



# New England Association of Schools and Colleges (N.E.A.S.C.)

**NOVEMBER 15, 2022**

# Ten-Year Cycle for 2024 Protocol

- ▶ **DHHS Current Status: Accredited**
- ▶ **Self-Reflection Completed - 2021-2022**
- ▶ **Collaborative Conference Visit – November 2, 3, 2022**
- ▶ **Development and Implementation of School Growth Plan-2022-2023**
- ▶ **Decennial Accreditation Visit- November 17-20, 2024**
- ▶ **New/Revised Improvement/Growth Plan 2025**
- ▶ **Progress Updates 2027-2030**
- ▶ **New Cycle begins 2031**

# Accreditation Coordinators

- ▶ Jennifer Aguzzi
- ▶ Paul Mezick

# Steering Committee Members

- ▶ Jen Aguzzi
- ▶ Brian Bodner
- ▶ Celina DaSilva
- ▶ John Gage
- ▶ Sue Greenvall
- ▶ Sue Groll
- ▶ Catherine Kennedy
- ▶ T.J. Salutari

**Responsible for the oversight of the Accreditation Process and determines how the Self-Reflection phase will progress**

# Self-Reflection Committee Members

<b>Standard 1 LEARNING CULTURE</b>	<b>Jen Hawley (Standard Chair) Erica Browne (Chair 1.1a) Justin Kaeser (Chair 1.2a)</b>
<b>Standard 2 STUDENT LEARNING</b>	<b>Katie O'Neil (Standard Chair) Jason Engelhardt (Chair 2.2a)</b>
<b>Standard 3 PROFESSIONAL PRACTICES</b>	<b>Pete Nye (Standard Chair) Bill Sommer (Chair 3.1a)</b>
<b>Standard 4 LEARNING SUPPORT</b>	<b>Kim Dunn (Standard Chair) Lindsey Fiondella (Chair 4.1a)</b>
<b>Standard 5 LEARNING RESOURCES</b>	<b>Dawn Fiorelli (Standard Chair) Dan Grenier (Chair 5.1a)</b>

**Determines the extent to which the school is aligned to the Standards of Accreditation through a reflective process based on evidence.**

# New England Association of Schools and Colleges (N.E.A.S.C.)

- ▶ **Standards of Accreditation (5)**
- ▶ **Principles of Effective Practice (32)**
  - ▶ **Descriptors of Effective Practice**
- ▶ **Foundational Elements (6)**

# Themes in 2020 Standards:

- ▶ Profile of a Graduate
- ▶ Culture of Teaching to a Culture of Learning
  - ▶ What are the students doing?
  - ▶ Practices v. Beliefs
- ▶ Developing a Growth Mindset for all constituents
- ▶ Well-Being
  - ▶ (SEL needs due to pandemic)

# 2020 Standards of Accreditation

<b>Standard 1 LEARNING CULTURE</b>	<b>Learning Culture promotes shared values and responsibility for achieving the school's vision.</b>
<b>Standard 2 STUDENT LEARNING</b>	<b>Student Learning practices maximize the impact of learning for each student.</b>
<b>Standard 3 PROFESSIONAL PRACTICES</b>	<b>Professional Practices ensure that practices and structures are in place to support and improve student learning.</b>
<b>Standard 4 LEARNING SUPPORT</b>	<b>Learning Support ensures that the school has appropriate systems to support student learning and well-being.</b>
<b>Standard 5 LEARNING RESOURCES</b>	<b>Learning Resources ensure that the school has the resources necessary to meet the learning needs of all students.</b>



# Summary



- ▶ Each Standard includes **Principles of Effective Practice** (Principles replace indicators in the former Standards)
  - ▶ **Descriptors of Effective Practice** describe what each Principle looks like in practice in a school
- ▶ **32** principles have replaced the previous **52** indicators

# Rubrics for the Standards for Accreditation

## Foundational Elements Rubric

Use the criteria in the rubric to determine whether the school is meeting each of the Foundational Elements in the Standards.

<b>Meets</b>	<b>Does Not Meet</b>
All criteria of the Foundational Element are evident in the school.	Some criteria of the Foundational element are not yet evident in the school.

# Foundational Elements

- ▶ Each Standard contains **Foundational Elements**
- ▶ At a minimum, **accredited schools must align with each of the Foundational Elements**
- ▶ Foundational Elements **represent essential building blocks** for each Standard
- ▶ Schools that are not yet aligned with the Foundational Elements are **expected to prioritize work to ensure alignment with those Elements**

# Foundational Elements

<b>Standards for Accreditation</b>	<b>Foundational Elements</b>
<b>#1 Learning Culture</b>	<b>1.1a The school community provides a safe environment.</b> <b>1.2a The school has a written document describing its core values, beliefs about learning, and vision of the graduate.</b>
<b>#2 Student Learning</b>	<b>2.2a There is a written curriculum in a consistent format for all courses in all departments across the school.</b>
<b>#3 Professional Practices</b>	<b>3.1a The school has a current improvement/growth plan.</b>
<b>#4 Learning Support</b>	<b>4.1a The school has intervention strategies designed to support learners.</b>
<b>#5 Learning Resources</b>	<b>5.1a The school site and plant support the delivery of curriculum, programs, and services.</b>

# Rubrics for the Standards for Accreditation

## Principle Rubric

Use the following continuum to determine the school's current phase of implementation which best describes the school's alignment to each Principle in the Standard.

<b>Not yet evident</b>	Elements of the Principle are not yet evident in the school.
<b>Initiating</b> "Thinking About It"	The ideas and concepts in the Principle are being considered by the school community, but not yet in action
<b>Developing</b> "Working on It"	Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.
<b>Implementing</b> "Living It"	All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.
<b>Transforming</b> "Shifting the paradigm"	The Principle is driving innovative and transformative practices to achieve the school's vision of the graduate.

# Standard 1: Learning Culture Principles

- ▶ 1.1 The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
- ▶ **1.1a Foundational Element - The school community provides a safe environment.**
- ▶ 1.2 The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
- ▶ **1.2a Foundational Element - The school has a written document describing its core values, beliefs about learning, and vision of the graduate.**
- ▶ 1.3 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.
- ▶ 1.4 The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
- ▶ 1.5 The school's culture promotes intellectual risk taking and personal and professional growth.
- ▶ 1.6 The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
- ▶ 1.7 The school culture fosters civic engagement and social and personal responsibility.

# Standard 2: Student Learning Principles

- ▶ 2.1 The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
- ▶ 2.2 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 the graduate.
- ▶ **2.2a Foundational Element - There is a written curriculum in a consistent format for all courses in all departments.**
- ▶ 2.3 Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
- ▶ 2.4 Instructional practices are designed to meet the learning needs of each student.
- ▶ 2.5 Students are active learners who have opportunities to lead their own learning.
- ▶ 2.6 Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
- ▶ 2.7 Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
- ▶ 2.8 Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
- ▶ 2.9 Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

# Standard 3: Professional Practices

## Principles

- ▶ 3.1 The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
- ▶ **3.1a Foundational Element - The school has a current school improvement/growth plan.**
- ▶ 3.2 Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
- ▶ 3.3 Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
- ▶ 3.4 Collaborative structures and processes support coordination and implementation of curriculum.
- ▶ 3.5 School-wide organizational practices are designed to meet the learning needs of each student.
- ▶ 3.6 Educators develop productive student, family, community, business, and higher education partnerships that support learning.



# Standard 4: Learning Support

## Principles

- ▶ 4.1 All students receive appropriate intervention strategies to support their academic, social, and emotional success.
- ▶ **4.1a Foundational Element - The school has intervention strategies designed to support students.**
- ▶ 4.2 All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
- ▶ 4.3 All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
- ▶ 4.4 All students receive library/information services that support their learning from adequate, certified/licensed personnel.
- ▶ 4.5 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.

# Standard 5: Learning Resources

## Principles

- ▶ 5.1 The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
- ▶ **5.1a Foundational Element - The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.**
- ▶ 5.2 The school/district provides time and financial resources to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
- ▶ 5.3 The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
- ▶ 5.4 The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
- ▶ 5.5 The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

# Summary

- ▶ All faculty members assigned to committees
- ▶ Surveyed Faculty, Students, Parents/Guardians
- ▶ Liaison visit – Tuesday, October 12, 2021
- ▶ Prepared for the 2-Day Collaborative Visit - Scheduled Fall of 2022
- ▶ **Completed Self-Reflection Process** Look Back
  - ▶ Current Conditions (Standards Reflection)
  - ▶ Capacity for Continuous Growth as a Learning Organization
  - ▶ Goals and Vision for the Future
  - ▶ Priority Areas for NEASC School Growth Plan
- ▶ Collaborative Conference Visit – November 2, 3, 2022
- ▶ Review Collaborative Conference Visit Report
- ▶ Update School Growth Plan (18-24 months for initial implementation)
- ▶ Plan and Prepare for the 4-Day Decennial Visit November 17-20, 2024

# Collaborative Visit-November 2, 2022

<b>7:15</b>	<b>Team Arrival</b>
<b>7:20-7:50</b>	<b>Briefing with Chairs</b>
<b>7:50-8:20</b>	<b>Building Tour</b>
<b>8:23-9:18</b>	<b>Review of Self-Reflection</b>
<b>8:23-9:08</b>	<b>Meet w/Parents</b>
<b>9:12-9:57</b>	<b>Meet w/Students</b>
<b>9:22-9:52</b>	<b>Classroom/Advisory Obs.</b>
<b>10:04-10:54</b>	<b>Meet w/Faculty</b>
<b>10:14-10:54</b>	<b>Observe Classrooms</b>
<b>10:58-11:58</b>	<b>Observe Classrooms</b>
<b>12:32-1:02</b>	<b>Observe Classrooms</b>
<b>1:06-2:00</b>	<b>Meet with Cen. Office</b>
<b>2:05-2:45</b>	<b>Meet w/Support Staff</b>
<b>2:50-3:35</b>	<b>Meet w/Coordinators</b>
<b>3:40-4:20</b>	<b>Meet w/Administrators</b>

# Collaborative Visit-November 3, 2022

<b>7:15</b>	<b>Team Arrival</b>
<b>7:25-12:00</b>	<b>Report Writing</b>
<b>12:30-1:30</b>	<b>Finalize Report</b>
<b>1:30-2:15</b>	<b>Debrief</b>

# Developing or Does Not Meet Standard

## ▶ **Does Not Meet Standard:**

- ▶ Foundational Element 2.2a - Student Learning There is a written curriculum in a consistent format for all courses in all departments across the school.

## ▶ **Developing:**

- ▶ Standard 1, Principle 2-The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
- ▶ Standard 2, Principle 1-The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
- ▶ 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 the graduate.
- ▶ Standard 5, Principle 1-The community and district provide school buildings and facilities that support the delivery of high quality curriculum, programs, and services.

# Standard 1: Learning Culture Principles

## Strengths:

- ▶ The commitment to the safety of the school community (Principle 1.1 and Foundational Element 1.1a).
- ▶ The commitment to providing a positive, respectful, and inclusive culture that honors diversity, which is evident through our various course and extracurricular offerings (Principle 1.1)
- ▶ The Core Value and Belief statement and Profile of a Graduate capacities, which are articulated and adopted with rubrics for each capacity (Principle 1.2 and Foundational Element 1.2a)
- ▶ The commitment to learning and well-being as displayed throughout our various programs, offerings, and support systems (Principle 1.3)
- ▶ The commitment to collaboration to promote academic and professional growth vis a vis support for academic risk-taking and an explicit focus on the growth mindset (Principle 1.4 and 1.5)
- ▶ The numerous opportunities for informal leadership roles/experiences for interested faculty members (Principle 1.6)
- ▶ The reliance on democratic values of agency, civil dialogue, adjusting thinking in the face of new information, equality, and a commitment to the common good that is embedded in our course and extracurricular offerings (Principle 1.7)

# Standard 1: Learning Culture Principles

## Areas of Growth:

- ▶ Fully embed Profile of a Graduate capacities and rubrics into the DHHS board adopted curriculum and develop a system to track and communicate student progress and growth towards mastery (Principle 1.1).
- ▶ Enhance the communication and understanding of both the core values and beliefs and the Profile of a Graduate (Principle 1.2).
- ▶ Promote social and emotional mental health and well-being through the expansion of programs such as Advisory, the Helping Hallway, and Wellness Wednesday (Principle 1.3).
- ▶ Provide dedicated and protected time for PLC and collaborative work to facilitate data analysis, continuous improvement, use of technology, and professional development (Principle 1.4 and 1.5).



# Standard 2: Student Learning Principles

## Strengths

- ▶ The curriculum maps that exist in EduPlanet21 for all core classes and include units of study with essential questions, content, transferable skills, and instructional strategies (Principle 2.2)
- ▶ The emphasis on deep understanding through interdisciplinary learning, project-based learning, and authentic learning experiences (Principle 2.3)
- ▶ The teachers who proactively implement instructional practices to meet the needs of varied learning styles and continue reviewing and revising instructional practices as needed (Principle 2.4)
- ▶ The relevant, authentic learning in every unit of every course that Daniel Hand faculty provides to students (Principle 2.5)
- ▶ The ample opportunities for students to analyze information, evaluate and critically consider varying points of view, and consider relevant applications for their learning experiences in the contemporary world (Principle 2.6)
- ▶ The multiple opportunities for students to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning (Principle 2.8)
- ▶ The technology that students use to collaborate digitally and engage in learning beyond the constraints of the school building and school day and to share work with audiences beyond the school community (Principle 2.9)

# Standard 2: Student Learning Principles

## Areas of Growth

- ▶ Complete the Wellness (Physical Education, Health and Wellness, and School Counseling) and the Performing Arts curriculum documents and submit them for Board of Education approval (Principle 2.2 and Foundational Element 2.1 a).
- ▶ Reduce interruptions that prevent efficient collaboration and refine the process to effectively collaborate with colleagues to discuss student work, reflect on instruction, calibrate assessments, and align curriculum (Principles 2.7 and 2.8).
- ▶ Increase opportunities for ongoing professional development related to instructional technology (Principle 2.9).

# Standard 3: Professional Practices

## Principles

### Strengths

- ▶ The active involvement of the faculty and administration in the creation of the school development plan(Principle 3.1 a)
- ▶ The POG which reflects beliefs about learning as evidenced by the inclusion of the district's student growth and development matrix, our redefined core values, and our written curriculum (Principle 3.1)
- ▶ The prioritization of student social and emotional well-being as evidenced by the existence of small mentoring groups (Principle 3.3)
- ▶ The rich variety of programs and services that is provided which involves resources beyond the building walls (Principles 3.3 and 3.5)
- ▶ The collaboratively developed curriculums which were reviewed and rewritten to align with the school's core values, beliefs, and vision (i.e. Profile of a Graduate) as well as state/national standards (Principles 3.3 and 3.5)
- ▶ The flexible course registration and override processes which allow all students the opportunity to take higher level courses based on their interest and/or motivation (Principle 3.5)
- ▶ The engagement of parents, students, families, and faculty in school events and processes through annual surveys, point of interest surveys/questionnaires, PTO meetings, and other after school events throughout the school year (Principle 3.6)

# Standard 3: Professional Practices

## Principles

### Areas of Growth

- ▶ Support teacher-teacher peer observations and enhance in-house professional development and individualized professional development opportunities outside of the district (Principle 3.2).
- ▶ Inform instruction by increasing the examination of student data during collaborative time (Principles 3.2, 3.3, and 3.4).
- ▶ Use collaborative time to update or modify the curriculums as needed to ensure that written curriculums and delivered curriculums are consistent (Principle 3.4).

# Standard 4: Learning Support Principles

## Strengths

- ▶ The process for providing academic, social, and emotional intervention, which guarantees support for all students (Principle 4.1 and Foundational Element 4.1a)
- ▶ The adequately staffed counseling services with counselors who have reasonable caseloads that allow them to implement a school counseling curriculum in classrooms and provide specialized programs and opportunities for students (Principle 4.2)
- ▶ The variety of preventative health services and direct intervention services provided by a full-time nurse and an athletic trainer (Principle 4.3)
- ▶ The commitment to reimagine the Library/Media center to support ongoing curricular changes and expand access to technology (Principle 4.4)
- ▶ The commitment to supporting sub-groups by expanding EL, coaching, and co-teaching services (Principle 4.5)

# Standard 4: Learning Support Principles

## Areas of Growth

- ▶ Increase communication to faculty and families regarding the number and variety of resources to better support academic, social, and emotional needs (Principle 4.1 and Foundational Element 4.1a).
- ▶ Inform and uphold universal SST guidelines and protocols with fidelity (Principle 4.1).
- ▶ Complete the writing of a comprehensive School Counseling curriculum and increase professional development opportunities that are targeted to school counseling in order to facilitate delivery of the written curriculum (Principle 4.2).
- ▶ Increase collaborative time dedicated to coordinating support services for all students (Principle 4.5).

# Standard 5: Learning Resources

## Principles

### Strengths

- ▶ The support of students and student interests through a variety of specialty areas including facilities like the gymnasium, outdoor athletic fields, a TV studio, computer labs, band/chorus rooms, cafetorium and stage, a robotics lab, spaces for health and wellness classes, art studios and space for a variety of extra-curricular programs that take place after school (Foundational Element 5.1a)
- ▶ The commitment to the safety of the school community (Principle 5.1)
- ▶ The commitment of the district to fund equipment and technology to support curriculum, programs, and services (Principles 5.3 and 5.4)
- ▶ The commitment of the school to maintain and practice safety protocols, and communicating that information to parents, staff, and students (Principle 5.5)

# Standard 5: Learning Resources

## Principles

### Areas of Growth

- ▶ Develop plans to address the limitations of physical layout, special facilities (i.e., music and physical education rooms, as well as the gymnasium), and other areas to meet the needs of all learners and curriculums (Principle 5.1).
- ▶ Improve the functionality of the HVAC system to ensure consistent, safe, and comfortable temperatures and air flow throughout the building (Principle 5.1).
- ▶ Create a plan in the district's budget to address furniture needs and upgrades (Principle 5.3).
- ▶ Hire additional technology staff to adequately meet the demands of service and maintenance associated with the increase of technology (e.g. Promethean boards, 1:1 Chromebook initiative) (Principle 5.4).



# Growth Plan (Anticipated)

- ▶ Complete the process of writing curriculum driven by our Core Values and Beliefs for remaining content areas (Physical Education, Health and Wellness, and the Performing Arts) and fully embed the Profile of a Graduate capacities and rubrics into the MPS Board of Education approved curriculums. Utilize the written curriculum to develop a system to track and communicate student progress and growth towards mastery.
- ▶ Support the expansion and improvement of practice to stimulate professional growth and effectiveness in meeting the needs of today's learners, including best practices for PLC and collaborative time while expanding the use of student data to inform instruction.
- ▶ Communicate and uphold current tiered-systems of support for all learners to thrive emotionally, socially, and academically.
- ▶ Promote social and emotional mental health and well-being through the expansion of programs such as Advisory, the Helping Hallway, and Wellness Wednesday.
- ▶ Maximize the use of our facilities to improve existing support for programming, high-quality curriculums, and delivery of instruction and services.

# NEASC Debrief – Preliminary Plan

## ▶ Priority Areas

- ▶ Utilize written curriculum to communicate growth, embed, collect, and report data on Profile of a Graduate
- ▶ Improve the structure of PLCs to support curriculum development, focus on data, common planning
- ▶ Develop plans to address limitations of the physical layout for specialty areas to support all programming

## ▶ Recommendations

- ▶ Offer resources that students can pursue to foster diversity in thinking
- ▶ Improve communication of achievement of Profile of Graduate to families
- ▶ Assure consistent and dependable PLC time to support common planning, alignment of practices, calibration
- ▶ Engage more faculty in the SST process
- ▶ HVAC repair

# Next Steps

- ▶ Receive Collaborative Conference Report – (4-6 months)
- ▶ Develop School Growth Plan
- ▶ Plan for November 2024 Visit
- ▶ Decennial Visit - November 17-20, 2024

Questions?

Thank you.