advanced Placement courses.

Such assessment practices include regular and consistent checks for understanding in ways that engage every learner's thinking, including self-assessment, such as exit tickets and reflection prompts; these are evident in some classrooms but are not yet consistently used schoolwide.

Effective assessment practices include presentations of learning to authentic audiences, including students, families, community members, and professionals, most visibly in art, world language, performing arts, and the Capstone program through public exhibitions, concerts, presentations, and community events. According to the NEASC survey, 91 percent of students agree that they are given multiple opportunities to show what they know about the themes they are learning.

The school is in the implementing phase for Principle 2.7.

Standard 2, Principle 8

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

NARRATIVE

Sample High School's newly adopted schoolwide grading and reassessment policy, effective this school year, requires that every course provide students multiple and varied opportunities over time to demonstrate their learning, most visibly through a documented opportunity to revise or reassess after any summative assessment, with specific procedures for each course published in course syllabi.

Learners are provided with multiple and varied opportunities over time to demonstrate their learning through the newly adopted schoolwide grading and reassessment policy, effective this school year, which requires every course to offer a documented opportunity to revise or reassess after any summative assessment, with specific procedures for each course published in course syllabi. According to the NEASC survey, 85 percent of students agree that their teachers provide opportunities for them to revise their assignments to improve their grades.

Students are provided with consistent, systematic, specific, and timely corrective feedback delivered through in-class conferences and written comments in the school's learning management and gradebook systems, though the school has not yet audited feedback turnaround times across departments to confirm this consistency in practice.

Students are provided with opportunities and time necessary to revise and improve their work through established practices such as mathematics skill-check retakes and English essay-revision conferences. According to the NEASC survey, 80 percent of parents agree that teachers allow their child to revise assignments to improve his or her grades.

Learners are provided with teacher and peer feedback and self-reflection to guide next steps in learning in selected courses — for example, students in several English and art classes exchange peer feedback using a shared protocol before submitting a final draft — though these routines are not yet common practice in every department. According to the NEASC survey, 74 percent of parents agree that teachers provide their child with useful and timely feedback on his or her assignments.

Students are not yet provided with separate grading, reporting, and feedback on work habits and academic skills; academic and behavioral criteria, such as timeliness and effort, are still blended into a single grade in most courses, and the Grading Policy Committee has identified this separation as a likely focus of the policy's next revision.

During the policy's first full year, the school will examine implementation across departments, including the consistency, specificity, and timeliness of feedback and the extent to which academic skills and work habits are reported separately.

The school is in the implementing phase for Principle 2.8.

Standard 2, Principle 9

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

NARRATIVE

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

Learners use technology in informed, effective, and ethical ways to access, support, document, and supplement their learning, guided by a digital citizenship curriculum taught in grade 9, and through the school's one-to-one Chromebook program and a common learning management system that let students document their learning and communicate about assignments across subjects. According to the NEASC survey, 92 percent of students agree that they use technology to learn in their classes.

Students use technology to research, create, and problem-solve, from virtual laboratory simulations in science to broadcast journalism video packages and Career and Technical Education CAD designs.

Learners use technology to personalize the pace of learning through adaptive mathematics platforms and, for students with individualized education programs, assistive tools such as speech-to-text that let them access grade-level content at their own pace. According to the NEASC survey, 83 percent of teachers agree that they use technology to individualize the pace of learning.

Students use technology to share work with an audience beyond the school community in broadcast journalism, where students research, create, and publish original video, and through public-facing digital portfolios and social media accounts maintained by several classes.

Students use technology to collaborate digitally to support learning through shared documents, online discussion boards, and collaborative slide presentations used across departments for group projects, and an online credit-recovery program further uses technology to personalize pacing for students who need to recover course credit. According to the NEASC survey, 88 percent of teachers agree that, in their classes, students use technology to collaborate with others.

The school is in the implementing phase for Principle 2.9.

Standard 2 Strengths

STRENGTHS

The senior Capstone Project and courses such as American Studies provide genuine, rigorous interdisciplinary and self-directed learning experiences.

A newly implemented, collaboratively developed schoolwide grading and reassessment policy ensures students have structured opportunities to revise and improve their work.

Tiered course levels, co-taught sections, and a one-to-one technology program support differentiated instruction for a range of learners.

Common department- and school-wide assessments, rubrics, and public exhibition opportunities give students varied ways to demonstrate learning.

Standard 2 Areas of Growth

AREAS OF GROWTH

Complete written curriculum documents, in a consistent format, for all courses, and establish a published cycle for ongoing review and revision.

Define specific, measurable criteria for the Vision of a Learner and build a system for reporting individual student progress toward it.

Strengthen consistency of higher-order-thinking instruction and performance-based assessment across all classrooms, not only in select departments or course levels.

Expand common planning time to support broader interdisciplinary curriculum development.

Standard 3 — Professional Practices

Standard 3, Principle 1

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

NARRATIVE

Sample High School's School Improvement Plan is developed and revised annually through a process that engages administrators, department coordinators, staff, and, through surveys and the Principal's Student Advisory Council, students and families.

The plan reflects the school's core values, beliefs about learning, and vision of a learner, most visibly in its climate and belonging goal, which is framed around the core value of Belonging, and in its literacy and numeracy goal, which is framed around the Vision of a Learner's Think Critically and Communicate Effectively skills. According to the NEASC survey, 81 percent of teachers agree that they are familiar with the school's improvement plan.

The plan includes school-specific and measurable goals with expected learning impacts and criteria for success, for example a goal to increase the percentage of grade 9 students reading at or above grade level, as measured by a common fall and spring benchmark assessment, alongside a companion goal to reduce disciplinary referrals tied to school climate.

The plan is informed by the perspectives of stakeholders and current research: these focus areas were selected using climate survey results, attendance and assessment data, current research on adolescent literacy and school climate, and stakeholder feedback. According to the NEASC survey, 73 percent of teachers agree that they have a role in implementing the school's improvement plan.

The plan is aligned with district priorities and the Standards for Accreditation, and is cross-referenced against the Foundational Elements and Standards in this report during the leadership team's annual planning retreat.

The plan informs decision-making in the school: the leadership team reviews progress quarterly, using measurable indicators to inform budget and programming decisions, and the plan is shared with staff and posted for families, although the school continues working to broaden student and family participation in implementation and review. According to the NEASC survey, 69 percent of teachers agree that they help develop the school's improvement plans.

The school is in the implementing phase for Principle 3.1.

Standard 3, Principle 2

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

NARRATIVE

Educators at Sample High School engage in ongoing reflection and both formal and informal collaboration.

Educators engage in authentic professional discourse for reflection, inquiry, and analysis of teaching and learning through weekly department-based Professional Learning Communities, supplemented by informal collaboration throughout the school day. According to the NEASC survey, 78 percent of teachers agree that professional learning community meetings have helped them improve student learning, achievement, or well-being this school year.

Teachers develop consistent grading and assessment practices aligned with the school's beliefs about learning through the recently adopted schoolwide grading and reassessment policy, which reflects the belief that feedback should be timely, specific, and actionable.

Educators engage in formal and informal professional development, including peer observation, and apply skills and knowledge to practice: this year, professional development has focused on the CLEAR Cycle and applying research-based instructional strategies in daily lessons. According to the NEASC survey, 84 percent of teachers agree that on-site workshops or trainings have helped them improve student learning this school year.

Educators maintain currency with best practices and content-specific instructional practices through Professional Learning Communities and content-specific professional development, including conference attendance and department-selected book studies.

Teachers engage in supervision and evaluation using effective and timely feedback to improve practices that result in increased student learning through a process that includes instructional walkthroughs, informal observations, and structured goal-setting conferences. According to the NEASC survey, 76 percent of teachers agree that instructional coaching has helped them improve their practice this school year.

Full implementation remains uneven across departments, and limited common planning time constrains sustained collaboration and peer learning.

The school is in the developing phase for Principle 3.2.

Standard 3, Principle 3

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

NARRATIVE

Educators regularly examine evidence of student learning and wellbeing to improve curriculum, instruction, assessment, and programs and services.

Educators, individually and collaboratively, examine student work and data from a variety of formative and summative assessments, including common course and common grade-level assessments, during PLC time to identify patterns in student understanding. According to the NEASC survey, 85 percent of teachers agree that they have examined student work with colleagues to make instructional decisions this school year.

Teachers examine disaggregated data of participation, performance, and experiences by subgroups, and individual and school-wide progress in achieving the school's vision of a learner where such indicators exist.

Educators examine data from sending schools and post-secondary data, including the sending middle school and college enrollment and persistence data gathered through the college-and-career platform described under Standard 4, along with feedback from a variety of sources, including students, other educators, supervisors, families, and the school community, gathered through climate surveys, focus groups, and the Principal's Student Advisory Council. According to the NEASC survey, 74 percent of teachers agree that there is a system in place at the school to find the right supports for students who need them.

Educators use the examination of evidence to improve curriculum, instruction, and assessment practices, and to analyze data to identify and respond to inequities in student achievement, such as the representation gaps in advanced coursework described under Standard 3, Principle 5.

Staff use the examination of evidence to evaluate and improve programs and services, such as health, counseling, library/information, and student support services, including the Student Support Team and Early Intervention Team. According to the NEASC survey, 80 percent of teachers agree that they are confident the school has strategies in place to support the needs of students.

Across these efforts, the school emphasizes the use of evidence-based research, reflective practice, data, and feedback to improve learners' educational experiences, though this emphasis is more fully realized in some departments and support programs than in others; the resulting changes include a redesigned grade 9 transition program and the collaboratively developed schoolwide grading policy.

The school is in the implementing phase for Principle 3.3.

Standard 3, Principle 4

Collaborative structures and processes support coordination and implementation of curriculum.

NARRATIVE

Collaborative structures support coordination of curriculum, though this work remains in progress.

The school does not yet ensure a formal, published, and ongoing curriculum cycle of review and revision for all courses in all departments; curriculum-writing relies heavily on a limited pool of stipended summer positions, which have been reduced in recent budget cycles, slowing the pace at which departments can complete and later revise their documents.

The school ensures effective curricular coordination within and among each academic area, department, and program through the reestablished Curriculum Council, which coordinates a shared curriculum repository and common planning templates, and through cross-curricular work such as the jointly taught American Studies course and collaboration between the art and horticulture programs. According to the NEASC survey, 71 percent of teachers agree that there is a consistent curriculum at the school that is regularly reviewed and revised.

It further ensures vertical articulation within the school and with sending schools in the district only partially: articulation within the school is supported through department meetings and shared course sequencing, but articulation with the sending middle school consists chiefly of occasional, informal department meetings rather than a systematic districtwide process.

The school ensures clear alignment between the written, taught, and learned curriculum within departments through common assessments and PLC review, although the degree of alignment varies by department and is strongest where curriculum documents are most complete. According to the NEASC survey, 76 percent of teachers agree that, in their department or grade, they make sure the curriculum is aligned well across different grade levels.

The school is in the developing phase for Principle 3.4.

Standard 3, Principle 5

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

NARRATIVE

Schoolwide organizational practices, including tiered course levels, co-teaching, and the Freshman On-Track Program, are designed to meet the learning needs of each student, and the current School Improvement Plan includes explicit, measurable goals to expand access to challenging academic experiences such as Advanced Placement and dual-enrollment coursework for all learners.

Organizational practices include access to challenging academic experiences for all learners: tiered course levels, co-teaching, and the Freshman On-Track Program are designed to meet the learning needs of each student, and the current School Improvement Plan includes explicit, measurable goals to expand access to Advanced Placement and dual-enrollment coursework. According to the NEASC survey, 82 percent of students agree that there are students of all ability levels in their classes.

Organizational practices include inclusive learning environments and opportunities for students to learn with and from students who are different from them, such as heterogeneously grouped courses, through tiered course levels, co-teaching, unified classes, and heterogeneously grouped courses in art, physical education, and civics. According to the NEASC survey, 77 percent of students agree that the students in their classes are as diverse as the students in the school.

These practices also include equitable inclusion of students from historically underrepresented groups in all courses, programs, and opportunities, including career and technical education programs: the school disaggregates enrollment in advanced coursework and Career and Technical Education programs to monitor this inclusion, and this review has identified representation gaps in Advanced Placement science courses and in several Career and Technical Education pathways that the school has not yet developed a comprehensive set of targeted responses to close.

Organizational practices include written admission policies for CTE centers and programs that identify equitable enrollment criteria for students and an equitable process for determining student enrollment allotments from participating and sending schools: the regional technical education center that hosts several of the school's Career and Technical Education programs maintains such policies, including a lottery-based process for allocating seats among participating and sending schools, and the school reviews these policies annually with the center's advisory committee.

Coordination with the middle school on course placement and readiness remains inconsistent.

The school is in the developing phase for Principle 3.5.

Standard 3, Principle 6

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

NARRATIVE

Educators at Sample High School have developed strong, sustained partnerships with families, community organizations, businesses, and higher education institutions that support student learning.

Educators enable and promote relationships with the community, businesses, and higher education institutions to support authentic student learning experiences through partnerships with a state university, a community college, and an online accelerator program that allow students to earn dual-enrollment credit across multiple pathways, and a planned health careers pathway with a regional health system that will further expand these opportunities. According to the NEASC survey, 83 percent of teachers agree that all students at the school have learning opportunities that involve community members or programs, such as parents, local businesses, or local colleges and universities.

Teachers engage students and families as partners in each learner's education, and reach out specifically to those families who have been less connected with the school, through college and career planning nights, multilingual communication, and ceremonies recognizing dual-enrollment and biliteracy achievement; targeted outreach to less-connected families remains an area for continued development, and the counseling department has proposed a home-visit pilot for the coming year. According to the NEASC survey, 79 percent of teachers agree that they communicate with parents to let them know what goes on in their class or at the school.

Educators develop effective career and technical education program advisories and community, business, and higher education partnerships that support work-based learning through Career and Technical Education advisory committees composed of employer and postsecondary partners; for example, the Certified Nursing Assistant pathway, offered with a local community college, includes clinical placements with a nearby health care employer that give students direct, supervised work-based learning experience. According to the NEASC survey, 88 percent of parents agree that the school often provides opportunities to learn from community members or community programs.

Advisory committees review these relationships regularly, and the network continues to expand.

The school is in the implementing phase for Principle 3.6.

Standard 3 Strengths

STRENGTHS

The School Improvement Plan reflects genuine stakeholder input and is used actively to guide budget and programming decisions.

Strong, well-established partnerships with postsecondary institutions and local employers provide students with meaningful dual-enrollment, Career and Technical Education, and career-connected learning opportunities.

PLC time and a growing evidence-based decision-making culture have informed real changes to programs, from the grade 9 transition process to the new grading policy.

Standard 3 Areas of Growth

AREAS OF GROWTH

Establish a formal, published, and adequately funded cycle for curriculum writing and revision.

Strengthen vertical articulation between the middle school and high school beyond occasional, informal meetings.

Ensure full, consistent implementation of the CLEAR Cycle collaborative structure across all departments.

Develop targeted strategies, informed by enrollment data, to close representation gaps in advanced coursework and Career and Technical Education programs.

Standard 4 — Learning Support

Standard 4, Principle 1

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

NARRATIVE

All students at Sample High School have access to intervention strategies designed to support academic, social, and emotional success.

The school provides a range of timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's success and well-being, through the Student Support Team, the Early Intervention Team, the Freshman On-Track Program, and the Attendance Review process; the Freshman On-Track Program alone monitors grade 9 credit accumulation for every incoming student and delivers targeted academic intervention with incentives for progress. According to the NEASC survey, 89 percent of teachers agree that they do something when a student needs help.

The school does not yet have a formal tiered system of support for identified and non-identified students that operates as a single, fully articulated whole, although these structures together provide a coordinated range of academic, behavioral, social, and emotional supports.

The professional staff follow a formal, defined process to identify and refer students who need additional assistance: the Student Support Team and Early Intervention Team meet regularly to review students identified through screening data, attendance patterns, grades, or staff referral and to design individualized plans, and any staff member can submit a referral through a shared digital form, which the team reviews within one week. According to the NEASC survey, 82 percent of teachers agree that, at the school, staff follow a clear and timely referral process when a student needs additional services or supports.

The school provides outreach to families about available support services, especially to those most in need, through the Attendance Review process, which pairs timely data monitoring with individualized family outreach; counselors prioritize direct outreach to families of students showing the earliest signs of disengagement, recognizing that these are often the families least likely to reach out on their own. According to the NEASC survey, 78 percent of parents agree that they know who to go to at the school if their child needs academic help.

The school is in the implementing phase for Principle 4.1.

Standard 4, Principle 2

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

NARRATIVE

Sample High School's counseling department includes four certified school counselors, two school psychologists, and a social worker, supplemented by clinical staff from an outside behavioral health partner, providing adequate certified and licensed personnel and support staff to deliver effective services to students.

School counseling services include adequate, certified/licensed personnel and support staff to deliver effective services to students: the counseling department includes four certified school counselors, two school psychologists, and a social worker, supplemented by clinical staff from an outside behavioral health partner. According to the NEASC survey, 90 percent of students agree that a counselor is available when they need help.

The counseling program does not yet include a written, developmental program: the department relies on an informal, shared understanding of counseling priorities at each grade level rather than a documented, grade-by-grade counseling curriculum, and developing this written program is identified as an Area of Growth for Standard 4.

School counseling services include regular meetings with students to provide personal, social, emotional, academic, career, and college counseling: each student is assigned a certified school counselor for all four years and meets with that counselor regularly, including at least one individual planning meeting each year and additional meetings as needs arise. According to the NEASC survey, 84 percent of students agree that, if they need help with career decisions, their counselor helps them figure things out.

School counseling services include collaboration with community and area mental health agencies and social service providers, coordinated through the school's outside behavioral health partner, to extend support beyond the school's direct capacity for students with more intensive needs.

The counseling program does not yet include the use of graduate follow-up studies to improve programming and curriculum development, though the college-and-career platform used to track postsecondary outcomes could support this work in the future.

School counseling services include opportunities for students to identify career aptitudes and interests through interest inventories, college and employer visits, job shadowing, and an annual career fair. According to the NEASC survey, 77 percent of parents agree that the counseling services meet their child's college or career needs.

The school is in the implementing phase for Principle 4.2.

Standard 4, Principle 3

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

NARRATIVE

Sample High School's health services are provided by two full-time registered nurses, supported by district float coverage as needed, providing adequate certified and licensed personnel to deliver appropriate health services to students.

School health services have adequate, certified/licensed personnel and support staff to deliver appropriate health services to students: two full-time registered nurses, supported by district float coverage as needed, serve the school population. According to the NEASC survey, 94 percent of students agree that the nurse is available when they need help.

School health services include preventative health services and direct intervention services: the nurses conduct state-mandated vision, hearing, and scoliosis screenings and immunization compliance tracking, and provide medication administration, chronic-condition management, and emergency response. According to the NEASC survey, 88 percent of teachers agree that the nurse effectively supports students' physical well-being.

The health program ensures the use of an appropriate referral process for students needing services beyond what the school can provide directly, coordinating with families, outside medical providers, and, where needed, the school's outside behavioral health partner.

School health services are informed by ongoing student health assessments, including annual review and updates to individualized health care plans for students with chronic conditions, and annual staff training on epinephrine administration and other emergency protocols. According to the NEASC survey, 80 percent of parents agree that health staff effectively support their child's well-being.

This staffing and infrastructure have been sustained during recent budget constraints, reflecting the school's commitment to student health and safety.

The school is in the implementing phase for Principle 4.3.

Standard 4, Principle 4

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

NARRATIVE

All students have access to library and information services, though staffing constraints have limited availability in recent years.

Library/information services do not yet have adequate personnel possessing professional expertise in literature, research, technology, and inquiry on a daily basis: budget reductions decreased the certified library/media specialist's schedule from full-time to three days per week.

On the days the specialist is present, personnel and staff are actively engaged in the implementation of the school's curriculum and instructional practices and support teachers in enhancing student learning, co-planning research units with English and social studies teachers and supporting the research phase of the senior Capstone Project. According to the NEASC survey, 75 percent of teachers agree that library and information services are integrated into the curriculum on the days the specialist is present.

Library/information services provide professional support to classroom teachers to ensure high-quality instruction on information literacy, research techniques, citing sources, and accessing literature from a variety of genres only on the three days each week the specialist is in the building, rather than the daily availability the school would prefer.

The library program is responsive to students' interests and needs to support independent reading and lifelong learning through a termly student-choice reading challenge, though participation data suggest engagement has declined somewhat since the schedule reduction.

Library/information services assist students in becoming active learners who have opportunities to lead their learning within available hours, most visibly through open research blocks during the daily support period.

The library/information facility has up-to-date technology, materials, supplies, and furnishings in a recently renovated computer lab, and a physical setting that encourages collaboration among students, opportunities for inquiry, and authentic learning. According to the NEASC survey, 81 percent of students agree that the library facility supports their learning.

The school has not recently completed a systematic review of whether the facility's collection of materials supports the curriculum and is reflective of the diversity of the student body and a comprehensive range of cultures and backgrounds.

The library/information facility is not consistently open and available for students and adults before, during, and after school, because the specialist is present only three days per week; the district's proposed budget for the coming fiscal year requests restoration of full-time professional staffing to address these gaps.

The school is in the developing phase for Principle 4.4.

Standard 4, Principle 5

Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

NARRATIVE

Identified English learners and students with disabilities or 504 plans receive a continuum of services from certified and licensed staff, ranging from consultative support and co-taught inclusion classes to self-contained programming for students with more intensive needs, reflecting adequate certified and licensed personnel and support staff to meet students' needs across the continuum.

Support services have adequate, certified/licensed personnel and support staff to meet students' needs across a continuum ranging from consultative support and co-taught inclusion classes to self-contained programming for students with more intensive needs. According to the NEASC survey, 85 percent of teachers agree that students with IEPs and 504 plans receive appropriate services and supports.

Support services include collaboration among all educators, counselors, targeted services, and other support staff to meet each student's goals through regular Planning and Placement Team and 504 meetings, and through informal daily communication among special educators, general educators, counselors, and case managers. According to the NEASC survey, 79 percent of teachers agree that English Language Learners receive appropriate services and supports.

These services include appropriate and challenging educational experiences through speech and language services, occupational and physical therapy delivered through outside providers, and multilingual learner instruction, matched to each student's identified needs and coordinated through case management.

Support services provide inclusive learning opportunities and instruction through co-taught inclusion classes, unified sections, and a Transition Academy serving students with disabilities ages 18–22, which applies skills toward employment and independent living alongside typically developing peers wherever appropriate. According to the NEASC survey, 83 percent of teachers agree that special education students are appropriately included in in-school and after-school activities.

Scheduling, staffing capacity, and vertical alignment with middle-school programs remain challenges as the number of students needing services grows.

The school is in the implementing phase for Principle 4.5.

Standard 4 Strengths

STRENGTHS

A well-coordinated system of support teams (Student Support Team, Early Intervention Team, Attendance Review process, Freshman On-Track Program) ensures students are identified and supported early.

Consistently staffed, well-resourced health services have been protected even amid broader budget constraints.

A full continuum of special education and multilingual learner services, from consultative support to self-contained programming, is available to students who need it.

Standard 4 Areas of Growth

AREAS OF GROWTH

Restore full-time library/media specialist staffing to ensure consistent access to library and information services.

Develop a written, board-adopted school counseling curriculum and expand postsecondary and transition follow-up.

Increase staffing capacity and common planning time to support the growing number of students receiving special education and multilingual learner services.

Standard 5 — Learning Resources

Standard 5, Principle 1

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

NARRATIVE

The Fairview community and district provide school buildings and facilities that generally support delivery of Sample High School's curriculum, programs, and services.

The community and district provide school buildings and facilities that fully support the delivery of the curriculum, programs, and services in most respects, as detailed below, while some gaps remain.

The community and district provide school buildings that are adequately sized for the school community: the building accommodates current enrollment with capacity for projected growth over the next five years without portable classrooms or significant scheduling constraints. According to the NEASC survey, 76 percent of students agree that the building and grounds support their learning.

The district and community provide appropriate spaces to support student learning and the curriculum, including science laboratories, Career and Technical Education shops for automotive, culinary, health careers, and manufacturing programs, an auditorium, dedicated special education suites, and a cafeteria serving multiple lunch periods. According to the NEASC survey, 71 percent of teachers agree that the building and grounds support student learning.

The community and district provide school buildings that are clean and well-maintained through custodial schedules, annual inspections, and routine work orders. According to the NEASC survey, 84 percent of students and 79 percent of parents agree that the school is clean and well-maintained.

The district and community do not yet fully provide appropriate mechanical systems: heating and cooling equipment in several wings is original to the building and produces inconsistent classroom temperatures during winter and warmer months.

The community and district provide school buildings that meet all applicable federal and state laws and comply with local fire, health, and safety regulations, as confirmed through the annual inspections described above and under Foundational Element 5.5a.

The district's developing five-year capital improvement plan will need to prioritize phased HVAC replacement and other facility needs so all spaces fully support high-quality learning and services.

The school is in the developing phase for Principle 5.1.

Standard 5, Principle 2

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

NARRATIVE

The district provides time for research-based instruction, professional growth, and program development through the master schedule, a defined number of professional development days each year, dedicated department PLC time, and a daily student support period.

The community and the district's governing body provide time to support research-based instruction, professional collaboration among educators, learning needs of all students, and student programs and services through the master schedule, dedicated department PLC time, and a daily student support period, which together support the operation of programs such as the Student Support Team and Early Intervention Team described under Standard 4. According to the NEASC survey, 68 percent of teachers agree that they have time built into their schedule to collaborate with other teachers.

The community and the district's governing body provide time for professional development, evaluation and revision of the curriculum, and improvement of instruction using assessment results and current research through a defined number of professional development days each year and weekly department PLC periods, most recently used for work on the CLEAR Cycle. According to the NEASC survey, 66 percent of teachers agree that an appropriate amount of time is provided for professional development.

Staff and leaders report that the available time is insufficient for consistent implementation of newer work, particularly the CLEAR Cycle and completion of curriculum documents, across every department.

The school is in the developing phase for Principle 5.2.

Standard 5, Principle 3

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

NARRATIVE

Fairview Public Schools has experienced three consecutive years of tightly constrained municipal budgets, driven in part by rising fixed costs such as health insurance, special education out-of-district placements, and utilities, which has narrowed the wide range of school programs and services the district can adequately and dependably fund in any given year.

The community and the district's governing body provide adequate and dependable financial resources for a wide range of school programs and services in most respects, though Fairview Public Schools has experienced three consecutive years of tightly constrained municipal budgets, driven in part by rising fixed costs such as health insurance, special education out-of-district placements, and utilities.

The district provides sufficient professional and support staff to ensure appropriate class sizes and teacher load, prioritizing core classroom staffing even as constrained revenue has reduced resources for some specialized services and co-curricular supports. According to the NEASC survey, 70 percent of parents agree that the school has enough money and resources for athletic activities.

The district provides financial resources for professional development that have tightened in recent years: fewer stipended positions are available for out-of-contract curriculum writing, and departments report that discretionary professional development funds beyond required districtwide sessions are limited.

The district's financial resources for library/information services to provide a wide range of materials and technologies in support of the school's curriculum have been most directly affected, with professional staffing reduced to three days per week and the materials budget held flat for the past two budget cycles even as costs have risen.

The district provides a full range of technology and support to fully implement the curriculum unevenly: federal Perkins funds supplement Career and Technical Education technology and materials, though comparably dedicated technology funding is less consistent in core academic departments.

The district provides sufficient instructional materials and supplies to fully implement the curriculum in most core courses, though several departments report delays in replacing consumable science and art supplies mid-year when budgets run tight. According to the NEASC survey, 73 percent of students agree that they have access to all the learning materials they need.

The district addresses proper maintenance and replacement of furniture, technology, and equipment through the capital and technology planning described under Standard 5, Principle 4, though replacement cycles have lengthened in recent years.

The district ensures that records of all funds collected and disbursed are audited at appropriate intervals according to local and state requirements, and follows generally accepted financial policies and procedures, including monthly financial reports to the Board of Education.

The school is in the developing phase for Principle 5.3.

Standard 5, Principle 4

The community and the district's governing body has short-term and long-term plans to address the capital and maintenance needs of the school building, facilities, and technology.

NARRATIVE

The district maintains both short-term and longer-term plans to address capital and maintenance needs, coordinated through a facilities committee that meets monthly and a digital work-order system used to track and prioritize repair requests.

The community and the district's governing body schedule regular maintenance and repair of the school building and facilities through a facilities committee that meets monthly and a digital work-order system used to track and prioritize repair requests; recent capital improvements include resurfacing the athletic turf field and track, replacing a section of roof, and improving parking lot safety. According to the NEASC survey, 67 percent of teachers agree that the school and district have short-term and long-term plans to address the capital and maintenance needs of the school. According to the NEASC survey, 74 percent of students agree that the building and grounds support their learning.

The community and the district's governing body have not yet developed and implemented a standalone plan to address enrollment changes and staffing needs, although the district reviews enrollment projections annually as part of its budget process and has used this data to guide recent staffing and course-scheduling decisions.

District and community leaders maintain technology replacement schedules but have not yet developed and implemented a comprehensive technology plan that consolidates them.

The community and the district's governing body are developing, but have not yet adopted or fully implemented, a comprehensive capital improvement plan addressing aging HVAC systems, technology infrastructure, and related facility needs.

The school is in the developing phase for Principle 5.4.

Standard 5, Principle 5

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

NARRATIVE

Sample High School has infrastructure and protocols in place to provide a physically safe environment for students and adults, as described more fully under Foundational Element 5.5a.

The school maintains infrastructure designed to support a physically safe environment for students and adults, including a single monitored entrance during the school day, badge-based building access and hall-pass systems, and an anonymous safety-reporting tool. According to the NEASC survey, 87 percent of students agree that they feel safe at the school.

The school maintains policies, processes, and protocols regarding safety for students and adults, including a code of conduct, visitor sign-in procedures, and a behavioral threat-assessment protocol used when a specific safety concern is identified.

The administration maintains written documentation that describes responses for various situations, from medical emergencies to lockdowns and severe weather, distributed to staff each fall and reviewed during the first professional development day of the school year. According to the NEASC survey, 90 percent of teachers agree that they know what to do if there is a crisis.

The school maintains a positive working relationship and protocols with emergency services personnel, conducting regular drills and annual ALICE training jointly with the town's police and fire departments. According to the NEASC survey, 82 percent of parents agree that they are familiar with the school's crisis procedures.

Staff maintain a school crisis team that meets regularly to review and revise protocols: a quarterly Safety and Security Committee serves this function, reviewing drill data, safety concerns, and protocols and recommending revisions where needed.

The school maintains safety data sheets (SDSs) and written and applied safety testing in all relevant areas, confirmed through annual inspections of laboratories and Career and Technical Education spaces. According to the NEASC survey, 85 percent of teachers agree that the school has clear policies and procedures for managing crisis situations.

The school is in the implementing phase for Principle 5.5.

Standard 5 Strengths

STRENGTHS

A daily on-site school resource officer and full-time nursing staff support both physical safety and student wellbeing.

Recently completed capital projects, e.g., turf field and track resurfacing, roof replacement, and parking lot safety upgrades, demonstrate the district's ongoing capital investment despite budget constraints.

Career and Technical Education programs benefit from supplemental federal funding that helps offset constrained local budgets.

Standard 5 Areas of Growth

AREAS OF GROWTH

Complete and adopt a comprehensive five-year capital plan that prioritizes aging HVAC systems.

Identify additional or reallocated funding to restore reduced specialized staffing, particularly in the library media program and curriculum-writing time.

Formalize a process for using drill and safety data to continuously improve safety protocols.

Part 3 — Priority Areas for NEASC School Growth Plan

Priority Area for Growth #1

PRIORITY AREA FOR GROWTH #1

Sample High School will establish specific, measurable criteria for its Vision of a Learner and implement a system for reporting individual student progress toward it, integrating this vision more visibly into curriculum, instruction, and the Student Success Plan process (1.2, 2.1, 2.3, 2.5).

As described throughout this report, the Vision of a Learner is a genuine and shared touchstone for the Sample High School community, but it is not yet operationalized with measurable criteria or a consistent system for tracking and reporting individual student progress. Over the next three to five years, the school will build on its first Vision-of-a-Learner perception survey by developing grade-level benchmarks and rubrics for each element of the vision, embedding these criteria into course curriculum documents as they are completed, and establishing an annual student-facing progress report tied to the Student Success Plan process.

Priority Area for Growth #2

PRIORITY AREA FOR GROWTH #2

The Curriculum Council will complete written curriculum documents, in a consistent common format, for all courses and will establish a published, recurring cycle for curriculum review and revision (2.2a, 2.2, 2.9, 3.4).

This work directly addresses the school's most significant identified gap: Foundational Element 2.2a. Building on the roughly seventy percent of courses already documented, the school will prioritize identifying and securing sustainable funding, potentially including grant or partnership funding to supplement constrained local budgets, for curriculum-writing time, complete documentation for all remaining courses over the next two to three years, and publish a formal, board-adopted cycle for ongoing curriculum review by the end of the plan period.

Priority Area for Growth #3

PRIORITY AREA FOR GROWTH #3

Sample High School will strengthen inclusive leadership and shared decision-making by establishing clearer structures for incorporating student, family, and staff input, particularly from historically underrepresented groups, into building-level decisions (1.1, 1.2, 1.6, 3.1).

While the school has established several advisory structures, including student councils and a Diversity and Inclusion Advisory Council, participation from historically underrepresented students and families remains lower than desired, and the school does not yet have a formal process for ensuring that input from these structures systematically informs decisions. Over the next three to five years, the school will develop targeted outreach strategies to broaden participation, establish a documented process connecting advisory input to specific decisions, and expand culturally responsive curriculum and staff training.

Priority Area for Growth #4

PRIORITY AREA FOR GROWTH #4

All departments will implement the CLEAR Cycle collaborative structure with full consistency, using common protocols and adequate common planning time to ensure that evidence of student learning systematically informs instruction (1.4, 3.2, 3.3).

The CLEAR Cycle represents a promising but still emerging structure for collaborative, evidence-based practice. Over the next three to five years, the school will provide sustained professional development and coaching support for the CLEAR Cycle, protect and, where possible, expand common planning time, and establish shared expectations and accountability measures so that all departments, not only those where the structure has taken hold most readily, use the cycle consistently to improve instruction.

Evidence Collection

How to use this form: 1) Paste a shared-drive link beside each item. 2) Set sharing to "Anyone with the link can view" and confirm in an incognito window. 3) If a document does not exist, write "Not available" or "Under development" in the link field — don't leave it blank. 4) Use the "Additional Evidence" block at the bottom for anything else the school would like to share with the visiting team.

School-Wide Documents	
Student and Family Handbook	Link: Sample HS Shared Drive / NEASC Evidence 2027 / Student_Family_Handbook.pdf
Program of Studies	Link: Sample HS Shared Drive / NEASC Evidence 2027 / Program_of_Studies_2026-27.pdf
NEASC Survey Results	Link: Sample HS Shared Drive / NEASC Evidence 2027 / Stakeholder_Survey_Results_2026.xlsx
Daily Bell Schedule	Link: Sample HS Shared Drive / NEASC Evidence 2027 / Bell_Schedule.pdf
Map of the school building	Link: Sample HS Shared Drive / NEASC Evidence 2027 / Building_Map.pdf

Standard 1: Learning Culture (supports FEs 1.1a, 1.2a)	
1.2: Written core values, beliefs about learning, and vision of a learner	Link: Sample HS Shared Drive / NEASC Evidence 2027 / Standard 1 / Core_Values_Beliefs_Vision_of_a_Learner.pdf

Standard 2: Student Learning (supports FE 2.2a and the vision of a learner)	
2.1: Specific and measurable criteria for proficiency in the vision of a learner; reports to students and families on progress toward the vision of a learner	Link: Under development — measurable Vision of a Learner criteria and student progress reports are being piloted in 2026–2027.
2.2, 2.3: Access to written curriculum documents for all courses, departments, and grade levels	Link: Sample HS Shared Drive / NEASC Evidence 2027 / Standard 2 / Curriculum_Repository (approx. 70% complete).
2.4: Agreements on shared instructional practices or shared beliefs of learning for your school	Link: Sample HS Shared Drive / NEASC Evidence 2027 / Standard 2 / Shared_Instructional_Practices_Agreement.pdf
2.7: A sample of assessments to illustrate the variety across the school	Link: Sample HS Shared Drive / NEASC Evidence 2027 / Standard 2 / Sample_Assessments_by_Department.pdf

Standard 2: Student Learning (supports FE 2.2a and the vision of a learner)

2.8: School-wide revision, retake, or reassessment policy for student work

Link: Sample HS Shared Drive / NEASC Evidence 2027 / Standard 2 / Grading_and_Reassessment_Policy_2026.pdf

Standard 3: Professional Practices (supports FE 3.1a)

3.1: District strategic plan

Link: Sample HS Shared Drive / NEASC Evidence 2027 / Standard 3 / District_Strategic_Plan.pdf

3.1a: School growth/improvement plan

Link: Sample HS Shared Drive / NEASC Evidence 2027 / Standard 3 / School_Improvement_Plan_2026-27.pdf

3.2: Current year's professional development schedule and structured collaboration time

Link: Sample HS Shared Drive / NEASC Evidence 2027 / Standard 3 / PD_Schedule_and_PLC_Calendar.pdf

3.2: Educator growth and evaluation plan or system

Link: Sample HS Shared Drive / NEASC Evidence 2027 / Standard 3 / Educator_Growth_and_Evaluation_Plan.pdf

Standard 4: Learning Support (supports FE 4.1a)

4.1: Tiered support plan (MTSS)

Link: Sample HS Shared Drive / NEASC Evidence 2027 / Standard 4 / MTSS_Tiered_Support_Plan.pdf

Staff list with FTE (counseling, health, library, special education, EL)

Link: Sample HS Shared Drive / NEASC Evidence 2027 / Standard 4 / Student_Services_Staff_FTE_List.xlsx

Standard 5: Learning Resources (supports FEs 5.1a, 5.5a)

5.4: Long-term capital plan

Link: Under development — the district's five-year capital plan is in progress; interim capital project list available.

5.4: Technology plan

Link: Sample HS Shared Drive / NEASC Evidence 2027 / Standard 5 / Technology_Plan_2026-2029.pdf

Standard 5: Learning Resources (supports FEs 5.1a, 5.5a)

5.5: Safety plan

Link: Sample HS Shared
Drive / NEASC Evidence
2027 / Standard 5 /
School_Safety_Plan.pdf

Additional Evidence (place in an electronic folder and provide the link)

Additional Evidence Folder for Standard 1

Link: Sample HS
Shared Drive / NEASC
Evidence 2027 /
Additional Evidence /
Standard_1/

Additional Evidence Folder for Standard 2

Link: Sample HS
Shared Drive / NEASC
Evidence 2027 /
Additional Evidence /
Standard_2/

Additional Evidence Folder for Standard 3

Link: Sample HS
Shared Drive / NEASC
Evidence 2027 /
Additional Evidence /
Standard_3/

Additional Evidence Folder for Standard 4

Link: Sample HS
Shared Drive / NEASC
Evidence 2027 /
Additional Evidence /
Standard_4/

Additional Evidence Folder for Standard 5

Link: Sample HS
Shared Drive / NEASC
Evidence 2027 /
Additional Evidence /
Standard_5/

Submission Checklist & Sign-Off

Before submitting this Self-Reflection Report, confirm each item below. The principal certifies that the report is complete, accurate, and developed with appropriate stakeholder input.

- ☒ Cover page complete (school name, city, state, visit dates, principal)
- ☒ School and Community Summary complete
- ☒ Core Values, Beliefs, and Vision of a Learner complete
- ☒ Part 1 — A Look Back complete
- ☒ All Foundational Elements (1.1a, 1.2a, 2.2a, 3.1a, 3.6a, 4.1a, 5.1a, 5.5a) include a meets/does not meet statement
- ☒ Standard 1: all 7 principles addressed, with phase designations
- ☒ Standard 2: all 9 principles addressed, with phase designations
- ☒ Standard 3: all 6 principles addressed, with phase designations
- ☒ Standard 4: all 5 principles addressed, with phase designations
- ☒ Standard 5: all 5 principles addressed, with phase designations
- ☒ Standard-level Strengths and Areas of Growth completed for each Standard
- ☒ Part 3 — Priority Areas (three to five) drafted with referenced Standards/Principles
- ☒ Evidence Collection complete (every item has a link, "Not available," or "Under development" — no blank fields)
- ☒ Report reviewed by school leadership team
- ☒ Report reviewed by district/superintendent

Principal Certification

I certify that this Self-Reflection Report accurately represents the school and has been developed with appropriate stakeholder input.

If AI tools were used to create the report, they were used in a way compliant with the school's Acceptable Use policy for AI tools, or as covered in related school policies.

The report underwent human authentication, i.e., content was reviewed/edited/verified by school personnel or individuals designated by the school to ensure accuracy of the report based on the facts and available documentation of the school, regardless of whether AI tools were used or not.

Principal Signature:

John Dewey Decimal

Date:

03-01-2027

Superintendent or Designee Signature:

Dr. Horace T. Mann

Date:

03-1-2027