Highlights from the Final WHS NEASC Report

Submitted to the Association October 2019
2011 NEASC Standards

Standard One: Core Values, Beliefs, and Learning Expectations

Standard Two: Curriculum

Standard Three: Instruction

Standard Four: Assessment of and for Student Learning

Standard Five: School Culture and Leadership

Standard Six: School Resources for Learning

Standard Seven: Community Resources for Learning
I. Core Values and Beliefs About Learning: 

Commendations

1. Journeys
2. Advisory
3. House System
4. Rich Array of Courses
5. Extracurricular Activities
6. Visuals throughout WHS
7. WPS Profile of a Graduate (POG)
I. Core Values and Beliefs About Learning: **Recommendations**

1. Develop specific measurable criteria for **success** (e.g. school-wide rubrics, for POG competencies).

2. Ensure the core values, beliefs, and POG are actively reflected in the culture of the school (e.g. drive curriculum, instruction, and assessment in every classroom).

3. Develop and implement a process to **regularly review and revise core values, beliefs, and the POG** based on research, multiple data sources, and district and school community priorities.
II. Curriculum: **Commendations**

1. **Depth of Understanding & Application of Knowledge**
   a. established process for curricular coordination
   b. verbal articulation between and among all academic areas within the school as well as with sending schools.

2. **Sufficient Instructional Materials, Technology, Equipment, and Supplies**
II. Curriculum: *Recommendations*

1. **Written Curriculum**
   a. Units of Study (e.g. essential questions, concepts, & skills)
   b. Connect to WPS POG
   c. Clear plan for Assessments

2. **Teacher Collaboration**
   a. develop formal cross-disciplinary activities, units or courses.
   b. formally collaborate on development, evaluation, and revision of the curriculum
III. Instruction: *Commendations*

1. **Strong connections:** WHS core values & teacher’s instructional practices.

2. **Prevalence of instructional strategies to engage students:** (e.g. emphasizing inquiry, problem-solving, and higher-order thinking; applying knowledge and skills to authentic tasks; and engaging students in self-assessment and reflection)
III. Instruction: **Commendations** (cont’d)

3. *The efforts of teachers* → they actively seek out colleagues on their personal time to meet and discuss student assessment as a means to explore ways to improve instruction.

4. *Additional support* for students in the classroom.

5. *Formative assessments* teachers adjust instructional practices when needed.
III. Instruction: *Recommendations*

1. Ensure all teachers have dedicated time for collaboration.

2. Differentiate instruction.

3. Decrease the amount of teacher-directed instruction.
IV. Assessment of & for Student Learning: **Commendations**

1. Consistent collection, disaggregation, and analysis of data to respond to inequities in student achievement.

2. Communication of unit-specific learning objectives in individual courses.

3. Specific and measurable criteria for success prior to summative assessments

4. Wide range of assessment strategies
   a. Formative
   b. Summative
IV. Assessment of & for Student Learning: 

Commendations (cont’d)

5. Change from final exams to final project.

6. Specific, timely, and corrective feedback provided to students to ensure they revise and improve their work.

7. Formative assessments to inform and adapt instructional practices.

8. Individual and departmental examination of student learning results for the purpose of revising curriculum and improving instructional practice.
IV. Assessment of & for Student Learning: Recommendations

1. Process to assess individual and whole-school POG progress.

2. Process to communicate individual and whole-school POG progress.

3. Prior to units of study, teachers communicate directly the applicable POG related learning experiences.
IV. Assessment of & for Student Learning: Recommendations (cont’d)

4. Ensure teachers have adequate time for collaboration on common assessments and for gathering and disaggregating data.

5. Review and revise grading and reporting practices to ensure consistency within and among departments with the core values, beliefs, and POG.
V. School Culture and Leadership: **Commendations**

1. Promotion of **high expectations & physical and emotional well being**.

2. Implementation of **Challenge Success**.

3. Development of the **POG**.

4. Principal and professional staff’s **use of resources outside of the school to maintain currency with best practices**.

5. **WHS’ effective evaluation and supervision process**.
V. School Culture and Leadership: *Commendations*

5. **Student load** and **class size**.

6. **Instructional leadership** provided by the principal.

7. **Empowerment of the staff to:**
   - be peer instructional leaders
   - introduce new initiatives and instructional materials.
V. School Culture and Leadership:  \textbf{Commendations}

8. Restorative justice practices and diversion programs

9. Opportunities for all students to voice concerns regarding school culture.

10. Proactive work of school leaders and faculty to address school culture concerns.
V. School Culture and Leadership: 

**Recommendations**

1. **Student accountability** during emergencies & drills.

2. A plan for **professional collaboration**.

3. **Achievement/opportunity gap** plans.

4. Continue to **work with student leaders to address identified gaps in the equity of student experience**.
VI. School Resources for Learning: **Commendations**

1. **Coordinated approach for student interventions.**
2. **Wide variety of programs** offered to cover a range of needs and to target specific needs.
3. **Student support teams** that effectively identifies students at risk and matches them to appropriate resources.
4. **The WHS Wheel of Supports** that provides links to all supports for students and parents.
VI. School Resources for Learning: Commendations (cont’d)

5. Productive and positive library environment.

6. Personalized, caring relationships between school counselors & students.

7. Comprehensive four-year developmental guidance program.
VI. School Resources for Learning: *Commendations (cont’d)*

8. Effective organization of the health services suite.

9. Timely and coordinated communication among guidance, administration, and health staff.
VI. School Resources for Learning: 

**Recommendations**

1. Develop and implement a plan to further integrate library/media resources into school curriculum initiatives.
VII. Community Resources for Learning: **Commendations**

1. The **dependable funding** provided by the community and district’s governing body.
2. **Plans and programs** to ensure maintenance, repair, and cleanliness of the building and school plant.
3. **Physical plant and facilities meet all applicable federal and state laws** and are in compliance with local fire, health, and safety regulations.
VII. Community Resources for Learning: *Commendations (cont’d)*

4. WHS school site and plant.

5. WPS budgeting process.

6. Physical distribution of support and administrative staff throughout the building.
VII. Community Resources for Learning: Commendations (cont’d)

7. Commitment to green technology systems.

8. Productive parent, community, business, and higher education partnerships that support student learning.

9. Old high school is honored in the new building design.
Takeaways: \textit{Commendations}

1. \textbf{School and community support} in terms of funding and resources.

2. \textbf{Wide variety of offerings} at the school.

3. \textbf{Number and types of supports} we have in place to take care of the social emotional well being of our kids.

4. \textbf{Higher order thinking and authentic learning opportunities} in our classes.
Takeaways: *Recommendations*

1. Develop and implement a **system for teaching, assessing, and communicating the POG**.

2. Continue to work towards **providing time for teacher collaboration** in order to ensure consistency among courses and written curriculum (e.g. units of study, lesson plans).

3. Continue to focus on ways we can **close achievement and opportunity gaps between/among groups of students**.