

NEASC Commendations & Recommendations

Standard 1 - Core Values & Beliefs about Learning

Commendations

- The school's dynamic, collaborative, and inclusive process to identify and commit to its core values and beliefs about learning
- The informal reflection of the school's core values, beliefs, and 21st century learning expectations in the culture of the school

Recommendations

- Develop and implement a plan to ensure that the school's core values, beliefs, and 21st century learning expectations drive curriculum, instruction, and assessment in every classroom and guide the school's policies, decisions, and resource allocations
- Develop and implement a plan to ensure that the school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities
- Complete specific and measurable criteria for each learning expectation that defines targeted high levels of achievement

Standard 2 - Curriculum

Commendations

- The curriculum that emphasizes inquiry and problem-solving, higher order thinking, authentic learning opportunities both in and out of school, and informed and ethical use of technology
- The curriculum that is written in a common format that includes, units of study with essential questions, concepts, content, and skills, and assessment practices that include the use of measurable course-specific rubrics
- The clear alignment between the written and taught curriculum
- The instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center that are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities

- The district's provision to the school's professional staff with professional development opportunities such as the Keys to Literacy program for the ongoing and collaborative development, evaluation, and revision of the curriculum
- The numerous informal efforts of the school's professional staff to provide ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research

Recommendations

- Develop and implement a plan to ensure that the curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations
- Develop and implement a plan to ensure that all of the curriculum is written in a common format that includes the school's 21st century learning expectations and instructional strategies
- Develop and implement a plan to ensure that effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district
- Develop and implement a plan to ensure that all students have access to cross-disciplinary learning
- Develop and implement a plan to ensure that staffing levels are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities
- Develop and implement a plan to provide the school's professional staff with sufficient time and opportunities in addition to programs such as Keys to Literacy during the school year for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research

Standard 3 - Instruction

Commendations

- The teachers' instructional practices that support the achievement of the school's 21st century learning expectations by personalizing instruction, engaging students as active and self-directed learners, emphasizing inquiry, problem solving, and higher order

thinking, applying knowledge and skills to authentic tasks, engaging students in self-assessment and reflection, and integrating technology

- The teachers' adjustment of their instructional practices to meet the needs of each student by using formative assessment, especially during instructional time, strategically differentiating, purposefully organizing group learning activities, and providing additional support and alternative strategies within the regular classroom
- The informal efforts of many teachers who, individually and collaboratively, improve their instructional practices by using student achievement data from a variety of formative and summative assessments, examining student work, using feedback from a variety of sources, including students, other teachers, and supervisors, examining current research, and engaging in professional discourse focused on instructional practice
- The teachers, who as adult learners and reflective practitioners, maintain expertise in their content areas and in content-specific instructional practices

Recommendations

- Develop and implement a plan to ensure that teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations
- Develop and implement a plan to ensure that teachers' instructional practices support the achievement of the school's 21st century learning expectations by engaging students in cross-disciplinary learning
- Develop and implement a plan to provide sufficient formal time for teachers to collaboratively, improve their instructional practices by using student achievement data from a variety of formative and summative assessments; examining student work; using feedback from a variety of sources, including students, other teachers, and supervisors; examining current research; and engaging in professional discourse focused on instructional practices
- Develop and implement a plan to improve instructional practices using feedback from parents

Standard 4 - Assessment of and for Student Learning

Commendations

- The informal efforts of the professional staff to collect, disaggregate, and analyze data to identify and respond to inequities in student achievement
- The teachers' communication of related unit-specific learning goals to be assessed prior to each unit of study
- The teachers' provision to students, prior to summative assessments, with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement
- The teachers' use of a range of assessment strategies, including formative and summative assessments, in each unit of study
- The teachers' informal collaboration on the creation, analysis, and revision of formative and summative assessments, including common assessments
- The teachers' provision of specific, timely, and corrective feedback that ensures students revise and improve their work
- The teachers' individual and collaborative examination of a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including student work and common course and common grade-level assessments

Recommendations

- Develop and implement a plan to assess whole-school and individual student progress in achieving the school's 21st century learning expectations
- Develop and implement a plan to communicate individual student and whole-school progress in achieving the school's 21st century learning expectations to students, their families, and the school community
- Develop and implement a plan to ensure that professional staff formally collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement
- Develop and implement a plan to ensure that prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations
- Develop and implement a plan to ensure that teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments and regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning

- Develop and implement a plan to ensure that teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including individual and school-wide progress in achieving the school's 21st century learning expectations, standardized assessments, data from sending schools, receiving schools, and post-secondary institutions, and survey data from current students and alumni
- Develop and implement a plan to ensure that grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning

Standard 5 - School Culture and Leadership

Commendations

- The safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all
- The degree of pride all members of the school community take in the culture of the school
- The school's implementation of a culture that is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations
- The professional development that engages in professional discourse for reflection, inquiry, and analysis of teaching and learning, uses resources outside of the school to maintain currency with best practices, dedicates formal time for implementation, and applies the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment
- The regular use by school leaders of research-based evaluation and supervision processes that focus on improved student learning
- The organization of time in the Franklin Arts Academy and the freshman academy that supports research-based instruction, professional collaboration among teachers, and the learning needs of students

- The provision by the principal, working with other building leaders, of instructional leadership that is rooted in the school's core values, beliefs, and learning expectations
- The involvement of teachers, students, and parents in meaningful and defined roles in decision-making that promotes responsibility and ownership
- The teachers' exercise of initiative and leadership essential to the improvement of the school that increases students' engagement in learning
- The collaborative, reflective, and constructive relationship among the school committee, superintendent, and principal in achieving the school's 21st century learning expectations and the provision by the school board and superintendent to the principal of sufficient decision-making authority to lead the school

Recommendations

- Develop and implement a plan to expand the advisory program to ensure that each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations
- Develop and implement a plan to ensure that the organization of time supports research-based instruction, professional collaboration among all teachers, and the learning needs of all students
- Develop and implement a plan to ensure that student load and class size enable teachers to meet the learning needs of individual students

Standard 6 - School Resources for Learning

Commendations

- The timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's current learning expectations
- The school's provision of information to families, especially to those most in need, about available student support services
- The use of technology by support services staff to deliver an effective range of coordinated services for each student

- The school counseling services that have an adequate number of certified/licensed personnel and support staff who deliver a written, developmental program; meet regularly with students to provide personal, academic, career, and college counseling; engage in individual and group meetings with all students; and deliver collaborative outreach and referral to community and area mental health agencies and social service providers to ensure each student achieves the school's 21st century learning expectations
- The school's health services that have an adequate number of certified/licensed personnel and support staff who provide preventative health services and direct intervention services, use an appropriate referral process, and conduct ongoing student health assessments
- The provision by library/media services of a wide range of materials, technologies, information services, and a spacious, welcoming facility that includes spaces for individual, group, and whole-class activities
- The support services for identified students, including special education, Section 504 of the ADA, and English language learners, who collaborate with all teachers, counselors, targeted services, and other support staff and provide inclusive learning opportunities for all students

Recommendations

- Develop and implement a plan to use one email platform for staff, students, parents, and the community
- Develop and implement a plan to use ongoing, relevant assessment data, including feedback from the school community, to improve guidance services, health services, library/media services, and support services to ensure each student achieves the school's 21st century learning expectations
- Develop and implement a plan to ensure that library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who are actively engaged in the implementation of the school's curriculum, ensure that the facility is available and staffed for students and teachers before, during, and after school, and are responsive to students' interests and needs in order to support independent learning to ensure each student achieves the school's 21st century learning expectations

Standard 7 - Community Resources for Learning

Commendations

- The community and district's governing body's provision of dependable funding for a wide range of school programs and services, ongoing professional development and curriculum revision, a full-range of technology support, sufficient equipment, and sufficient instructional materials and supplies
- The school's development, planning, and funding of programs that ensure the maintenance and repair of the building and school plant, properly maintain, catalogue, and replace equipment, and keep the school clean on a daily basis
- The community's funding and the school's implementation of long-range plans that addressed facility needs with the construction of the new high school and that addressed technology needs with the creation of the 1:1 Chromebook program
- The active involvement of faculty and building administrators in the development and implementation of the budget
- The state-of-the-art school site and plant that support the delivery of high quality school programs and services
- The school's maintenance of documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations
- The professional staff's active engagement of parents and families as partners in each student's education and the school's outreach specifically to those families who have been less connected with the school
- The school's development of productive parent, community, business, and higher education partnerships that support student learning

Recommendations

- Develop and implement a plan to ensure that the community and the district's governing body provide dependable funding for sufficient professional and support staff
- Develop and implement a plan to ensure that the community funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, and capital improvements
- Develop and implement a plan to alleviate overcrowding in areas such as the cafeteria and fitness center

