

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



Commission on Public Schools

**Report of the Visiting Team for
Wolcott High School**

Wolcott, CT

November 17, 2019 - November 20, 2019

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School and Community Summary

School and Community Summary

The town of Wolcott was incorporated in 1796 after previously being identified as Farmingbury. Wolcott is a residential community that neighbors the suburbs of Plymouth, Cheshire, and Southington, as well as urban Waterbury and Bristol. Located in New Haven County, Wolcott has an area of 21.6 square miles and is in close proximity to Route 8 and I-84. Wolcott is governed by a mayor and town council.

Wolcott has a population of approximately 16,700 people, consisting of 96.23 percent Caucasian, 1.79 percent Hispanic/Latino, 1.24 percent African American/Black, and 0.74 percent other races. The median age in Wolcott is 38, and the median family income is \$67,582.

In the 2018-2019 school year, the overall expenditure per pupil for the Wolcott district was \$14,104 compared to the average state expenditure of \$17,413, placing Wolcott 156 out of 163 districts in per-pupil spending. That is a slight improvement from the 2015-2016 school year when the overall expenditure per pupil was \$13,821 compared to the average state expenditure of \$15,762, placing Wolcott 161 out of 166 districts in per-pupil spending. If the recent trend of reductions in the educational cost-sharing grant from the state of Connecticut continues, the district's educational resources may be adversely impacted. Likewise, if legislative proposals to shift a share of the state teacher's retirement pension onto individual towns succeed, there may be an adverse impact. Areas that may be potentially impacted include faculty employment and salary, classroom materials, and extracurricular programs. The 2018-2019 educational budget was approved by the town council with a 1.48 percent increase; however, this figure was less than the board of education's original budget request of a 1.78 percent increase as there was a mutually agreed-upon reduction of \$65,000 in insurance-related costs, a cut that did not impact educational services.

There are 2,207 students enrolled in the Wolcott Public School System, grades Pre-K through 12. There are currently 890 students enrolled in the town's three elementary schools, 563 students enrolled at Tyrrell Middle School, and 753 students enrolled at Wolcott High School. While there are no independent, private, parochial, magnet, or charter schools in the town of Wolcott, students in the district have the option to enroll in Rotella and Maloney Magnet Schools (Pre-K through 5), Waterbury Arts Magnet School (6-12), and Bristol Technical Education Center (11-12). At Wolcott High School, there are 64 teachers. Most carry a load of approximately 106 students, with the average class size of 18.8. Students attend school for 184 days, faculty for 186 days.

Wolcott High School has students in grades 9-12 with a total enrollment of 753 students divided between 386 males and 367 females. The school population has declined over the past 10 years, with a 1.6 percent decline from 2017-18. The current ethnic, racial, and cultural composition consists of 86.8 percent Caucasian, 5.5 percent Hispanic/Latino, 4.2 percent African American/Black, and 3.4 percent other races. English is the primary language spoken by the student population. The average dropout rate is less than one percent. Ninety-three percent of students are present in school more than 90 percent of the time. The average attendance rate among teachers is 95.8 percent.

All freshmen are placed in four core academic areas of English, mathematics, social studies, and science. While all incoming freshmen are placed in a non-leveled social studies course, the remaining freshmen core academic courses are leveled at either the college and career readiness (CCR) or the honors level. Students in grades ten to twelve may select from three levels: CCR, honors, and Advanced Placement (AP)/Early College Experience (ECE) classes. Students can earn college credit in the AP and ECE leveled classes. There are 423 students currently enrolled in honors courses, 643 in C&CR courses, 117 students in AP courses, and 170 in ECE courses through the University of Connecticut (UConn). Wolcott High School is ranked in the top ten statewide for the number of students enrolled in Uconn ECE courses, and for the fourth consecutive year has been named to the College Board's AP Honor Roll for simultaneously increasing AP access and maintaining or improving the number of students scoring a 3 or above. All students are required to take four years of English and three years of social studies, mathematics, and science. Students are also required to take two years of health and wellness and earn one elective credit. The elective credit may be filled from a variety of courses, including various

fine/performing arts, technical education, family consumer science, and business courses. World Language courses are also offered at Wolcott High School as optional electives. Several online courses are also available to students through Edgenuity. Approximately 12 percent of students receive special education services. In compliance with state and federal statutes, Wolcott High School offers a continuum of services designed to meet the specific educational needs of students whose disabilities have an impact on their education. The high school offers a range of integrated programs, including life skills, vocational preparation, and transitional/alternative education programs, along with school-based counseling, physical and occupational therapy, speech and language therapy, and adaptive physical education. The school counseling department promotes school success through a focus on academic achievement, prevention and intervention, activities, advocacy, and social-emotional and career development. Each grade level receives multiple classroom interactions with the counseling department.

In the class of 2019, 56 percent of graduates attend four-year colleges, with 20 percent enrolled in two-year colleges, 9.1 percent enrolled in trade schools, 7.7 percent entering the workforce, 2.4 percent entering the military, and 2.9 percent of students undecided. The credits earned by graduates who have taken UCONN ECE courses and AP tests are transferable to various colleges and universities.

Wolcott High School has established partnerships with local businesses and holds a biennial career day for students to become acclimated with different job opportunities. The Career and Technical Education (CTE) program has community ambassadors who serve to discuss and provide opportunities for Wolcott students. Wolcott High School's Skills USA program is both a state and national organization. These Wolcott students hold annual blood drives, volunteer at the local nursing home, participate in a skills and leadership competition with other schools, and also actively engage in community service efforts. Wolcott High School also offers a course called Nursing Assistant in which students are required to complete clinical work at Wolcott View Manor, a local convalescent and rehabilitation center, and are later tested by the state of Connecticut to become certified nursing assistants. Wolcott High students have a 100 percent success rate with this certification.

Wolcott offers students a variety of co-curricular activities, many of which focus on community partnerships. The Community Service Club raises money for the Wolcott Food Pantry, sponsors fundraiser walks, and organizes a senior citizen's prom. The Excel Club, in partnership with the Wolcott Exchange Club, teaches students important leadership skills, and they also volunteer their time to help better the community and help people in need through organizing social event fundraisers. A major component of the Life Skills/Work Transition program is the connection with the community. Identified students receive vocational training in the community workforce monitored by a transition coordinator and on-site Wolcott High School staff. Wolcott High School is partnered with CASA (Citizens Against Substance Abuse) to raise awareness and help prevent substance abuse. The Wolcott Students for Acceptance group meets to promote diversity, acceptance of all students, and a safe school climate. Additionally, some of Wolcott High School's band and chorus students audition for regionals, and if successful, perform at the Connecticut Music Educators Association Southern Region Festival. Band and chorus students also have the opportunity to apply to be a member of the TRI-M Music Honors Society, and drama students have the opportunity to apply to the International Thespian Society. Wolcott High School also has a student government where students are elected by their peers to represent the student body, create school-wide events, and are given input to the creation and implementation of school policies. Through involvement in student government, students are given leadership experience in drafting proposals for presentation to the Wolcott Board of Education.

Students are recognized for their accomplishments in both academics and extracurricular activities. Each year, Wolcott High School sends two eligible sophomore students to participate in the Hugh O'Brien Youth Leadership Conference. In May, an awards ceremony is held to recognize students for their attendance and academic achievements. Students' academic achievements are also recognized through induction into several honor societies including the Spanish, French, Art, Social Studies, and Science National Honors Societies and the National Honor Society. Seniors also attend an additional senior awards night at which they receive scholarships. Banquets are held annually for Wolcott High School's Super Seniors (seniors recognized for no disciplinary infractions throughout their high school career), the music and drama program, and Self Help and Personal Exploration (SHAPE) program. New this year is the Eagle of the Month initiative, which recognizes one student from each grade level who best exemplifies the core values in action. Each year, two Unified student-athletes attend the Unified Youth Leadership Summit, and two are recognized at the Connecticut Interscholastic Athletic

Conference (CIAC) Michael's Cup Banquet. In addition, nine junior insurance-related are chosen to attend the CIAC Sportsmanship Conference, and nine sophomore student-athletes are chosen to attend the Naugatuck Valley League Leadership Summit.

Core Values, Beliefs, and Vision of the Graduate

Wolcott High School's Motto

Soar Stronger Together

Core Values

Engagement Acceptance Integrity Responsibility Respect Perseverance

"EAGLES"

Beliefs About Learning

We believe:

- All students should be engaged, challenged, and supported through meaningful and rigorous instruction that prepares them for their future.
- All students and staff deserve a safe, accepting and respectful environment to learn and grow.
- Learning should be relevant and prepare students for success in a rapidly changing world.
- Intellectual risks should be encouraged and obstacles should be viewed as opportunities for developing a growth mindset.
- Opportunities to collaborate will allow for improved instructional practices and outcomes.

Vision of the Graduate: Known as the Six Core Learning Competencies (6Cs)

Critical Thinking

Students who demonstrate critical thinking

- Use critical reading strategies to collect, assess, and analyze relevant information or to support a claim.
- Ask questions, utilize resources, and apply knowledge.
- Reason effectively by noticing patterns, connecting new information to prior learning, and analyzing cause and effect relationships.
- Identify, define, and solve authentic problems and essential questions.
- Reflect critically on learning experiences, processes, and solutions.

Communication

Students who communicate

- Articulate thoughts and ideas effectively for a range of purposes.
- Read and respond effectively.
- Use multiple media and technology appropriately and effectively.

Collaboration

Students who collaborate

- Establish and follow group roles and standards of behavior.

- Demonstrate the ability to work effectively and respectfully with diverse teams.
- Exercise flexibility in making necessary compromises to accomplish a common goal.
- Assume responsibility for shared work and value the contributions made by each member.

Creativity

Students who are creative

- Demonstrate curiosity, originality, and inventiveness.
- Engage in a continuous process to analyze and evaluate their creative efforts.
- Are willing to take intellectual risks and learn from failure when confronting challenges.
- Generate new ideas and solutions.

Commitment to Growth

Students who demonstrate commitment to growth

- Set specific and measurable short and long term goals.
- Manage time and workload effectively.
- View failure as an opportunity to overcome obstacles and learn from mistakes.
- Accept and act upon constructive feedback.
- Assess and reflect on performance.

Citizenship

Students who are good citizens

- Find opportunities to participate in the school, local community, and beyond.
- Act responsibly with the interests of the larger community in mind.
- Act with integrity and honesty.
- Understand, stay informed, and participate appropriately in governmental processes.
- Understand their rights and obligations.
- Understand the importance of physical and mental health.
- Understand how to make appropriate personal economic choices.
- Recognize and respect diversity.

LEARNING CULTURE

Learning Culture

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
 - 1a. The school community provides a safe environment.
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.
 - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
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.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

Student Learning

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

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. 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.
 - 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

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.
 - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
 - 1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
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.

LEARNING RESOURCES

Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
 - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
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.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS), which is composed of the Committee on Public Secondary Schools (CPSS), the Committee on Technical and Career Institutions (CTCI), and the Committee on Public Elementary and Middle Schools (CPEMS); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit, conducted by a team of peer educators and NEASC representatives; and the follow-up program, carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it shows continued progress addressing identified needs.

Preparation for the Accreditation Visit

Accreditation coordinators and a steering committee comprised of the professional staff were appointed to supervise the school's Accreditation process which includes the self-reflection, the Collaborative Conference visit, the development and implementation of a growth plan, and the Decennial Accreditation Visit. At Wolcott High School, a committee of ten members, including the principal, supervised all aspects of the Accreditation process.

Public schools seeking Accreditation through the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. In preparation for the decennial visit, schools are required to complete a Decennial Summary report to inform the team about their progress since the time of the Collaborative Conference visit.

In addition, the professional staff was required to read and come to a consensus on the summary report to ensure that all voices were heard related to the school's progress on their priority areas for growth.

The Process Used by the Visiting Team

A visiting team of eight members was assigned by the Commission on Public Schools to conduct a Decennial Accreditation visit to Wolcott High School. The visiting team members spent four days in Wolcott, Connecticut; reviewed the self-reflection, Collaborative Conference report, and Decennial Summary report documents; met with administrators, teachers, other school and system personnel, students, and parents; and visited classes to determine the degree to which the school aligns with the Committee on Public Secondary Schools' and Public Elementary and Middle Schools' Standards for Accreditation and the degree to which the school is making

progress toward their identified priority areas for growth as indicated in the school's improvement/growth plan.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement. The report also includes an analysis of the conceptual understanding, commitment, competency, and capacity (4Cs), which is a framework used to evaluate the school's ability for continuous growth and improvement as a learning organization.

This report of the findings of the visiting team will be forwarded to the Committee on Public Secondary Schools or the Committee on Public Elementary and Middle Schools, which will make a decision on the Accreditation of Wolcott High School.

Foundational Element 1.1a - Learning Culture

Foundational Element 1.1a

Wolcott High School provides a physically safe environment for students and adults. Building safety includes an electric fob system for staff, a security station in the lobby that is manned throughout the day and, an additional set of doors at the entrance to create a more secure entry vestibule. Safety at the school has been upgraded to include a visitor badge system that scans visitor IDs when they sign in and checks these individuals against a national database. Security improvements to the school also include a camera system with increased coverage and which is visible to Wolcott police personnel to ensure a prompt response in the event of an emergency. The locks have been replaced for each classroom, and they all have magnetic strips to quickly secure doors in an emergency. All exterior doors have also been re-keyed to a new master, which requires that all faculty and staff enter through a fobbed and monitored entrance.

Additionally, Wolcott High School maintains policies and processes to ensure the safety of learners and adults. A cooperative relationship exists with the local police and a full-time SRO has been provided to the high school. Two full-time security employees work at the school each day and a safety plan that includes common emergency responses has been developed, reviewed, and practiced by staff and students. The safe school climate committee meets regularly to address safety concerns and review safety plans. School administrators and some faculty members attend the annual district safety meeting at the beginning of the year. Wolcott High School's crisis management team also meets annually to review emergency plans. Students have access to adults for social and emotional support. Students in need have access to mental health support. Counseling is conducted in small groups to address issues and needs identified by students. The entire student body participates in a comprehensive school counseling program that promotes a safe and positive environment.

Rating

Meets the Standard

Foundational Element 1.2a - Learning Culture

Foundational Element 1.2a

Wolcott High School has a written document that includes the core values, beliefs about learning, and vision of the graduate. The Wolcott Board of Education adopted a district vision of the graduate, and Wolcott High School created an inclusive process to develop a school-specific vision. New district policies are driven by the vision of the graduate.

Wolcott's core values include engagement, acceptance, integrity, responsibility, respect, and perseverance. A new Eagle of the Month award recognizes students and faculty for embodying the core values. The Wolcott High School vision of the graduate is called the six core learning competencies (6Cs), and rubrics have been created to measure four of these competencies. These rubrics are in the process of being implemented, and ways to measure commitment to growth and citizenship are being further explored. The vision of the graduate will be used to drive the curriculum, instruction, and assessment practices. A committee has worked to ensure that the new core values are understood by all members of the school community and are actively reflected in the school culture. New signage in hallways and classrooms has been updated to reflect the core values, beliefs about learning, and vision of the graduate. New lessons introducing the core values were conducted in Discovery classes and examples of the core values and competencies in action are projected on televisions throughout the school.

Rating

Meets the Standard

Foundational Element 2.2a - Student Learning

Foundational Element 2.2a

Wolcott High School does not yet meet the Foundational Element for having written curricula in a consistent format for all courses. The school has completed a number of actions to remedy this, including sending three teachers to training on how to write curricula that are aligned with the common core, entering a contract with ACES to aid curriculum development, and supporting the curriculum work through budgetary means.

To support curriculum development, English teachers were trained in writing common core-based units, using a common backward design template. Additionally, a full curriculum for both English 9 and English 10 has been completed. These units include specific performance tasks based upon the essential questions of the units, guided questions, suggested formative and summative assessments, suggested activities that build the skills, concepts, and understanding of content within the units, various instructional strategies, and required and suggested texts.

Eight new curricula were created during the last school year and seven were written during the summer curriculum academy, which was run by members of the English department. These new curricula are in a common template and made part of a permanent revision cycle of three to five years which has been established for all curricula. These new curricula have yet to be approved by the board of education but are currently scheduled to be voted on in January 2020. In order to support curriculum development, a new daily schedule was implemented to make way for formal collaboration to ensure the effective delivery of these new curricula through better teaching practices and collaboration. Five additional curricula are in the process of being written during the current school year, largely during release time or collaboration time, and there is the potential for another summer curriculum academy during the summer of 2020.

While not all of the curriculum is in a consistently written format, and several have not been updated, the school is currently in the process of addressing these needs.

Rating

Does Not Meet the Standard

Foundational Element 3.1a - Professional Practices

Foundational Element 3.1a

Wolcott High School has a current school improvement/growth plan. The school's improvement plan includes four goals that are based on the priority areas that were identified as part of the school's Self-Reflection and Collaborative Conference visit. These goals include work on curriculum, the use of time, the vision of the graduate, and assessment of the school buildings and facilities to support the delivery of high-quality curriculum, programs, and services. These goals were created collaboratively and connected to the wider district-level goals.

Guided by this growth plan, related teaching and learning goals were created and used by the faculty to create student learning outcomes (SLOs). They focus on the vision of the graduate areas of communication, critical thinking, commitment to growth, and citizenship. These goals have resulted in curriculum development work, networking with a partner school in Connecticut to begin work on a junior portfolio project, and the purchasing of Enriching Students scheduling software. Priority was also given in the new schedule to allow common collaboration time among teachers from the same content areas.

Rating

Meets the Standard

Foundational Elements 4.1a - Learning Support

Foundational Elements 4.1a

Wolcott High School has intervention strategies designed to support learners. The school has a range of strategies to support students and has a process to identify and refer students who need additional assistance. The primary vehicle through which this is accomplished is the student assistance team (SAT).

The student assistance team meets weekly and can include meeting with students and/or parents to participate in the process. Progress is reviewed, and a range of intervention strategies are explored and offered, such as case conferences, schedule changes, peer tutoring, staying after school for extra help, or seeking assistance during flex time from teachers, using the reading specialist, and using the teachers in the instructional support center. Students are referred to the SAT by their classroom teachers after numerous Tier 1 strategies and interventions have been unsuccessful. As part of the SAT process, two or three goals are created to help them be successful. From that point on, the teacher liaison assigned to that student reaches out to his or her teachers every three to four weeks, asking for progress in relation to the goals that the student is working toward. The teachers share their reports through a Google Sheet created by the liaison, which allows them to see each other's feedback in an effort to share successful strategies and interventions that the teachers have tried on their own. The Google Sheet also allows the teachers to easily view what was discussed and suggested in relation to that student from past meetings.

In addition to the SAT team, other specialists, such as the school psychologist, nurse, and speech and language pathologist, can also join the team to be part of the process for developing interventions. Students can be exited from the SAT process after four months of review and after demonstrating that their goals have been met and maintained for a minimum of three consecutive reviews. If interventions are determined to be ineffective, additional interventions are devised and implemented, and/or a referral to other services is made to outside agencies, the attendance committee, and/or special education or 504. The school offers a number of courses that are designed to support diverse learners. These included the student transition education program (S.T.E.P.), Phoenix program, self-help and personal exploration (SHAPE), the instructional center, the academic support center (ASC), the work transition program, the reading lab, self-contained mathematics and English classes, and the life skills program.

Rating

Meets the Standard

Foundational Element 5.1a - Learning Resources

Foundational Element 5.1a

Wolcott High School's site and plant do not support all of the delivery of curriculum, programs, and services. While the school is very clean due to the work of custodians and maintenance personnel, there is a number of deficiencies in the building infrastructure. While the district has begun studying renovations to the building, there is no current plan or timeline for renovation work. Due to these increasing infrastructure issues, their impact on the teaching and learning environment, and lack of clear plan to address these issues, this foundational element is not met.

While the building has undergone changes to increase safety, such as a new fob system and the creation of a separate entrance vestibule, the last major building renovation was completed in 1976, 43 years ago. Friar Architecture completed a study to assess the current conditions to address the significant issues in the building. These include replacing the roof, upgrading the electrical and plumbing systems, and completing comprehensive facility renovations. These recommendations were based on the antiquated electrical and plumbing systems not being able to support current demands and persistent roof leaks in a number of places that disrupt the learning environment. There are stained ceiling tiles throughout the building, visible cracks in the brick facade of the building, and water infiltration in a number of places, including classrooms. There is a need to replace flashing and re-point the bricks. The recently replaced boilers remain inefficient due to an antiquated pneumatic control system. While recommendations have been presented by Friar, there is limited progress that has been made to the building at this time.

The custodial and maintenance staff work diligently to ensure the school buildings and facilities are clean and well maintained for their age. Regular cleaning and maintenance schedules are kept, and there is a process for documenting and repairing maintenance issues. The district facilities director works hard to ensure that all applicable federal and state laws are met and that the school is in compliance with local fire, health, and safety regulations.

Rating

Does Not Meet the Standard

Foundational Elements Ratings

Foundational Element Ratings

Foundational Elements	Collaborative Conference School's Rating	Collaborative Conference Visitors' Rating	Decennial School's Rating	Decennial Visitors' Rating
1.1a - Learning Culture	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
1.2a - Learning Culture	Does Not Meet the Standard	Does Not Meet the Standard	Meets the Standard	Meets the Standard
2.2a - Student Learning	Does Not Meet the Standard	Does Not Meet the Standard	Does Not Meet the Standard	Does not Meet the Standard
3.1a - Professional Practices	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
4.1a - Learning Support	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
5.1a - Learning Resources	Meets the Standard	Does Not Meet the Standard	Does Not Meet the Standard	Does Not Meet the Standard

Priority Area 1

Priority Area

- ensure a written curriculum in a consistent format for all courses in all departments (2.2)

The school plans to write six new curricula, complete two curricula that were started in the 2018-2019 school year, and vet the curricula that were written during the 2017-2018 school year.

Action, Impact, and Growth

The school does not yet have a formal written curriculum document in a consistent format for all courses in all departments that includes units of study with guiding and essential questions, concepts, content, and skills, and integrates the school's vision of the graduate.

Since the collaborative conference visit, Wolcott High School has completed an inventory of courses and has identified the work that needs to be completed over the next three to five years. This inventory of courses is in place and serves as a guide to ensure that there will be a written curriculum in a consistent format for all courses. Wolcott High School works with a consultant from Area Cooperative Educational Services (ACES) and has initiated the use of a common curriculum unit template. This template ensures that the curriculum is written in a consistent format and contains units of study with guiding/essential questions, concepts, content, and skills. The curriculum that is in place consistently includes 21st-century competencies that integrate the school's vision of the graduate. Wolcott High School developed a summer curriculum writing academy facilitated by English teachers instructed in backward design, who serve as guides and mentors to colleagues in all subject areas who are writing new curricula or updating outdated curricula.

Over the course of the 2017-2018 and 2018-2019 school years, Wolcott High School achieved its initial goal of developing eight new curricula and exceeded it by adding seven new curricula during the summer curriculum writing academy. Performance tasks were created for each unit and were administered and evaluated in the 2018-2019 school year. In the 2018-2019 school year, the career and technology department (CTE) updated six curricula, following a backward design model. Performance tasks were created for each unit. A part-time math content coach was added to the 2019-2020 budget to ensure greater vertical alignment across the district. Wolcott High School implemented a new daily schedule that allows more time for formal collaboration to ensure the effective delivery of new curricula through better teaching practices and collegial collaboration. The funds to revise 10 full or 20 half-year courses, or an equivalent combination, were allocated for this purpose.

Although the school does not yet have a formal written curriculum document in a consistent format for all courses, it has made progress toward this goal. They have a complete inventory of courses and a common curriculum writing template and have developed a goal of three to five years to have all curricula updated to include essential questions, concepts, content, skills, and integration of the school's vision of the graduate.

According to the NEASC survey administered during the school's Self-Reflection, only 20 percent of students and 18 percent of parents found that the curricula offered students choice. The updated curricula will directly align with the school's vision of the graduate. The updated and newly written curricula will align with the core values, beliefs about learning, and vision of the graduate, while promoting authentic learning experiences, increased student choice, and increased mastery of content and skills.

The school's curricula ensure that learners demonstrate a depth of understanding over a breadth of knowledge. According to the NEASC survey administered during the school's Self-Reflection, parents, teachers, and students agree that this process is underway, as 98 percent of teachers, 88 percent of students, and 98 percent of parents agreed that higher-order thinking skills are emphasized over just the learning of facts; and 93 percent of teachers, 87 percent of students, and 95 percent of parents agreed that students create projects to help them learn course material in greater depth. Throughout all classes, students use different sets of skills in order to learn how to solve problems.

The school is working on the regular engagement of learners in inquiry, problem-solving, and higher-order thinking skills. The new curriculum format emphasizes these skills. The 6Cs rubrics provide a consistent format to allow teachers to assess students on the vision of the graduate. The school has yet to develop and implement rubrics focusing on citizenship and commitment to growth. The school has additionally developed collaborative walkthroughs to allow teachers professional development. However, teachers would like to emphasize real-world connections and applications and making connections outside of the classroom. Additionally, there is not a professional development committee that focuses on the professional development needs of the school as a whole. Teachers are individually afforded opportunities to explore professional development that benefits their instruction. Professional learning needs vary, depending on the department; however, the school does not currently have a comprehensive professional development plan to ensure that its focus is directly aligned with the needs of its teachers and with the goals of the vision of the graduate.

After implementing a school-wide focus on professional development related to curriculum writing, WolcottHigh School has a plan firmly in place and has systematically improved the written curricula. However, the school has neither developed a target focus nor a plan to increase student use of inquiry, problem-solving, and higher order thinking skills that directly tie to the vision of the graduate. There are no job descriptions for district curriculum coordinators; consequently, the school cannot establish expectations regarding scope and sequence for vertical and horizontal alignment. Teachers and students consistently see the value of professional development when it is purposeful and targeted. Examples of organized structure related to professional development so far include the development of the vision of the graduate rubrics as well as the summer curriculum academy.

The actions identified by WolcottHigh School are significant steps in meeting its goal of having a formal written curriculum document in a consistent format for all courses in all departments that includes units of study with guiding and essential questions, concepts, content, and skills, and integration the school's vision of the graduate. The impact of the actions of the professional staff has been felt across the school. Common formative and summative assessments, as well as differentiated instruction, are two initiatives upon which the faculty has been building. The professional staff believes that more authentic experiences for students to demonstrate their learning will increase student achievement and student learning. Their implementation of collaborative walkthroughs, collaboration time, structured professional development, and their purposeful use of school-wide rubrics is transforming daily instruction.

Next Steps

Wolcott High School has moved its original timeline of curriculum revision to a three- to five-year process. The school is planning to offer a second year of the summer curriculum academy to address each of the NGSS Science 11, Business Law, Construction II, Algebra I, and School Counseling curricula.

Next steps identified by the school to support growth

Continue to follow or revise the 8-10 year curriculum revision schedule

Evaluate the effectiveness of the summer curriculum academy

Use the new teacher collaboration time to conduct walkthroughs of the curricula in action, and continue to vet and make any necessary adjustments to the newly revised curricula.

Evaluate the effectiveness of the new teacher collaboration block on curriculum alignment, and make any necessary adjustments

Advocate for the central office's more clearly defining the job descriptions of the vacant district curriculum subject area specialists and reconsidering the process and timeline used to post the job.

Next steps identified by the visiting team to support growth

Ensure that curriculum development continues on the published cycle with fidelity

Monitor the use of the new collaboration block to ensure its effectiveness, especially for activities related to curriculum, instruction, and assessment

Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- NEASC survey
- priority area meetings
- priority area observations
- students
- teacher interview
- teachers

Priority Area 2

Priority Area

- create a written document that describes the school's core values, beliefs about learning, and vision of the graduate to drive student learning, professional practices, learning supports, and the provision and allocation of learning resources (1.2)

During professional development in August 2019, the faculty will unpack the school's six core learning competencies (6Cs) that constitute the vision of the graduate with a focus on implementation in the classroom. This information will be used to create the core values and beliefs about learning that are aligned with the vision of the graduate.

Action, Impact, and Growth

This priority area has been more clearly defined and expanded since the collaborative conference. The school has a written document describing its core values, beliefs about learning, and vision of the graduate. The core values are posted throughout the school and four of the 6Cs have finalized rubrics and are living documents in classrooms.

Considering the short amount of time that the school has had to implement the core values and 6Cs into the developing curriculum and school climate, there has been a substantial and positive impact on the overall growth of the school.

The Eagle of the Month initiative is given to one student and a faculty member who demonstrates the core values. The students and members of the professional staff are nominated and an administrator oversees the selection process. The winners' photos are placed throughout the school for the month. Additionally, students who demonstrate the core values throughout the year in an academic or co-curricular setting are displayed on the school's television. Teachers filter in photos that show students demonstrating how to be an Eagle every day. The core values connect to student learning through school activities and the curriculum. Teachers are providing students with opportunities to connect their learning to the core values and 6Cs by developing a way to align school trips, career fair visits, and guest speakers.

At the time of the collaborative conference, the NEASC survey indicated that 65.2 percent of students and 78 percent of teachers understood the core values. Additionally, 64.3 percent of students and 72 percent of teachers indicated that they understood the vision of a graduate. Based on current student feedback, some students understand the purpose and reason behind the 6Cs and the current vision of a graduate.

The core values are in the beginning stages of alignment with the school's policies, and the professional staff is in the brainstorming process of aligning the code of conduct, attendance policy, and curriculum.

As the curriculum is being developed, teachers are working on aligning the 6C rubrics and performance tasks. The remaining 2Cs, on a commitment to growth and citizenship, are not yet in place, but ideas are presented on how to evaluate student use and connect them to the junior portfolio, which will begin with the class of 2022. The professional staff is developing the junior portfolio to fit the requirement for commitment to growth and the students' community service hours to fit the requirement for citizenship. The focus of the junior portfolio is for students to show individualized growth in the vision of the graduate in their academic classes. In addition, teachers are workshopping the 6C rubrics in classes throughout multiple disciplines. Teachers choose which rubric aligns with their performance tasks and attach the specific rubric with the assignment.

Next Steps

Next steps identified by the school to support growth

The school has several action steps, including unpacking the 6 core competencies of the vision of the graduate and identifying and setting a commitment to a set of core values and beliefs about learning. In September, each department took an inventory of the performance tasks and assessments currently embedded in their curricula. In addition, new curricula are being written to align with the foundational element, and these new curricula will have performance tasks that demonstrate the four of the six Cs that have rubrics. This total inventory will allow the school to see how often and in what areas these four Cs can be demonstrated. Based on the inventory, an implementation plan will be created. Deciding on the process and guidelines for the junior portfolio and measuring the remaining two Cs that do not yet have rubrics will also be a priority in the coming school year.

Over the course of the 2019-2020 school year, the committee will work to evaluate the effectiveness of the efforts made to promote and publicize the core values and beliefs about learning to ensure they are known and understood by all stakeholders. The committee will also work to gauge if the core values are becoming an integral part of the school's culture. Re-administration of the NEASC surveys and stakeholder feedback regarding the related guest speakers, social media, and Eagle of the Month initiative will be used.

Next steps recommended by the visiting team to support growth

Complete the two remaining 6Cs rubrics for implementation

Ensure that all stakeholders understand the alignment between the district and school vision of a graduate

Align the 6Cs and vision of a graduate into the curriculum with common descriptors and language in order to consistently implement them in the classrooms

Sources of Evidence

- classroom observations
- facility tour
- parents
- priority area meetings
- students
- teachers

Priority Area 3

Priority Area

- ensure that the schedule provides sufficient opportunities for teacher collaboration (5.2)

The school will research, propose, and plan for the implementation of a new master schedule for the 2019-2020 school year.

Action, Impact, and Growth

The staff at Wolcott High School created a master scheduling committee during the 2018-2019 school year as a result of its Self-Reflection. The committee comprised teachers, counselors, and administrators. In addition, the school had a consultant from Area Cooperative Educational Services (ACES) to assist in guiding their work on the development of the new schedule. The committee reviewed the strengths and weaknesses of the current schedule with the assistance of the student government.

Several “must-haves” were the guiding principles and essential for the development of the new schedule by the committee. These principles included time for student support during the day, time for teacher collaboration during the day, and more student choice for course selection.

The research conducted to develop a new schedule included visits by committee members to two schools with similar guiding principles. The school's scheduling committee members met with administrators and teachers from the two schools. Two committee members attended the NEASC Showcase of Model School Programs and Promising Practices for a workshop presented by a school that incorporates a student support program in their daily schedule.

The scheduling committee proposed eight class periods with four alternating every other day, for 75 minutes. The schedule included a discovery period every Monday and a flex period for 30 minutes the remaining days of the week. The principal and assistant principal presented the proposed schedule and conducted a question and answer session with the parent action council (PAC). Presentations were made to a subcommittee of the board of education and the full board, with questions and answers. The master scheduling committee presented the new proposed schedule to the faculty including more details and rationale. The faculty presentation included questions and answers. A follow-up survey allowed for faculty input on several of the issues concerning the new proposed schedule, including the impact of inclement weather, rotation of periods, designation of flex periods, and teacher duties.

The finalized schedule was implemented for all teachers and students in time for the start of the 2019-2020 school year.

To fully implement the flex period in the new schedule, a software program, Enriching Students, was purchased by the district after being vetted by a group of school and district professional staff. The software program was also piloted during the 2018-2019 school year.

The implementation of the new schedule has addressed all three of the guiding principles, i.e., time for student support during the day, time for teacher collaboration during the day, and more student choice for course selection. A thirty-minute period for student support is a part of every school day for all students. Teacher collaboration is designed for a full period every other day in the schedule. Teachers are assigned to a department collaborative team. Course enrollment has increased with the additional class period, particularly in the elective areas. Study halls have increased in number and section sizes, requiring the use of non-teaching areas to accommodate the demand for additional study hall spaces.

Next Steps

Next steps recommended by the school to support growth

The staff is planning to determine the effectiveness of the daily flex block for student intervention. The organization and management of study halls will be reviewed. Potential changes to the attendance regulations regarding the early release and late arrival procedures will be examined. Protocols and expectations for teacher collaboration will be developed and refined by the faculty and administration. The additional class period and student demand for courses will be reviewed with a focus on the impact of staffing. The impact of the decrease in instructional time will be examined.

Next steps recommended by the visiting team to support growth

Determine the effectiveness of the daily flex period for students and teachers

Survey parents, students, and staff on the new master schedule to inform a plan of action

Develop and implement a process to examine the impact of the loss of instructional time

Develop a budget proposal for additional staffing to address student course requests

Examine the increase in and impact on study hall enrollment as a result of the new schedule

Sources of Evidence

- classroom observations
- priority area meetings
- priority area observations
- school leadership
- teachers

Priority Area 4

Priority Area

- ensure that the community and district provide a school building and facilities that support the delivery of high-quality curriculum, programs, and services (5.1)

The superintendent and school leadership will convene a district-wide stakeholder group to assess the current status of district facilities and make recommendations. This group will be created by October 2019 and will contain one administrator, one staff member, and one parent from each district school as well as representatives from the central office.

Action, Impact, and Growth

This priority area has been more clearly defined and expanded since the school's Self-Reflection and the Collaborative Conference. Wolcott High School was built in 1965, and the last major addition and renovation were completed in 1976. The buildings and facilities of Wolcott High School are extremely clean due to the work of the custodians and maintenance personnel. The custodial and maintenance staff work diligently to ensure that the school buildings and facilities are well maintained for their age. Regular cleaning and maintenance schedules are kept. There are a capital plan and a process for documenting and repairing maintenance issues, which are maintained and updated on a regular basis. The district facilities director works hard to ensure that all applicable federal and state laws are met and that the school follows local fire, health, and safety regulations.

The school building infrastructure is failing, which does not support learning resources. Systems are failing at an increasing rate and negatively impacting the learning and the working environment. For example, plumbing and electrical are antiquated and the roof leaks in various locations throughout the building. There are numerous visible cracks in the brick facade, resulting in water infiltration. In addition, there are problems with the antiquated pneumatic control system, causing temperature issues throughout the building. Due to significant network wiring issues, the Wi-Fi coverage is inconsistent in the building. Confidentiality in the counseling office is a concern because of the lack of sound insulation. Science labs remain small, which limits the enrollment of students and challenges safety procedures and regulations. A report by Kenneth Roy, Ph.D., of National Safety Consultants was conducted in 2017, and it was conclusive of safety concerns and regulations directly related to teaching and student learning.

Roof leaks have been addressed by repairing roof drains and flashing issues; however, they continue to occur. The school is constantly repairing the 19 levels of the roof as needed. The school needs a long-term plan in place with support from the central office, the board of education, and the town council. Colliers International, a consulting firm specializing in project management and comprehensive planning services, has been commissioned by the board of education to discuss pre-referendum consulting concerning the school's facility needs. The district has begun conversations at the board level to discuss options for upgrades to the school, and the board of education has added facilities as a standing agenda item. The board intends to focus on maintaining and upgrading to ensure that the school building supports the delivery of high-quality curriculum, programs, and services. The board has invested \$50,000 in studies on building and facilities improvement over the last three years. This year, the board anticipates spending an additional \$10,000 in architectural studies to prioritize areas of improvement.

A full-time IT director was hired for the district to address the issues with technology, including the servers and wireless connectivity concerns. Some repairs to the boiler system were made by rebuilding the burner unit for the domestic hot water, and this improved the school's hot water problems. Some of the valves were replaced and the thermostats were calibrated to improve heating issues.

Next Steps

Next steps identified by the school to support growth

A committee is being formed by the superintendent of schools that will include representation of all stakeholders to develop a long term plan for addressing concerns related to the facility. The board of education will continue to have this issue as a standing agenda item to build capacity for these needed upgrades to the physical plant. Vent hoods will be replaced this fall.

Next steps identified by the visiting team to support growth

Form a committee inclusive of all stakeholders to develop and implement a plan to address the needs of the building:

- resolve the issues with the plumbing and electrical systems
- eliminate roof leaks in all locations throughout the building
- resolve the compromised integrity of the building, including numerous visible cracks in the brick facade and water infiltration
- bring the antiquated pneumatic control system-temperature control up to contemporary performance standards
- develop and implement a plan to replace the Wi-Fi wiring in the building
- ensure that the nurse's office lavatory is ADA compliant
- assess building structure to ensure students' confidentiality in the counseling office spaces
- ensure that instructional areas have sufficient and safe electrical outlets to power instructional equipment
- comply with the 2017 report of the National Safety Consultants to ensure that all science classrooms/laboratories are appropriate for student use

Sources of Evidence

- central office personnel
- classroom observations
- community members
- department leaders
- facility tour
- parents
- priority area meetings
- priority area observations
- school board
- school leadership
- school support staff
- self-reflection
- students
- teacher interview
- teachers

Part 3 - Reflection on Student Learning

Reflection on Student Learning

Instructional practices are designed to meet the learning needs of each student. Students participate in a variety of learning experiences that are designed to meet their individual learning needs. There are structures and supports available to provide all students with access to learning opportunities and tiered intervention strategies. The school is tiered by levels of classes, such as life skills, the Phoenix program, student transition education program (S.T.E.P.), college and career readiness (CCR), honors, Advanced Placement (AP) and Early College Experience (ECE) to differentiate for the students. The S.T.E.P. class is a co-taught model, pairing a discipline-specific teacher and a special educator in a single class as a way to meet the needs of all learners. Teachers constantly check for understanding; give corrective and meaningful feedback; use technology in informed, effective, and ethical ways; make connections; and understanding relationships, while also collaborating and using strategic differentiating skills. There is significant differentiation taking place through tiered interventions inside and outside the classroom, including the student assistance team (SAT), the instructional center, S.T.E.P. classes, and self-help and personal exploration (SHAPE) classes. For example, in the SHAPE classes, teachers and peers are challenging students to take responsibility for their own learning. As part of a civics project in the academic support center classes, students are taking a position regarding the requirement for vaccinations of students in schools; the students are given additional support to create an opportunity for tiered interventions in a one-on-one environment. Students are given multiple opportunities to also revise and improve their work. In another academic support center class, the teacher instructs a nonverbal student how to count to sixteen using technology and rewarding the student with effective feedback, such as a high-five or a piece to his puzzle, while the other teacher works with a student on executive functioning skills, including organizing thoughts, writing in a planner, and planning out assignments and due dates for the week. Teachers regularly use a range of formative assessment strategies that allow them to adjust their instruction to meet the needs of all the students. Teachers often work with students individually or in groups in order to differentiate support. Additionally, as a part of the new master schedule, flex time is designed for students to ask for support from their teachers to help them in struggling areas as well as give them enrichment opportunities. Students often have the chance to work together in purposefully designed collaborative groups; for instance, the contemporary issue CCR class has students placed into purposeful and organized groups for their threats to global security project. In the instructional center, the structure allows students to individually work on assignments and receive help on individual assignments from English or math teachers. At the beginning of class, the teachers check in with each student to determine their needs, e.g., one student gets help with an English paper on *The Crucible*, one student makes up a test, and one student works on a math assignment. During a Phoenix math class, weekly goals for each student are posted, which are individualized based on student learning needs and tied to their grade. Students demonstrate their knowledge by comparing math fractions on the board, while the rest of the students in the class check their work.

Students have a variety of opportunities to act as leaders of their own learning. For instance, students in a guitar class participate in an independent study regarding guitar and piano. Students in a Phoenix English class connect vocabulary words to a story they are reading. Students cite specific examples of how the main character demonstrates actions that are examples of the assigned vocabulary words. The teacher's instructional practices structure and support the learning for all students so that they can access the rigorous learning opportunity provided to them. The teacher does this by prompting student responses and connecting to prior knowledge. In a 20th-century global studies class, students self-select a topic from a provided list and create a Google Site on their chosen topic, e.g., Archduke Francis Ferdinand, key countries and allies, weapons and new technologies, and trench life, while they simultaneously learn how to create a Google Site, which is new to them and the school. Students have opportunities for creative expression which are integrated into their learning experiences. Students in the honors nursing class are active learners who have opportunities to lead their own learning by applying knowledge and skills learned in the classroom setting to authentic tasks through the lab-simulated activities presented to them. Students also have the opportunity to truly lead their own learning through their clinical experiences at a local nursing home, where they have the opportunity to learn in and out of school. In

addition, students practice ambulation skills on each other as "mock patients," using real-world tools such as walkers, canes, and wheelchairs in preparation for their 60 hours of clinical experience at the nursing home. This lets students apply knowledge and skills to authentic tasks and reflect on their learning. In a civics CCR class, students apply their research of local political representatives to create interview questions or a letter on a particular issue as part of their civic action project. As a part of this project, students participate in an authentic learning experience when they go to Hartford to interview their local representatives on a chosen topic. This gives students the opportunity to apply learning in and out of school. In an integrated science class, students design their own research and use multiple approaches to complete their projects. Based on their team and personal preferences, students have the opportunity to choose how they will communicate and present their learning to their classmates. These strategies are used to ensure that learning is personalized, relevant, and authentic.

Learners regularly engage in inquiry, problem-solving, and higher order thinking skills. The school engaged in a collaborative partnership with another school in Connecticut to develop the junior portfolio. Students explore topics that are meaningful and relevant to their everyday life. Students in a geometry honors class use the critical thinking school-wide rubric to complete a transformations art project that demonstrates the students' ability to reflect critically on learning experiences, processes, and solutions. Students in a pre-calculus honors class work in groups to complete a warm-up on logarithms. The teacher leads the discussion about the properties of logarithms, and the students are able to revise and correct their work, giving them the opportunity to improve their work while applying prior knowledge from algebra. Another example is in the Spanish V UConn ECE class. Students use their creative thinking skills and deep understanding of the material by writing a group narrative on extraterrestrials (E.T.), using *el preterito* and *el imperfecto*. Students then get the opportunity to write their own narrative in a similar format on a broad topic, affording them student choice and an opportunity for creative expression. The school is increasingly providing students with the chance to engage with performance assessments that provide students with the chance to explore a topic through experiential learning activities. When working on projects, students engage in problem-solving, including learning from their mistakes and participating in the design process as a way to support their learning. In addition, many curricula emphasize deep understanding through interdisciplinary learning, project-based learning, and authentic learning experiences. In the transportation CCR class, students learn how to rotate and balance a tire and then change a car part on their own car. Learning is personalized, relevant, and authentic to these students. In a computer-aided drafting and design CCR class, students use the 3D printer to create key chains. The students use their prior mathematical knowledge to apply to the dimensions and configurations of the drawing. In a health class, students are given a stress brain teaser that requires the use of problem-solving skills and works in collaboration to complete a brain teaser, balancing a number of nails on top of a single nail head. At the same time, students are asked to reflect on their feelings and physical reactions to stress. Students in AP government and politics engage in inquiry, problem-solving, and higher order thinking skills in order to develop a deep understanding of their content. Specifically, students use demographic information about fictitious voters to develop voter profiles and predict voter behavior. Students connect to prior knowledge from the course regarding political ideology, political affiliation, political efficacy, and important issues in order to determine which factors are most influential in helping to determine ideology. Students develop critical and creative thinking skills, create a deep understanding, and make connections. This gives the students the opportunity to develop an inquiry, gather data about their topic, analyze their research, and defend their findings to an audience.

Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum. Many teachers use traditional forms of assessment, including presentations, checkpoints through quizzes, performance tasks, and common assessments. Teachers regularly and consistently check for understanding in ways that engage all learners' thinking about the concept being learned by asking questions and constantly checking for understanding in myriad other ways. For instance, social studies teachers use project-based learning tasks, simulations, and speeches. These assessments provide opportunities for student reflection, and teachers provide consistent, systematic, specific, and timely corrective feedback that is meaningful to the students, using collaboration time and teacher-student meetings. Students in a pottery class demonstrate their understanding of coiling through their creation of pottery. In a civics honors class, students create an infographic, comparing the House and the Senate. They are graded using a rubric that provides specific and measurable criteria for success given prior to the assessment. In an integrated science class, teachers use a variety of assessment strategies including immediate teacher feedback, peer observations, the communication

rubric, the collaboration rubric, and the reflection rubric. Common assessments are widely used by teachers as a result of the increased amount of teacher collaboration time, ensuring consistent and equitable learning opportunities for all students. The teachers and the students believe that more authentic experiences for students to demonstrate their learning would increase student achievement and student learning. Students at Wolcott High School have multiple opportunities to demonstrate their learning, receive corrective feedback, and use feedback in meaningful ways to support their learning. Teachers use the school-wide rubrics to provide specific and measurable criteria for success to students prior to completing the assessment. In AP Psychology, students demonstrate their learning in sensory and brain functions in learning stations designed for students to test out different sensory experiences. They collaborate with peers to answer questions on their findings in preparation for a unit test. Teachers use their collaboration time to create common assessments that serve to ensure consistent and equitable learning opportunities across grades and courses.

Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. In a contemporary issues CCR class, students have multiple and varied opportunities to demonstrate their learning. Students are given a choice of which type of product to create as a part of their threats to a global security project. Students can complete a poster or sign, a political cartoon, a UN global resolution, or a podcast report. In American literature CCR, students are provided with multiple opportunities to share their understanding and receive feedback by presenting examples on the theme of isolation for characters within the text. In academic support classes, individual students receive immediate and corrective feedback on classroom assignments to support their learning. Students in team sports CCR, an advanced elective physical education class, have multiple opportunities to demonstrate their learning, receive correct feedback, and use this feedback to support their learning. As students participate in basketball games, the teacher and other students provide technical feedback about shooting and defensive positioning. The student-players are then able to use this feedback to improve their playing as the game progresses. Students also participate in varied roles during the game, including statistics keepers, which allows for alternative ways to maintain involvement and demonstrate learning of the game. Teachers use the feedback system for work habits and academic skills so that all students have varied opportunities over time to demonstrate their learning.

Students use technology across multiple curricular areas to support, enhance, and demonstrate their learning. Despite the school's recent substantial setback with technology, the professional staff creates opportunities for students to show their learning through technology. The technology includes Chromebooks, Smartboards, projectors, and calculators. Although the technology is present, there are areas of concern, such as Wi-Fi connections, limited and outdated Chromebooks, and limited access to Smartboards and projectors. There is a lack of consistent technological resources and infrastructure available to students that impact the delivery of instruction and thwarts opportunities for authentic learning. Nevertheless, in some classes, teachers use Kahoot, Quizlet, Google Classroom, and Chromebooks. Students use a math playlist in math courses, giving them the opportunity for personalized pacing. Google Classroom is used to upload classwork in multiple classrooms. In an ecology class, students use technology to gather information to prepare for a debate, and students' use of technology broadens their perspectives. Honors biology students use Chromebooks to research how cancer relates to the cell cycle. Students in geometry honors class use technology such as GeoGebra, Khan Academy, and Google Docs to access, support, and supplement learning to enhance student learning. Students have the opportunity to work with 3D printers and virtual reality in the resource center and technology classes. In a contemporary issues CCR class, students use technology to complete research on a chosen country to examine different forms of autocratic governments that are a threat to global security. Students' use of technology broadens their perspectives locally and globally as they analyze these autocratic governments to appreciate the basic practices of democracy in the United States. Students in photography CCR use technology to access, support, and document their work as well as share their work with an audience beyond the school community. For example, after students use their digital cameras to photograph action shots using a variety of techniques such as freeze, pan, and blur, they upload their work to the computer, edit their work, and then print the final product to be displayed around the school building as well as posted to the school's website. In addition, students in global studies CCR use technology in informed, effective, and ethical ways to support, enhance, and demonstrate learning. For instance, students use technology to access the internet and research topics within the unit on World War I, then use Google Sites to create a website documenting their learning that will then be accessed by their classmates as part of a virtual gallery walk.

Part 4 - Capacity for Continuous Growth as a Learning Organization

Conceptual Understanding

There is not yet a shared understanding of what optimal or effective learning looks like in the school. The school has only recently developed its vision of the graduate along with its core values and the core learning competencies of collaboration, communication, commitment to growth, citizenship, creativity, and critical thinking (6Cs). This school year is the first year that the learning community is transitioning to these core values and the 6Cs from their previously developed academic expectations. The school had planned to use the discovery flex period to assist with this transition through the use of technology-based lesson plans and activities, but the school was unable to fully implement these plans due to the ransomware attacks from which the school suffered this past summer and fall. The current status of transition and the challenges brought about by these attacks have led to some confusion, especially among students, about the new goals and purpose of the vision of the graduate and the 6Cs. Some staff and students are currently piloting the use of the school-wide rubrics that have been developed to support the 6Cs. It is because of the infancy of these initiatives that the school does not yet have a shared understanding of optimal or effective learning.

The school community believes that the school's vision of the graduate provides the correct foundation for a shared understanding of what optimal or effective learning looks like. The school's vision of the graduate emphasizes that students graduate Wolcott High School with the knowledge, understandings, and dispositions necessary for future success as specified in the 6Cs. According to the vision of the graduate and the 6Cs, students are expected to engage in practices such as project-based learning, student discourse, student choice, higher-order thinking skills, and authentic tasks. The school's continued work with curriculum, instruction, and assessment will ensure that the staff will have a shared understanding of these key practices.

In order to build this shared understanding of what optimal or effective learning looks like, the school is addressing its four priority areas for growth. These identified priority areas for growth are the creation and revision of curricula, implementation of the vision of the graduate and the 6Cs into all courses, implementation of a newly created master schedule, and addressing the current facility issues.

The school has a curriculum plan for how and when curricula will be written and revised to ensure inclusion of and alignment to the vision of the graduate and the 6Cs. At this time, a common instructional framework does not exist, and teachers have a varied understanding of teaching with a growth mindset.

The new master schedule has been designed to further encourage a shared understanding of what optimal or effective learning looks like through the inclusion of a block schedule that allows for common time among teachers of the same courses with the hope that this collaboration time can be used to develop this shared understanding.

Commitment

Wolcott High School demonstrates a strong commitment to its vision of the graduate and the Standards for Accreditation. The vision of the graduate, highlighted by the 6Cs, are incorporated into teacher observations, walkthroughs, reflections, and teacher evaluations. The concept of a growth mindset is a key component of the vision of the graduate rubrics which support this growth model by outlining different levels of proficiency and mastery for indicators of the 6Cs. The school community has been committed to the alignment of the standards, including the full and complete cooperation from the central office and the board of education throughout the entire process.

Staff, students, and administrators are aware of what is expected in terms of the newly defined vision of the

graduate. Some students are able to identify the 6Cs, and some are able to discuss why they are important. Teachers are making efforts to incorporate the vision of the graduate into student learning by documenting the 6Cs both formally and informally. Through the school's teacher observations, evaluations, curriculum revision, the newly developed rubrics, and walkthroughs, staff members demonstrate an increased commitment to the vision of the graduate.

While the concept of a growth mindset is prominently included in the school's vision of the graduate and the 6Cs rubrics, there is not yet a full and universal commitment from the school community. However, considerable time and resources are being dedicated to the implementation of the new 6Cs rubrics. Some teachers provide students with feedback on how to meet the targeted grade-level expectations for the 6Cs. The school's instructional data team examines the growth mindset within the rubrics, while also providing professional development on the subject to teachers. A collaboration block for teams of teachers supports the growth mindset for adults.

The school community has worked intensely with the new Standards for Accreditation for the last few years as part of its Self-Reflection process and is working diligently to address areas of improvement in order to fully align with the Principles of Effective Practice. The school's newly revised curricula follow the research-based backward design writing process that aligns with best practices, such as higher-order thinking and performance task assessments. Additionally, the professional staff is engaged in calibration activities revolving around the understanding of the depth of knowledge (DOK) and student-centered learning.

Competency

Wolcott High School has a strong understanding of the changes it needs to make in order to better align with the Principles of Effective Practice within the Standards for Accreditation. The school community is dedicated to making the shifts necessary to fully address its priority areas for growth. Students, parents, teachers, administrators, and the board of education have all been supportive of the priority areas for growth that have been identified to help move the school toward full alignment with the Standards. However, the community at large needs to be kept informed about and support the work to address the priority area on the school facility and infrastructure, so that all four priority areas for growth can be fully implemented. The school's professional staff and district administrators understand what needs to change in order to have facilities that fully support effective instruction and meet the needs of all students. The staff and administration also acknowledge that the community at large must financially support any significant improvements to the facilities of the school.

The faculty and administration demonstrate the skills and dispositions necessary to help students achieve the school's vision of the graduate. However, there is a need for the adults in the learning community to continue to build a common knowledge base about how to best help students achieve the vision of the graduate. The newly instituted collaboration time afforded by the school's new master schedule will assist with this development. The faculty will continue to use this time to engage in professional conversations about what optimal and effective learning looks like for their students, so that all students may attain Wolcott High School's vision of the graduate. Since teachers are still adjusting to this formalized collaboration time, building a framework to ensure effective use of the time will be key to establishing competency in this area. Administrators have developed a collaboration toolkit that allows for teacher choice within certain parameters, but the inclusion of group norms and accountability protocols would further improve the efficacy of these collaboration meetings.

The school is in the beginning stages of implementing school-wide rubrics to measure the 6Cs that constitute Wolcott High School's vision of the graduate and it is developing a junior portfolio presentation that showcases the 6Cs. This portfolio will allow students to demonstrate their commitment to and attainment of the vision of the graduate as measured by the newly created school-wide rubrics. As the school continues its professional work with these critical initiatives, the staff would benefit from additional professional learning time in order to discuss desired learner outcomes, analyze student work, calibrate school-wide expectations, and, ultimately, develop a system for communicating and reporting on individual and whole school progress toward achievement of the vision of the graduate.

Capacity

Wolcott High School has a strong foundation in place to promote the school's growth for most of its priority areas. The students, faculty members, staff members, and administrators are fully invested in all four of the identified priority areas and the school's capacity for growth. However, full support from the community will be integral to the school's ability to make progress.

In terms of the priority area for growth on curriculum, there is a three- to five-year curriculum revision schedule that provides a plan for creating or revising course curricula as needed. In addition, Wolcott High School's summer curriculum writing academy allocates time and funds to support the creation of new curricula that align with the core values, beliefs about learning, and vision of the graduate. The school plans to continue to follow the curriculum revision schedule and is committed to ensuring that curriculum, instruction, and assessment reflect its core values and vision of a graduate are aligned to the Principles of Effective Practice within the Standards for Accreditation.

The school's new master schedule provides much needed time for the staff and students to continue making progress on the identified priority areas for growth. The schedule allows time for teachers to engage in job-embedded professional learning through the collaboration meeting time that is allocated to all content areas. This time is critical to the professional staff's making progress on priority area two, specifically, the continued needs revolving around the vision of the graduate, the 6Cs, the 6Cs rubrics, and the junior portfolio.

The school community has begun to examine the issues related to improvements needed at Wolcott High School, but financial resources have not yet been allocated, and a formal plan has not yet been put in place to address these areas of concern as outlined in the priority area for growth concerning the faculty and infrastructure. Currently, facility concerns are a standing agenda item for the board of education. Thus far, the board of education has entered into a contract with a consulting firm that has created a prioritized plan for resolving many deficiencies and urgent issues within the facility. However, the school remains concerned that these efforts may be jeopardized by the district's continual placement near the bottom of state per-pupil spending averages and the community's historic disinterest in supporting the upgrade of school facilities.

As the professional staff continues to build its shared understanding of what optimal or effective learning looks like and determines how to best use its collaboration and flex time, and the community fully engages with to resolve the facility issues facing Wolcott High School, the school's capacity for continuous improvement and the ability to fully meet the needs of all students will be dramatically increased.

Additional Information

Additional Information

Changes in Alignment to the Standards

Since the time of the school's Self-Reflection and Collaborative Conference visit, the school has a decreased rating for Principle of Effective Practice 5.1 - the community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services, due to the limited progress in rectifying its facility issues. Conversely, the school has had a notable amount of growth and, as a result, increased its alignment to the other Principles of Effective Practice within the Standards for Accreditation. For instance, the school now meets Foundational Element 1.2a - the school has a written document describing its core values, beliefs about learning, and vision of the graduate, as it has an updated statement of core values and beliefs about learning and has recently established a vision of the graduate. Several of the Principles of Effective Practice now have increased ratings, e.g., 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 has grown from Developing to Initiating; 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 has grown from Developing to Initiating; 3.4 - collaborative structures and processes support coordination and implementation of curriculum has grown from Developing to Implementing; and 4.1 - all students receive appropriate intervention strategies to support their academic, social, and emotional success has grown from Developing to Implementing.

The school has established six core learning competencies, identified as critical thinking, communication, collaboration, creativity, commitment to growth, and citizenship (6Cs) and has designed rubrics for four of them so far (critical thinking, communication, collaboration, and creativity) to measure these competencies. The school has requested the team's feedback on the four rubrics.

Team Feedback on the School's Core Learning Competency Rubrics

Positives

Teachers have been positive about the new rubrics and have begun using them in their classrooms, especially in assessing the performance-based tasks that many classes have as a part of their curriculum. Teachers have embraced the 6Cs and actively look for ways that they are represented. The teachers have found that many of these rubrics lend themselves very nicely to the assignments that they have already established or that they are easily malleable to align the assignments with the new rubrics. In part, this is because the process to create the rubrics was based upon class observations and discussions among faculty members.

The professional staff is willing to adapt to these new standards. During collaboration time, departments are working with and discussing these rubrics to determine how they may be best used for classes and individual projects. The rubrics and the language of the rubrics are also being incorporated into curriculum development as it is being written. Some departments have begun discussing how to calibrate their grading using the rubrics, but a set procedure for and professional learning on calibrating rubrics has not yet been established. Rubrics are often being used to commonly grade performance tasks or benchmark assessments, such as midterm exams and major projects.

Concerns

The rubrics are a work in progress and, while teachers have begun to unpack the rubrics with students, they are not yet working documents that teachers and students are seeing on a frequent basis. The 6Cs are visible throughout the school in multiple areas, but the rubrics themselves are not, and students and staff are not yet

familiar with their language.

There are three iterations of each of these rubrics, the teacher version, grades 9 and 10 version, and grades 11 and 12 version. There are four categories for the teacher version but only one category visible in the student versions. The visible category for the two student versions is meant to be grade-specific and teacher comments are meant to show students where they are missing or exceeding an indicator. This language is already available in the teacher version of the rubric. The teachers are using the student versions to grade assignments, but the various versions of these rubrics do not make these easily usable to follow a student through his or her academic career at Wolcott High School.

Some teachers are taking some or all the four learning competency rubrics (Only four out of the 6Cs have rubrics at this time.) and combining them to create new rubrics for individualized projects upon which they can base a grade. This means that teachers are often working with and using multiple rubrics to grade one assignment, creating feedback for each iteration. The combining of these four learning competencies into one rubric would also be confusing to students who are required to select projects or assignments that exemplify their completion of individual Cs as a part of the junior portfolio. If students are required to select work for their portfolios that are a representation of their successful completion of the Cs, then a selection of possible assignments that fit these categories is advisable. How these rubrics will be incorporated into the junior portfolio process and what a final version of this portfolio will look like is still a work in progress.

Considerations

The professional staff and students would benefit from simplified rubrics that are more easily usable and understandable for all users. If the school instituted a protocol for how rubrics are adopted for individual assignments, it would help create consistency across all departments. The faculty would best be able to calibrate their grading of the rubrics if the school had a process for how teachers, both within and across departments, would ensure this coordination school-wide. Given the school's plans for the emerging junior portfolio, establishing a process to incorporate the rubrics into the portfolios would afford the students clear expectations for mastery and excellence.

Commendations

Commendation

Foundational Elements:

The collaborative work to create a school vision of the graduate

The improvements to the safety of the school by establishing a more secure entry point, investing in technology that monitors who is in the building and securing both exterior and interior doors

The wide range of intervention strategies for students through multiple types of classes and programs that meet the needs of a diverse group of learners

Commendation

Priority Area 1:

The common curriculum template and the work of the English department to aid the coordination and editing of curriculum development

The commitment to support the development of both new curricula and the permanent revision process supported by funds and the allocation teacher time

The improved speed of curricula development and a shorter revision cycle to ensure a curriculum that includes current best teaching practices and the latest content knowledge

Commendation

Priority Area 2:

The 6 core competencies of the vision of the graduate that are embraced by the faculty and the ongoing work to incorporate them into lessons, assessments, curriculum, and school culture

The Eagle of the Month initiative that is given to one student and faculty member who demonstrate the core values

The core values that connect to student learning through academics or co-curricular settings

Commendation

Priority Area 3:

A new schedule that was adopted by the high school which incorporates the three guiding principles adopted by the scheduling committee

The teacher collaboration time that was increased to 75 minutes every other day

The student support and intervention time that is included in the daily schedule for all students

The software program, Enriching Students, that was purchased by the school to assist in monitoring student and faculty use of the flex period

The protocol used by all teacher groups during the collaborative block

Commendation

Priority Area 4:

The extreme commitment and hard work of the custodial and maintenance staff to keep an aging plant clean and well maintained

The commission of the Colliers International report that outlines a plan for all facility needs and the use of this report as a capital improvement plan

The board of education's keeping facility issues as a standing agenda item for all of its regular meetings

The hiring of a new full-time IT director for the district

The repairs to the boiler system that improved hot water problems

Commendation

Additional:

The very positive rapport between and among all stakeholders, including students, staff, faculty, administration, and the board of education that aids in the creation of a constructive and encouraging school climate

The number and variety of intervention programs for students

The wide range of elective opportunities for all students

The example that faculty and staff members set for students that include perseverance, courage, and dedication to ongoing success

Recommendations

Recommendation

Ensure that the 6Cs rubrics are usable and understandable for all users

Recommendation

Institute a protocol for how rubrics are adopted for individual assignments to create consistency across all departments

Recommendation

Create and implement a process for how teachers, both within and across departments, will ensure calibration in their grading of the rubrics

Recommendation

Establish a way to incorporate the rubrics into the junior portfolio process

Recommendation

Structure the professional development calendar to positively impact teaching and learning

Recommendation

Identify and implement the changes needed in the attendance procedures

Recommendation

Identify the unfulfilled student requests for additional classes

Recommendation

Immediately examine the use of all science rooms/laboratory rooms to ensure that they are used for their designed purpose

Recommendation

Ensure that all community constituent groups are aware of the facility and infrastructure needs of the school, including full details on all that is needed to make certain that the community and district provide school buildings

and facilities that support the delivery of curriculum, programs, and services

Recommendation

Ensure community support for the needs of the school, especially its facility and infrastructure

FOLLOW-UP RESPONSIBILITIES

This Collaborative Conference visit report reflects the findings of the school's Self-Reflection and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in addressing visiting team recommendations.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting team and others identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal submit routine Three- and Six-Year Progress Reports documenting the current status of all report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting team recommendations by the time the Six-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to Decennial Accreditation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty days (60) of occurrence any substantive change which negatively impacts the school's alignment to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Three- and Six-Year Progress Reports and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to use the results of the Collaborative Conference Report as well as the school's identified priority areas for growth to draft a school growth and improvement plan, and to review and implement the findings of the Self-Reflection and valid recommendations identified in the Collaborative Conference report. An outline of the Follow-Up Program is available in the Commission's Accreditation Handbook, which is available on the Commission's website.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need. The time and effort dedicated to the Self-Reflection and preparation for the visit ensured a successful Collaborative Conference visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a negative impact on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Mr. Francis Kennedy Jr. - New England Association of Schools & Colleges

Assistant Chair: Ms. Danielle Byron - John F. Kennedy High School

Team Members

Mr. David Ebling - Fairfield Warde High School

Dr. Jessica Galbraith - Bethel High School

Ms. Katia Kingston - Griswold High School

Ms. Lindsay Ramm - Haddam-Killingworth High School

Mr. Darryl Rouillard - East Windsor High School

Ms. Rachel Zup - Windsor Locks High School