

# NEASC Accreditation Update

April 29, 2024

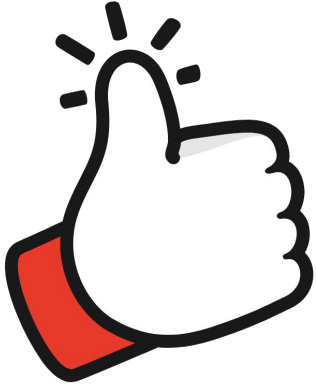


# Overview

- Recent review of 5-year progress report
- Accreditation has been continued
- Remain on warning for:
  - Curriculum
  - Community Resources for Learning
- Highlight of positive developments
- Areas for Improvement
  - Special Progress Report due February 1, 2025
  - Next Decennial Accreditation Visit in 2029 calendar year



# Positive Progress Highlights



## Community Resources for Learning

- Opening of the new school!
- Adoption of a long-range capital improvement plan

## Curriculum

- Development of curriculum template
- Technology that supports curriculum
- Time for teachers to work with student performance data
- Time to work within and across disciplines
- Process to examine student work to improve teaching and learning
- Library Media expanding resources, review data to make best use of services

# Recommendations: Attributes of the Graduate (Vision of the Learner)

- Structured program for implementation & assessment
- Implement a formal process to assess individual and whole-school progress to achieve attributes
  - Including a reporting system
- Driving funding, professional development time, facilities improvement

**GRADUATES OF THE NEW FAIRFIELD PUBLIC SCHOOLS ARE...**



**KNOWLEDGEABLE SCHOLARS**

Pursue their interests and curiosities while developing a depth of background knowledge in all of the core academic domains as well as in life skills such as financial literacy, that they can use to solve problems and succeed in life.



**TALENTED COMMUNICATORS**

Read, write, listen, speak, create and view skillfully, critically and confidently. They can adapt their style and message for a variety of purposes, situations and audiences. As a result, they have strong relationship skills and can collaborate well. They can manage conflict confidently and respectfully.



**CRITICAL & CREATIVE THINKERS**

Access, evaluate and apply information to solve problems, pursue their curiosities and make decisions. They grow their creativity through experiences within the fine and performing arts which will further support their ability to think critically and creatively.



**ENGAGED GLOBAL CITIZENS**

Learn about the history of their local community, our country and other countries around the world to understand the value and unique principles of our American democracy. They learn what other cultures are like, so that they can understand, respect and embrace diversity, be socially aware, be kind, compassionate, empathetic and respectful. They obtain information from multiple, reliable sources and use it to be active, civic-minded participants within and beyond their community.



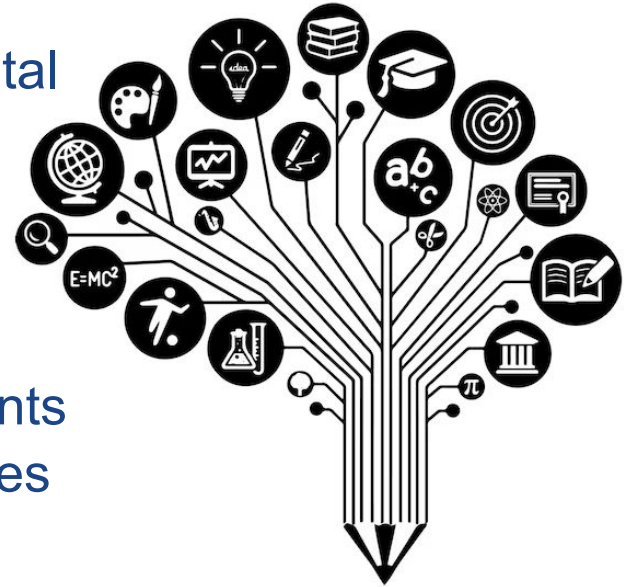
**SELF-DETERMINED & SELF-RELIANT INDIVIDUALS**

Set goals, persevere, and reflect as they learn to understand and regulate their emotions and reactions, which will foster their overall health, wellness and mindfulness. Through this they will become intentional, resilient, independent and most importantly, self-reliant.



## Recommendations: High School Curriculum

- Complete written curriculum for all courses
- Develop and implement a written developmental guidance program and curriculum
- Provide more opportunities for student self-assessment
- Review and revise course offerings, including grouping practices, to meet needs of all students
  - Needs other than honors/advanced courses for college-bound students
  - Heterogeneous grouping



## Recommendations: High School Practices



- Develop a process to review and revise grading and reporting practices
  - Consistency
  - Improvement in teaching and learning
- Improve range of strategies for reaching out to families who are traditionally less connected with the school

## Next Steps

- Share NEASC recommendations & commendations
  - High School Faculty & Instructional Leadership Team
  - K-12 Strategic Planning Teams
- Develop Action Plan for each item
- Plan now for resources needed to implement
- Integrate with NFPS Strategic Planning goals addressing curriculum design, Vision of the Learner, and student wellness
- Supported by 6-12 curriculum and instruction leadership structure

