

New England Association of Schools and Colleges



Founded in 1885

Committee on Public Secondary Schools

Report of the Visiting Committee for Sandwich High School

Sandwich, Massachusetts

October 27 - October 30, 2013

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THE DISTRIBUTION, USE, AND SCOPE OF THE VISITING COMMITTEE REPORT

The Committee on Public Secondary Schools of the New England Association of Schools and Colleges considers this visiting committee report of Sandwich High School to be a privileged document submitted by the Committee on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty days (60) of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting committee has been to assess the quality of the educational program at Sandwich High School in terms of the Committee's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting committee.

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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 four Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Schools which is comprised of the Committee on Public Secondary Schools (CPSS), the Commission on Technical and Career Institutions (CTCI), the Commission on Public Elementary and Middle Schools (CPEMS), and the Commission on American and International Schools Abroad (CAISA).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting committees to assess the degree to which the evaluated schools meet the qualitative Standards for Accreditation of the Committee. Those Standards are:

Teaching and Learning Standards

Core Values, Beliefs, and Learning Expectations

Curriculum

Instruction

Assessment of and for Student Learning

Support of Teaching and Learning Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning.

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Committee's visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee and those identified by the Committee in the

Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it shows continued progress addressing identified needs.

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Sandwich High School, a committee of five members, including the principal, supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. The self-study began in September 2011 after the adoption of the Core Values and Beliefs and was completed in the spring of 2013. In addition to faculty members, students and community members participated in the self-study.

Public schools evaluated by the Committee on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Committee, Sandwich High School also used questionnaires developed by The Research Center at Endicott College to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until it had been approved by the entire professional staff.

The Process Used by the Visiting Committee

A visiting committee of sixteen evaluators was assigned by the Committee on Public Secondary Schools to evaluate Sandwich High School. The Committee members spent four days in East Sandwich, Massachusetts, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets

the Committee's Standards for Accreditation. Since the evaluators represented teachers and administrators of public schools various points of view were brought to bear on the evaluation of Sandwich High School.

The visiting committee built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials
- forty (40) hours shadowing sixteen (16) students for a half day
- a total of 25 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with thirty-two (32) teachers about their work, instructional approaches, and the assessment of student learning
- the examination of student work including a selection of work collected by the school

Each conclusion in the report was agreed to by visiting committee consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the visiting committee's judgment will be helpful to the school as it works to improve teaching and learning and to better meet Committee Standards

This report of the findings of the visiting committee will be forwarded to the Committee on Public Secondary Schools which will make a decision on the accreditation of Sandwich High School.

SCHOOL AND COMMUNITY SUMMARY

The town of Sandwich is a seaside community of 20,675 residents as recorded in the 2010 census. Settled in 1637 and founded in 1679, Sandwich is 44.4 square miles located in Northwest Cape Cod in Barnstable County, Massachusetts. Sandwich is a community with a proud past and a promising future. The town of Sandwich is bordered by Cape Cod Bay to the north, Barnstable to the east, Mashpee and Falmouth to the south, and Bourne to the west. It is approximately fifty-seven miles

southeast of Boston. Sandwich is the site of the Cape Cod Bay entrance to the Cape Cod Canal, making it a gateway community to the Cape via the Sagamore Bridge. It is a traditional seacoast community with tourism and fishing as primary industries.

Currently the population is .2% African American, 1.4% Asian, .8% Hispanic, .8% multi racial, and 96.6% Caucasian. At Sandwich High School, the student body is .8% African Americans, 1.9% Asian, .6% Hispanic, .3% Native American, 0% Multi racial, and 96.4% Caucasian. English is the primary language spoken by 99.7% of the student population. There are seventeen students identified as Limited English Proficient and three of these students currently attend Sandwich High School. Of the 3,237 students in the district, 13.92% are on free/reduced lunch. One hundred and twenty of these students attend Sandwich High School.

The median family income is \$68,833.00. The number of households is 9,102. The average household size is calculated at 2.21 and 2.2% of the families are below poverty line, 3.3% are under the age of 18, and 4.1% are age 65 or older.

The open town meeting form of government governs Sandwich with a town manager and a board of selectmen in charge of daily operations. The town operates a police department and has one officer assigned to serve as the school resource officer. The schools enjoy an excellent relationship with both the police and fire department working in partnerships on all matters of school safety as well as a wide array of preventative and proactive programs and activities.

Sandwich High School has met and exceeded requirements determined by the Common Core. For over fifteen years, Sandwich High School's graduation requirements have included four years of English, social studies, mathematics, science, and physical education, and one fine or performing arts course. The remainder of the students' program is filled from a variety of elective courses which includes French, Spanish, Latin, and Mandarin.

Schools throughout the Cape have been affected by declining birth rates as well as out migration of students to newly established parochial schools and a successful charter school which has steadily expanded. The Sandwich School District is composed of three K through 8 schools and high school for grades 9 through 12. The current district wide enrollment is 3,3237. As one strategy to curb the out migration and to enhance the district's competitiveness as an option for the 21st century teaching and learning, a plan is in place to bring grades 7 and 8 to the high school as Phase 1 of a Science,

Technology, Engineering, and Mathematics (STEM) Academy effective in the fall of 2014. Phase II of this plan includes the closing of one of the town’s K through 8 schools.

In the spring of 2011, the architectural firm Symmes, Maini and McKee Associates (SMMA) was commissioned by the town of Sandwich to assess current and projected building needs. The Sandwich Master Plan Study Committee consisting of community representatives and school and municipal leaders was formed. The stated goal of the study was to explore options for the efficient use of the existing school buildings in Sandwich that are consistent with the educational goals of the district. In so doing, the intent of the study was to maximize educational opportunities for students. The context of the study included a backdrop defined by declining enrollment district wide as well as concerns about aging facilities. The following is reported in the study, according to the New England School Development Council (NECDEC):

2001-2002	K-12 system wide population 4,056
Current	K-12 system wide population 3,237
Projected	K-12 system wide population 2,592

(36% decline over 20 years)

The Master Plan Study Committee presented option to the community in February 2012. Ultimately, an option was decided upon which changed the grade configurations of the existing three K-8 schools to K through 6 and created a grades 7 and 8 STEM academy at the high school in the space defined as A wing. This space contains three floors of classrooms with a separate entrance. This option also calls for the removal of portable classrooms in two of the elementary schools and eventually turning the oldest of the elementary schools over to the town. After subsequent discussions and community forums, the school committee voted in November 2012 to establish a STEM academy at Sandwich High School and to open it in September 2014. Subsequent to that vote, there has been considerable attention on the STEM initiative including appointment of its director, community wide forums, information sessions lead by the superintendent at each of the four schools, a series of meet and greet nights, outreach to the current students in grades five and six, professional development planning and study teams focused on scheduling and the challenge of accommodating six grades at the high school. Plans for STEM call for a separate location within the high school, shared spaces for physical education, music, athletics, library, and lunches, and effective integration of staff.

NESDEC projections reveal anticipated grades 9 through 12 population of 732 students and a grades seven and eight population of 509 for the 2014-2015 school year. Sandwich High School currently includes students in grade 9 through 12 with a current enrollment of 862 students comprised of 416 males and 446 females. The school population has steadily declined as evidenced in the following chart of ten year trends of historical enrollment by grade.

Year	9-12 enrollment	%+ or -
2002-2003	1225	
2003-2004	1203	-1.8%
2004-2005	1186	-1.4%
2005-2006	1141	-3.8%
2006-2007	1092	-4.3%
2007-2008	1017	-6.9%
2008-2009	1035	+1.8%
2009-2010	1054	+1.8%
2010-2011	1017	-3.5%
2011-2012	978	-3.8%
2012-2013	853	-12.8%

Ten year projected enrollment data prepared by NESDEC in January 2013:

Year	9-12 enrollment	7-12 enrollment
2012-2013	862	1403
2013-2014	764	1280
2014-2015	732	1241
2015-2016	685	1166
2016-2017	698	1135
2017-2018	698	1135
2017-2018	661	1117
2018-2019	627	1081
2019-2020	624	1041
2020-2021	593	982
2021-2022	582	951

2022-2023	559	943
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The FY 2013 school budget was \$29,758,793. The local share of that budget was \$23,250,000 or 78% of the total. Chapter 70 contribution from the State of Massachusetts was \$6,508,793 or 22% of the total.

The per pupil expenditure for 2011 in Sandwich was \$11,410 compared to the state of Massachusetts average per pupil expenditure of \$13,361. The following chart provides a comparison of the per pupil expenditure in Sandwich as compared to that of other towns on Cape Cod.

School District	Total Expenditure	Per Pupil
Barnstable	\$74,795,474	\$13,291
Bourne	\$30,430,590	\$12,969
Chatham	\$12,105,080	\$15,749
Dennis-Yarmouth	\$50,837,696	\$14,139
Falmouth	\$54,662,291	\$14,216
Harwich	\$22,851,259	\$14,528
Nauset	\$30,174,588	\$17,933
Sandwich	\$41,857,041	\$11,410

The following depicts ten year trends in per pupil expenditure in the town of Sandwich.

Year	Per Pupil Expenditure
2002-2003	\$6,637.00
2003-2004	\$6,475.00
2004-2005	\$8,184.00
2005-2006	\$8,909.00
2006-2007	\$9,560.00
2007-2008	\$10,809.00
2008-2009	\$11,165.00
2009-2010	\$11,333.00
2010-2011	\$11,410.00
2011-2012	\$11,084.00

Dropout Rate 2010-2012

Year	Dropout %
2010	1.4%
2011	0.5%
2012	1.5%

Attendance Rate of Students and Faculty 2007-2012

Year	Student Daily	Faculty Daily
2007-2008	94.71%	93.94%
2008-2009	94.72%	93.84%
2009-2010	94.38%	93.64%
2010-2011	94.20%	93.96%
2011-2012	94.50%	93.06%

Graduation Rate 2007-2012

Year	Graduation Rate
2007-2008	92.4%
2008-2009	94.0%
2009-2010	90.9%
2010-2011	97.6%
2011-2012	93.7%

In the 2009-2010, 129 local scholarships were awarded. The total dollar amount awarded was \$83,675.00. The next year in 2010-2011, 116 scholarships were awarded for a total of \$71,350.00. Then, in 2011-2012, there were 132 scholarships awarded for a total of \$90,000 with similar number of recipients and dollars donated expected for the 2012-2013 school year. The post secondary plans of SHS graduates reflect a steady rise in students attending four year colleges.

Year	4 year	2 year	Work	Military
2010	64.5%	24.1%	7.0%	2.2%
2011	69.7%	15.8%	2.3%	0.9%

2012	76.1%	15.3%	3.5%	1.2%
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The total percent of 2012 graduates attending colleges was 91%. College acceptances are listed on the Sandwich High School Profile. The acceptances reflect a sustained pattern of Sandwich students being admitted to top schools throughout the country including Ivy League and NESCAC schools. Specific examples include Brown, University of Pennsylvania, Cornell, Bowdoin, Trinity, Wesleyan, and Colby College as well as prestigious technical institutes such as Massachusetts Institute of Technology, Georgia Tech, and Rensselaer Polytechnic Institute.

Sandwich High School was awarded placement on the Advanced Placement Honor Roll for the 2011-2012 school year. Sandwich is one of 93 districts throughout the six New England states recognized for this distinction. These districts were selected for simultaneously increasing access to Advanced Placement courses while increasing the percentage of students earning scores of 3 or higher on the AP exams. Sandwich High School is proud that it has steadily increased its AP offerings which currently number 15 different courses.

Since the initial year of MCAS testing, Sandwich High School has achieved its goal of Adequate Yearly Progress and Pupil Performance Index. No student at Sandwich High School has failed to graduate on time with his or her peers due to failing MCAS testing.

Year	Percentage of Advanced and Proficient		
2010	ELA 92%	Math 94%	Science 87%
2011	ELA 93%	Math 89%	Science 88%
2012	ELA 96%	Math 87%	Science 85%

There are 77 teachers at Sandwich High School, creating a school-wide average class size of 16. Teachers carry an average load of fewer than 75 students per semester. Currently there are 13 full time educational support personnel who are placed in classes as identified by the special education department. Approximately 14% of students receive special education services. Sandwich High School offers full inclusion in all disciplines delivered through a co-teaching model. While expanding its offerings to meet the diverse needs of all students, Sandwich High School initiated a School to Work program in the fall of 2012. Students enrolled in this program attend classes in the morning and report

to credit granting internships and work sites in the afternoon. The teacher to pupil ratio for this program is 1:10. A part time behaviorist services this program as well.

Sandwich High School has been recognized for its Freshman Experience, a comprehensive program designed to meet the unique developmental needs of 14 year olds. Given the fact that Sandwich students come to the high school from three different K through 8 schools, grade 9 is a pivotal year of transition. Prior to coming to the high school, students have been in the same neighborhood schools for nine years which includes kindergarten, The Freshman Experience consists of a two credit Humanities course taught by teams of ELA teachers and social studies teachers. All freshmen are placed in non-leveled teams for science and technology. All freshmen are enrolled in a mentoring program largely due to its personalization and commitment to the school's core values and beliefs. Data supports its success in the high percentage of students progressing to grade 10 and the decrease in students requiring summer school to progress with same age peers.

Now in the planning phase for the second year, the First Night Sandwich Committee enlists support and talent from Sandwich High School. Local merchants approached the high school art department to sponsor a contest for the identifying button for the community's inaugural First Night Celebration in January, 2013. A student design was selected and we are now working together again on the design's contest for January, 2014. Another example of community partnerships is the school's outstanding relationship with Sandwich Community Television (SACAT).

Sandwich High School has been a member school of Virtual High School for the past four years. The school has contracted for 50 seats per year. One SHS faculty member serves as the site coordinator while two other teachers teach one section of VHS courses per semester as part of the VHS contract for service.

Beginning with the Class of 2015, all students in Sandwich High School are required to complete a minimum of one capstone course. Capstone courses exist in all departments and are designed to maximize the development of 21st century skills. One example is Sandwich High School's Senior Projects. Sandwich High School has offered Senior Projects as an elective for eight years. A requirement of the Senior Project is that the students establish an external mentor chosen from the town of Sandwich or a surrounding community. As a result of our successful Senior Projects, the school has forged meaningful partnerships with a wide array of businesses, organizations, and human services

agencies. In addition, the board of examiners chosen to view and to evaluate student senior project presentations is representative of many business and municipal organizations. For example, judges include the Town Manager, Human Resource Manager, Selectmen, the Harbormaster, and representatives of the police and fire departments and other community members. Additionally, members of the School Department K through 12, Department of Public Health Department of Public Works, the town library, and town marina have contributed to 21st century learning through their support of Senior Projects.

Sandwich High School offers a variety of co-curricular activities. Students pay an all inclusive activities fee of \$80.00 to access as many clubs as they choose. During the 2012-2013 school year, there were 304 students participating in clubs. The school provides financial assistance when needed. Students on free/reduced lunch receive full waivers for activities as well as athletic fees. Students pay \$150.00 per sport. During the 2012-2013 school year, female participation was recorded at 457 and male participation was recorded at 469. Sandwich High School has steadily expanded the number of sports teams. Recent new offerings include volleyball and winter track. Currently, there are 21 female teams, 24 male teams, and 1 mixed gender team.

Each spring the school celebrates a wide cross section of students at two award ceremonies. The first is Senior Awards Night and the second is the Underclassman Awards Night held after graduation. Students are recognized for achievement in all areas of the core values, beliefs, and 21st Century learning expectations in areas defined by the academic, social and civic expectations. There are awards in leadership, character, scholarship, and service including all aspects of the fine and performing arts and athletes. Teachers are invited to submit awards for any student in any area. Student achievement is celebrated through the school's website, the local community television broadcasts which feature student work, and print media. The local newspapers, *The Sandwich Enterprise* and the *Broadsider*, recognize both student academic and athletic achievement on a regular basis through weekly articles about students at Sandwich High School. Specifically, the *Enterprise* selects an athlete of the week in addition to its weekly spotlight series called "Outside the Lines". Both local papers have expanded their coverage of student musicians, actors, and artists. The Sandwich High School journalism class has the opportunity to publish student authored articles in the *Sandwich Enterprise*. Each spring, the *Cape Cod Times* selects outstanding students to feature in its series of Rising Stars. Consequently, many Sandwich students have been recognized through multiple forms of school and community based media.

The 2012-2013 school year was the advent of the district's commitment to 1:1 technology. All freshmen and sophomores received school issued iPads in the fall of 2012. Students will retain their iPads for their four years of high school. This initiative was accompanied by extensive and ongoing professional development, workshops for parents, students, and teachers, and courses offering graduate credit to teachers. Incoming freshmen will receive iPads in fall 2013. The technology team at Sandwich High School plans to host statewide Ed Camp in August 2013 as further evidence of the district's commitment to and expansion of 21st century teaching and learning. While continually challenged by fiscal constraints, declining enrollment, competition from technical, private, parochial and charter schools, Sandwich High School is poised and ready to address the challenges that will define its promising future.

CORE VALUES AND BELIEFS AND EXPECTATIONS FOR STUDENT LEARNING

Sandwich High School

We Believe:

Every student has value and deserves the opportunity to achieve his or her potential
Assessment informs instruction
Learning is personalized, collaborative, and reflective
Academic, athletic, and artistic excellence is promoted
Competence and confidence prepare students to contribute to the world

Twenty-first Century Learning Expectations:

Academic

Students will:

Speak, read and write effectively across the curriculum for a variety of purposes
Apply reasoning and problem-solving in all disciplines
Express ideas creatively across the curriculum
Use information, media, and technology effectively and responsibly
Develop physical and artistic skills

Social

Students will:

Assume responsibility for their own decisions and behavior
Demonstrate a willingness to resolve conflicts responsibly
Contribute to the welfare of others
Learn to collaborate effectively

Civic

Students will:

Foster respectful and productive relationships in and beyond the community
Exercise their rights and responsibilities in a democratic society

1

Core Values, Beliefs, and Learning Expectations

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.
2. The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.
3. The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.
4. The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

Core Values, Beliefs, and Learning Expectations

Conclusions

The school community engaged in a dynamic, collaborative, and inclusive process informed by current research-based best practices in order to identify and commit to its core values and beliefs about learning. Sandwich High School has a record available of the process used by all stakeholders to identify and commit to core values and beliefs about learning. Teachers, students, and school administrators served on a committee that convened frequently to craft and discuss the core values document. Parents were given an opportunity to give input about the core values through the School Council, and the school committee gave final approval to the core values document. The committee used resources such as *The Global Achievement Gap* by Tony Wagner and *Toward 21st Century Supports - An Interview with Linda Darling-Hammond* to formulate the core values and to examine researched-based best practices. The school has a clear set of written core values and beliefs about learning and they are easily identified in the school's core values document. Students, faculty, and parents are able to give general descriptions of the school's core values, beliefs, and learning expectations. The core values document is readily available in every classroom, the student handbook, the teacher handbook, classroom expectations, the program of studies, and the school website. Engaging in a collaborative dialogue about Sandwich High School's Core Values and Beliefs gives provides guidance for driving curriculum, instruction, school culture and school decisions. (self-study, student interviews, teacher interviews, parent interviews).

The school has challenging and measurable 21st century learning expectations for all students which address academic, civic, and social competencies, as defined by school-wide analytic rubrics that identify targeted high levels of achievement. Sandwich High School has developed a collection of rubrics to measure civic, social and academic expectations. Since these learning expectations were written with 21st century skills in mind, they prepare students for the 21st century. These rubrics assess students' competencies ranging from "has not met expectations" to "exceeds expectations", and the terminology is consistent throughout all rubrics. Teachers at Sandwich High School use these rubrics to assess students in some of these domains, most especially academic. The school has published analytic, school-wide rubrics for each of the academic, civic, and social learning expectations. These learning expectations are consistent with Sandwich High School's core values and beliefs. The school has agreed-upon, challenging and measurable 21st century skills, and school-wide rubrics are used across the disciplines by teachers at Sandwich High School to measure students' levels of competency in civic, social and academic areas (self-study, teacher interviews, student work)

The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school. These drive curriculum decisions for all classroom and instruction and assessment in most classrooms. They are also used to guide the school's policies, procedures, decisions, and resource allocations. The expectations are reflected in the culture of the school through initiatives such as the Collins Writing Program, common formative assessments in multiple subjects, and the Freshman Seminar class. Teachers plan instruction using the ATLAS curriculum-mapping software, which has the 21st century learning expectations embedded in each curriculum unit map. Core values such as effective collaboration, communication across the curriculum, and reasoning and problem-solving are apparent in many classroom although self-assessment was not consistent in classrooms. The core values drive policies, procedures, decisions, and resource allocations. When candidates are interviewed for positions at the school they are given a copy of the learning expectations and core values and are asked questions in relation to these. There is a portion on the high school's student discipline form that requires reporting staff to record which civic and social expectations the student is not achieving. The school uses the core values to drive curriculum, instruction, assessment decisions so that every student has the opportunity to achieve the school's 21st century learning expectations (self-study, teachers, teacher interviews, student work, student shadowing)

The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities. The plan to review and revise its core values document is laid out in a month-by-month fashion for the 2013-2014 school year and is a continuation of three previous reviews over the past eight years. Faculty meetings, department meetings, Student Leadership Team meetings, and School Council meeting time will be dedicated to reviewing the school's core values, beliefs, and 21st century learning expectations. These core values, beliefs and learning expectations align with the superintendent's strategic plan as outlined in the "Reaching 21st Century Global Standards of Achievement, Leadership, and Citizenship - 2020 Vision" presentation as well as the district goals. The school is in the early stages of collecting data from multiple sources to further inform this process. Data from student report card comments, common assessments, and feedback from students will allow for further tailoring of Sandwich High School's core values, beliefs, and learning expectations. The school regularly reviews its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, and district and school community priorities. Implementation of this plan is key to ensuring that there is a regular, on-

going analysis of the school's core values and beliefs as well as its expectations for 21st century learning.(self-study, teacher interviews, interview with vice-principal and department chairs)

Commendations:

1. The rubrics that identify targeted high levels of achievement in academic, civic, and social competencies
2. The prevalence and visibility of core values and beliefs documents throughout the building and in every classroom
3. The curriculum maps that reflect the Sandwich High School's core values, beliefs, and learning expectations
4. The dynamic and extensive process used to craft the core values
5. The use of current research in the formation of the core values
6. The use of the core values and beliefs and learning expectations in guiding decision-making, including the adoption of several initiatives
7. The significant extent to which the core values and beliefs and learning expectations are embedded and reflected in the school's culture
8. The formal plan which ensures the continual review and revision of the school's core values and beliefs and learning expectation

2

Curriculum

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.
2. The curriculum is written in a common format that includes:
 - units of study with essential questions, concepts, content, and skills
 - the school's 21st century learning expectations
 - instructional strategies
 - assessment practices that include the use of school-wide analytic and course-specific rubrics.
3. The curriculum emphasizes depth of understanding and application of knowledge through:
 - inquiry and problem-solving
 - higher order thinking
 - cross-disciplinary learning
 - authentic learning opportunities both in and out of school
 - informed and ethical use of technology.
4. There is clear alignment between the written and taught curriculum.
5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.
6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.
7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

Curriculum

Conclusions

The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century academic, social and civic learning expectations.

The school offers a variety of required and elective courses tailored to meet the diverse interest of students and also to ensure that all students practice and achieve each one of the school's 21st century social and civic learning expectations. The school's 21st century learning expectations, grouped into academic, social and civic strands, are clearly outlined in the course expectation sheet delivered to every student in every class. They are also prominently displayed in every classroom. The school has remained committed to maintaining an extensive elective program and in developing an arts program that embodies the school's core values and 21st century learning expectations. Elective course such as "History of Sandwich, Cape Cod, and Massachusetts" as well as "Multicultural Literature and International Relations" support the school's civic expectation that students will "foster respectful and productive relationships in and beyond the community." Courses such as "Personal Finance and Small Boat Construction" support the social expectations that students will "assume responsibility for their own decisions and behavior" and "learn to collaborate effectively." The school has developed a humanities course for all grade nine students and although two honors sections are offered, students have equal access to a program that is interdisciplinary and based on best practice. School wide rubrics have been established to measure student achievement of the 21st Century Learning Expectations. It is expected that all departments use school-wide rubrics and there is a school-wide rubric matrix that identifies the academic expectations for which each department assumes responsibility. According to the school-wide rubric matrix, and as seen in department meeting minutes, "once per semester there will be discussion of strengths and weaknesses of the students and what can be done to assist them." Curriculum maps that can be accessed through the ATLAS software program clearly identify connections between course content and learning expectations. The expansive curriculum incorporates and enacts the school's 21st century academic and social learning expectations, and the universal implementation of school wide rubrics ensures that all students practice and make progress toward achieving each of these expectations. (self study, program of studies, teacher interview, Standard committee meeting, student interview)

The curriculum is written in a common format that includes: units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices that include the use of school-wide analytic and course specific rubrics. The core values and expectations sheets given to each student for every class utilize a common format and feature the school's eleven 21st century learning expectations that incorporate academic, social, and civic strands; they also contain essential questions, concepts, content, assessment practices and weighting. Each course employs school-wide and departmental rubrics that incorporate elements of the school-wide rubric. Curriculum guides include units of study with essential questions, concepts, content, and skills. Instructional strategies are accessible within the ATLAS software, which serves as a central location for each of the essential questions, concepts and skills related to a particular course, and formative and summative assessments; it also serves as a forum for sharing best instructional practices curriculum guides. Assessment practices at Sandwich High School include both school-wide and department-specific rubrics that have been designed to address the school's learning expectations, and are being utilized in every class. Implementation of these rubrics is universal; content and numeric value varies, allowing for teacher autonomy and maintaining relevance to individual courses. Department rubrics reflect school-wide adherence to the John Collins writing model to address and assess writing across the continuum. The curriculum guides for the School to Work program and the Virtual High School experience follow the same format. Universal adoption of a common format for curriculum guides that includes 21st century learning expectations and instructional strategies establishes common language for all teachers and students. (teacher interviews, student shadowing, committee meeting, curriculum guides/ATLAS software, classroom observations, teachers, student shadowing, student work, evidence box)

The curriculum emphasizes depth of understanding and application of knowledge through: inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology. Examples of the school's commitment to each of these skills and techniques are evident throughout the program of studies, classroom observation and teacher interviews. While there is some disconnection between the written and taught curriculum Sandwich High School educators are working diligently to bridge this gap. All essential questions, concepts, content, and skills presented in the curriculum are taught throughout each department. Formal and informal classroom observations and common formative and summative assessments serve to ensure that the curriculum is being employed in the classroom. A

formal mentorship program will assure that new members of the faculty understand and put into practice the alignment between the written and taught curriculum.

Cross-disciplinary learning is evident in the school-wide implementation of the John Collins writing model that enforces writing across the curriculum and student writing is assessed through a school-wide writing rubric. There is also evidence of interdisciplinary learning courses such as Grade 9 “Humanities”, and “Technology Tools and Computer Applications” There is a wide array of authentic learning opportunities both in and out of school that require students to make authentic applications of knowledge, including: the “Senior Project and Capstone” program, the Virtual High School Collaborative, the School to Work program, dual enrollment at Cape Cod Community College, and a number of externship opportunities.

Students at SHS have many opportunities to access curriculum through technology; and teachers use a variety of platforms so that students can access the curriculum in school and also from home. All classrooms are equipped with computers, and LCD projectors, and some have SMART Boards, all entering 9th grade students are given iPads and are required to take computer skills and ethics course to ensure that every student is informed of ethical practices. Discipline is enforced for violations. The curriculum emphasizes depth of understanding and application of knowledge through: inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in informed of ethical practices with technology. These practices are monitored and students are kept informed regarding the ethical use of technology. Students can develop both personally and academically as technologically competent, ethical and thoughtful citizens. (Code of Discipline, teacher interview, classroom visits, student shadowing, program of studies, self-study, standards committee meeting, student work, student interview)

Sandwich High School is working to formally articulate alignment between the written and taught curriculum. With the reinstatement of department heads in each content area, the establishment of a voluntary Curriculum Council, and ongoing implementation of the web-based ATLAS program (curriculum mapping software) , as well as the implementation of common assessments and the beginning of data-driven conversations, the school is making significant efforts to formally establish clear alignment between written and taught curriculum. It will need to continue these efforts to ensure that the alignment between written and taught curriculum becomes systemic. (teacher interview, standard committee meeting, ATLAS, school-wide rubrics, district wide leadership team, self-study)

The district is in a transitional period with its curriculum renewal cycle. At this time, there is no evidence of a formal curriculum renewal cycle; however the process of vertical articulation has improved since the reinstatement of department heads. The department heads work with Curriculum Coordinators from the sending schools in order to review curriculum mapping. A district-wide leadership team chaired by the superintendent provides a foundation for planning among the K through 8 curriculum coordinators, sending school principals and Sandwich High School administration as seen in the Curriculum Council meeting minutes. The high school has an active Curriculum Council which meets monthly to discuss such topics as implementation of the STEM program, new course proposals and curriculum mapping. Departments at SHS meet formally on a monthly basis and informally during voluntary time to discuss coordination within the content areas. Teachers in the Humanities and Computer Tools and Technology courses meet during common planning time to provide for coordination across the content areas. The ATLAS curriculum mapping program provides a data base representative of K through 12 curriculum guides. A formal and effective curriculum review and revision cycle will strengthen the vertical articulation between the schools and departments. (Curriculum Council meetings, district wide leadership team meetings, department meeting minutes, teacher interviews)

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities. Class size ratio does not exceed 23 students. Administrative commitment to the implementation of best practices related to developing, implementing and assessment of the curriculum is evident through the addition of staff including five new teachers, nine department chairs, a half-time behaviorist, and a social worker. In the recent survey, administrators identified that class sizes mostly reflect optimum conditions for teaching and learning. There is adequate support of each of the following: instructional materials, technology, equipment, and supplies. Over a course of three years, the budget for instructional materials and supplies among nine departments has steadily increased from \$107,729 in fiscal year 2011, to \$110,359 in 2012, and to \$118,656 in 2013. An area of concern, however, is in the library/media center. The decision to allocate funds for online databases rather than print material has resulted in an outdated print collection. Print materials and research materials have an average publication date of 1983. With additional funding, the library will be able to afford access to more online academic databases as well as e-books and an updated print collection. In 2012-2013 the school began to remove outdated and damaged books from the library. If additional funding is supported, teachers will more effectively

implement and supplement their curricula and students will have increased access to services. An increase in library resources will mean that students will have a better chance to achieve 21st century learning expectations. (teacher meetings, standards meeting, self-study)

The school district provides professional staff with sufficient personnel, time and the financial resources for ongoing and collaborative development of curriculum. Through the district's curriculum council, the staff is actively involved in ongoing curriculum. The school offers funded opportunities for teachers to develop curriculum in the summer and participate on the Curriculum Council. In addition to peer collaboration, some professional staff is afforded common planning time for ongoing professional development. There is need for development, evaluation, and revision of the curriculum and a review of current research. Establishment of a regular curriculum renewal cycle is in the planning stages. To date, the position of the department chairs has been reinstated, the Curriculum Council has been established, and the district wide administrative team provides a continuum of vertical articulation. During the past three years, the professional staff has been provided the opportunity for thirty-eight late start times. Although much of the time has been used to prepare for the NEASC visit, the school hopes to continue the later starts and to use the time for curriculum evaluation and revision.

Currently, the professional staff utilizes the data from MCAS, PSAT and SAT results to support curriculum. Software such as the Accuplacer, a standardized exam program, provides data from the College Board to be shared with students through the guidance department. Mathematics and literacy readiness beyond high school are assessed using this tool and diagnostic information is supplied to the student and departments. The data is also used to identify students who may need remediation to improve vital skills crucial for college success. Innovative thinking and practices related to curriculum are addressed through common planning time, and late start professional development days. The ATLAS program provides a database of materials for continual review and coordination of practices throughout cross curriculum. With the resources available, the district has taken a number of steps related to the ongoing curriculum work necessary, but the continuation of this work should ensure that students achieve the 21st learning goals of Sandwich High School. (self-study, teacher interviews, Atlas program)

Commendations

1. The school's and community's commitment to offer a wide array of electives tied to the school's 21st Century learning expectations
2. The universal adoption of school wide rubrics
3. The many authentic learning opportunities such as the capstone course and senior project
4. The equitable access all students have to the school's wide ranges of core and elective program offerings
5. The opportunities all students have to practice and achieve the school's 21st century learning expectations
6. The number of elective courses designed to enable students to achieve the school's social and civic expectations, such as The History of Sandwich, Cape Cod and Massachusetts, Multicultural Literature and International Relations, and Personal Finance and Small Boat Construction
7. The interdisciplinary ninth-grade humanities course which is heterogeneously grouped
8. The adoption of a common curriculum template that includes a full range of components
9. The reinstatement of department heads to support curricula processes and programs
10. The depth of the written curriculum
11. The work of the curriculum council
12. The budgetary support for professional development, including summer hours

Recommendations

1. Develop and implement a system for gathering and reviewing data from common assessments to inform curriculum review and revision
2. Develop and implement a formalized curriculum review process
3. Develop and implement a plan to ensure that there is continued alignment between the written and taught curriculum
4. Develop and implement a plan to provide sustainable resources for the library collection

3**Instruction**

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.
2. Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:
 - personalizing instruction
 - engaging students in cross-disciplinary learning
 - engaging students as active and self-directed learners
 - emphasizing inquiry, problem-solving, and higher order thinking
 - applying knowledge and skills to authentic tasks
 - engaging students in self-assessment and reflection
 - integrating technology.
3. Teachers adjust their instructional practices to meet the needs of each student by:
 - using formative assessment, especially during instructional time
 - strategically differentiating
 - purposefully organizing group learning activities
 - providing additional support and alternative strategies within the regular classroom.
4. Teachers, individually and collaboratively, improve their instructional practices by:
 - using student achievement data from a variety of formative and summative assessments
 - examining student work
 - using feedback from a variety of sources, including students, other teachers, supervisors, and parents
 - examining current research
 - engaging in professional discourse focused on instructional practice.
5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

Instruction

Conclusions

Most teachers examine instructional practices to ensure consistency with the school's core values, beliefs and 21st century learning expectations. In the fall of 2011, Sandwich High School integrated the core values and beliefs into all aspects of their instruction. When asked about their teaching most can clearly connect their instruction with a specific belief about learning. Peer coaching, common formative assessments and data analysis are initiatives which have been introduced in the last few years and teachers have worked to align their instruction with the data they have gathered. Pockets of reflective discourse about beliefs and learning were observed. All teachers feel that more time is necessary before they are consistently examining instructional practices. The strong commitment of the school community to its core values and beliefs will help guide the school as it continues to align its practices with these values and beliefs. (self-study, teacher interviews, classroom observations)

Teachers at SHS are committed to the well-being of their students and make personal connections outside the classroom through mentoring and co-curricular programs. Personalized instruction appears in specific classes such as Freshman Humanities which is co-taught with a special educator and students in Senior Project design their own self-directed semester plan. In addition, some students work with a mentor or work in classes which require them to analyze data over the course of a semester. Teachers provide a variety of individual assignments which allows students to choose activities based on their personal strengths. Cross- disciplinary learning occurs when the curriculum provides a specific link as in the Humanities course, or science classes such as Technology and Engineering. The implementation of the John Collins writing process has improved the use of cross-disciplinary skills, but except for specific instances, engaging in cross disciplinary learning is not a wide spread practice.

Many teaching practices were observed that engage students, such as student designed workout plans in physical education, projects in furniture design, technology and engineering. Senior Project allows students to work with mentors and local community projects provide opportunities for students to become valued members of the Sandwich community. In the core classes, instruction tended toward lecture and teacher led discussions.

The school is working to promote the use of inquiry, problem solving and higher order thinking skills. By 2015 all students will be required to complete a capstone course for graduation that will require them to use the 21st century academic skills. Currently, science labs, individual English projects, world language courses and elective classes provide opportunities for students to practice these skills. The school wide rubrics specifically provide a self-reflection piece that provides the student and the teacher the opportunity to discuss where the student is and where he or she needs to be. According to the self-study many teachers are demonstrating an increasing awareness of self-reflection as an instructional tool, but in the visiting team's review of student work this skill is not yet evident school wide.

SHS has supported technology through the iPad initiative and Web 2.0 resources. The iPad has maximized student ability to recover information, but in some classrooms it used as another "textbook" which has not yet enhanced the instructional practices of the teacher. The school provides adequate training for its staff, but not all of the staff takes advantage of this opportunity. Sandwich High School will need to continue to learn how to use the available technology to best enhance instructional practice. (self-study, teacher interviews, classroom observations, student shadowing, student work)

Some teachers examine formative assessment during instructional time, providing additional support and alternative strategies within the classroom. The visiting team observed teachers changing their instruction to allow for deeper understanding when it became apparent that some of the students misunderstood. Visitors also observed students being given ungraded formative assessments in order for them to check for understanding. Teachers were observed reviewing work in class giving immediate feedback and comments on progress.

In some classrooms, teachers strategically differentiate instruction based on the results of assessment. Many teachers organize group-learning activities, students present to their classmates, and teachers help students during class time. Teachers are generous with their time for extra help after school. According to the Endicott survey two-thirds of teachers believe that they employ differentiated instruction practices, yet fewer than half of the parents and students believe that their teachers modify their instructional practices. By adjusting instructional practices to meet the needs of students, teachers

will be better able to meet their needs. (self-study, teachers, classroom observations, student shadowing, Instruction subcommittee)

The visitors observed teachers strategically differentiate instruction based on the results of student needs and review of the MCAS (Massachusetts Comprehensive Assessment System). Analysis of this data has prompted an increase of more open ended questions in the core program. In addition, teachers have begun to collect data from the departmental common assessments. Teachers collect feedback from a variety of sources, including students, supervisors and parents. At this time, however, only 47.3 per cent believe that instructional practice is improved by using student achievement data and 29.3 per cent of teachers believes that time is needed for the examination of student work. The importance of collaboration is understood, but at this time teachers do not meet formally across content areas to examine student work and do not have formal time to discuss current research and best practices. (self-study, student work, Endicott survey, teacher interviews, Instruction sub-committee)

Teachers have many opportunities to maintain their professional expertise. Professional development is encouraged and supported by the administration. A Collaborative Design Team has been implemented at the school to discuss improvements in teaching and learning. This team acts as a think tank for the school and is working to focus the school on collaboration and reflection. Technology assistance and training is available during the day and after school; however, not all teachers have taken advantage of the training. Teachers have a dedicated amount of money for college courses and workshops and many teachers take advantage of the opportunities the district provides. Teachers from Sandwich High School have presented at various professional venues, including NEASC conferences on model schools. Teachers read professional literature in an ongoing initiative to provide focus for school discussion. Many teachers feel that more common planning time will allow them to align their professional skills with their individual content expertise. They hope that the increased time currently in the school's schedule will continue to be dedicated to frequent and regular teacher collaboration. (self-study, teacher interviews, teachers)

Commendations

1. The efforts of the school to use the school's core beliefs and values to inform instructional practices
2. The use of the 21st century learning expectations to provide a framework for classroom rubrics
3. The provision by numerous teachers to create opportunities for students to self-assess their work and to reflect on their achievement
4. The use by some teachers of the analysis of student data from formative and summative assessments to improve student achievement
5. The increase of classes that provide opportunities for students to be self-directed learners
6. The professional development opportunities available to the professional staff with a specific focus on the use of technology
7. The recent establishment of the Collaborative Design Team
8. The range of technology to support teachers' instructional practices and the learning needs of students
9. The teachers who differentiate instruction based on assessment results
10. The opportunities students have to apply their knowledge
11. The efforts of many teachers to personalize instruction
12. The focus on self-reflection in the school's learning expectation rubrics
13. The professional expertise of numerous Sandwich High School teachers

Recommendations

1. Develop and implement a plan to create additional collaboration, self-reflection and examination of student work to inform changes in instructional practices
2. Conduct an inventory of all classes on the use of instructional strategies that encourage students in cross-disciplinary learning and that emphasize inquiry, problem solving and higher order thinking
3. Use the data from the inventory to develop and implement a plan to increase the use of the instructional practices that promote 21st learning skills
4. Ensure the effective use of technology by all teachers to support instructional practices



Assessment of and for Student Learning

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

1. The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.
2. The school's professional staff communicates:
 - individual student progress in achieving the school's 21st century learning expectations to students and their families
 - the school's progress in achieving the school's 21st century learning expectations to the school community.
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with the corresponding rubrics.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
 - student work
 - common course and common grade-level assessments
 - individual and school-wide progress in achieving the school's 21st century learning expectations
 - standardized assessments
 - data from sending schools, receiving schools, and post-secondary institutions
 - survey data from current students and alumni.
11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

Assessment

Conclusions

The school's teachers and administrators have created school-wide rubrics, but there is need for a formal process for analyzing data in order to assess individual student and whole-school progress in achieving the school's 21st century learning expectations. School-wide analytic rubrics have been developed within all departments, as demonstrated in the school-wide rubric matrix, and learning expectations are embedded in many curriculum documents. Teachers and department heads indicated that school-wide rubrics for assessment have been implemented across all departments. Both students and parents express a solid understanding of the school-wide rubrics and how these assess student learning on a continuum. Time has been dedicated during department meetings for discussion of the rubrics and how to utilize these in classrooms. Some faculty meetings were also dedicated to the discussion of school-wide rubrics. However, the visitors noted that the school has not had the opportunity to look at achievement on a school-wide basis, nor have they had the opportunity to collaboratively look at student work consistently. A more formal process for reviewing student work collaboratively and assessing whole-school progress towards achieving the 21st century learning expectations will allow SHS staff to adjust curriculum and instruction in order to better meet the needs of the student population. (self-study, students, school leadership, parents)

The school's professional staff regularly communicates with students and their families on individual progress towards achieving the school's 21st century learning expectations. At this time, however, the school is not reporting whole school progress in achieving the school's 21st century learning expectations. Families and students are informed of individual student progress towards the learning expectations through a variety of formats, including report cards and progress reports. Report cards now utilize comments that are aligned with the school's 21st century academic learning expectations; teachers utilize this function of report cards as a backdrop for discussion with parents and students at parent-teacher conferences. According to the self-study, it is expected that faculty members will meet with students individually twice per semester to assess achievement. However, some teachers and students report that this does not occur consistently because of time constraints. The school is also looking into expanding its current Student Management System (PowerSchool) in order to provide a parent portal through which parents and students will have regular access to course progress in real time. The school's website is used as a means of communication with the wider community; data from the Massachusetts Department of Elementary and Secondary Education report card for the school,

which highlights student performance on MCAS (Massachusetts Comprehensive Assessment System) in the categories of math, science, and English Language Arts, as well as newsletters that feature the school's achievements can be found there. Regular feedback to students and families offers students opportunity to improve and reflect on their path to success in achieving 21st century learning expectations and provides communication to the wider community increasing awareness around student and school progress. (parents, teachers, students, self-study, web site, standard documents)

Professional staff occasionally collects and analyzes data to identify and respond to inequities in student achievement. The school teachers look at a variety of data related to standardized testing, including MCAS (MA Comprehensive Assessment System), PSAT (Preliminary Scholastic Aptitude Test), and AP (Advanced Placement) data, in order to address inequities. For example, students who did not reach proficiency on the 8th grade MCAS and students who are identified by the math department are placed in the MCAS Preparation class as a way to support students with gaps in mathematics skills. Analysis of student data on common formative assessments only takes place occasionally during department meetings and as time permits. Department chairs were reinstated in January 2012, and this has allowed departments to begin to develop processes for identifying inequities and gaps in student achievement. Teachers report that they informally look at trends in common assessments, including the mid-terms and final exams in order to adjust instruction. Teachers also informally share information regarding special education students during IEP meetings in order to address and improve student achievement. However, formal time has not been provided for teachers to formally assess or disaggregate data as a way to further identify and respond to inequities in student achievement. With limited time for analysis, gaps and inequities in student achievement are difficult to identify and address. (teacher interviews, self-study, standard documents)

Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed. Department meeting minutes indicate that all content teachers are expected to incorporate the school's 21st century learning expectations and learning-specific goals into all major units of study. Classroom observations and teacher and student interviews confirmed that the 21st century learning expectations and unit-specific learning goals are communicated to students prior to many of the formative and summative assessments that students experience. This may be done verbally at the start of a unit of study or visually on the description of the assignment itself. The 21st century learning expectations are also posted within each classroom, they are printed on the course expectations sheets given at the beginning

of each course and on the program of studies, and they can be found on the school website. The school is also in the initial stages of incorporating the 21st century learning expectations in the curriculum documents found on the Rubicon ATLAS program. By identifying learning goals and expectations, students are likely to be more successful since there is clarity in what students are expected to know and do. (teacher interviews, standards documentation, students, standards committee interview, self-study, classroom observations)

The teachers have consistently provided their students with school-wide or course-specific rubrics that are used to assess their understanding on summative assessments. Over the last five years, professional development was provided in order to build capacity for professional learning communities to develop common formative and summative assessments along with corresponding rubrics, designed to assess 21st century learning expectations. Department meetings have been utilized to allow teachers to develop course specific rubrics, and faculty meetings were dedicated to the discussion of school-wide rubrics as well. Most courses administer a mid-term and a final exam, as well as numerous common formative assessments at least two times per semester in order to ascertain student progress. Teachers reveal that at the beginning of the year, more time is spent on explaining how the rubric addresses learning expectations. This happens less often throughout the year as students become more familiar with the rubrics. Students and parents also indicate they have a solid understanding of the expectations and many agree or are aware that rubrics are provided on a consistent basis. Through the teachers' consistent provision of the rubrics, students have a clear understanding of the expectations required for successful advancement towards these learning goals. (Standard documents, students, teacher interviews, self-study)

Some teachers at the school employ a range of assessment strategies, including formative and summative assessments in each unit of study. On a school-wide basis, students are assessed through the use of individual assignment grades, interim progress reports, departmental summative assessments, PSAT and MCAS results from sophomore year, AP and SAT scores, individual conferences, and analytic scoring rubrics. However, classroom observations indicated a need for more specific strategies that immediately check for understanding and that will allow teachers to adjust instruction, such as dip sticking, check-ins, turn and talk, and use of student white boards. Other types of formative assessments that are common include writing prompts, speaking practice in a world language and writing document based questions (DBQ's) Teachers have also indicated that more time is needed to develop common formative assessments and to look at student work collaboratively in

order to set high standards and promote equity. Employing a variety of assessments will allow teachers to effectively measure student learning, growth and progress and adjust instruction accordingly. (self-study, standard committee meeting, teachers, students, documents, classroom observations)

The teachers collaborate informally on the creation, analysis, and revision of formative and summative assessments, including common assessments; however, there is no systematic process of collecting data as a way to adjust instruction. Professional development is available and encouraged by the administration, but participation is voluntary. Department meetings have also focused on the development of common formative and summative assessments, but analysis and/or revision occurs informally among teachers during their planning time. The self-study committee and several teachers indicate a need for a more systematic means of developing, analyzing, and revising assessments in order to improve teaching and learning. Teacher collaboration and committed professional learning community time for targeted focus on the data analysis and revision of common assessments will help support the students' achievement of 21st century learning expectations. (standard documents, self-study, standards committee, teacher interview, teachers)

Teachers usually provide specific, timely, and corrective feedback to ensure students revise and improve their work. Students receive feedback via student-teacher conferencing, peer-editing, written comments, and, to some extent, in class, across all disciplines. Timely feedback varies across content areas. In addition, Google Docs, Schoology, and Edmodo are used by some teachers to give feedback in real time. Checking for understanding was observed in some classroom observations. Students report that there is inconsistency in the delivery of specific and timely feedback, which was also observed in student assignments. Additionally, the opportunity to revise and resubmit work was not observed across all disciplines, although some teachers review the results of summative assessments and provide feedback to students prior to beginning a new unit of study. This practice is not consistent throughout the school. By providing students with specific, timely, and corrective feedback, students will be better able to revise and improve their work to meet the 21st century learning expectations. (students, teachers, classroom observation, self-study, evidence bin, teacher interview)

A number of teachers regularly use formative assessments to inform and adapt instruction for the purpose of improving student learning. Teachers in all disciplines administer common formative assessments at least two times per semester. However, there is no clear evidence as to how the results

of formative assessments are used to adapt instructional strategies within a lesson or unit of study. Although students report that they are given the opportunity to redo or rewrite assignments based on feedback, both teachers and students confirm that this is an inconsistent practice. Individual departments utilize their common time for the purpose of looking at student work, but the practice is not yet embedded across the school. Numerous teachers use a variety of in-class formative assessments to assess comprehension, such as classroom starters or check-ins. Adapting a lesson as a result of checking for understanding was observed in some classroom observations. In some disciplines, formative assessments were administered and then followed with opportunities to improve and resubmit assignments, based on feedback. Increasing the use of daily formative assessments and collaboration for the purpose of determining changes in instructional practice will positively impact the growth of student learning. (teacher interviews, classroom observation, students, Standard documents, Standard committee)

Teachers and administrators, individually and sometimes collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice including the following: student work, common course and grade level assessments, individual progress in achieving the school's 21st century learning expectations, standardized testing, and data from sending schools. In some departments teachers review student work and common course and grade level expectations to revise curriculum and improve instructional practices, but this is not done on a consistent basis. While there is some communication of data in small groups, examination and analysis of data by teachers and administrators in terms of individual or school wide progress in achieving the school's 21st century learning expectations is not widespread. Some survey data from exiting seniors is collected to improve overall curriculum instruction. Although report cards provide tallied data about individual progress in achieving the 21st century learning expectations, there has not yet been a way to collect school wide progress. Standardized assessment data, such as MCAS, has been used to revise curriculum and instructional practices which is evident in the implementation of MCAS prep classes and the development of department goals to instruct students who did not reach proficiency on the test. Student assessment data is not consistently collected and analyzed, thus impeding the ability to revise curriculum instruction in order to improve student achievement. (program of studies, standard documents, teacher interviews, Standards subcommittee, leadership)

Grading and reporting practices are reviewed and revised by the school faculty and staff to ensure alignment with the school's core values and beliefs about learning. Report cards previously reflected a

“grade in progress” throughout the semester; however, last year the director of guidance reported that college admissions offices were having difficulty in fully understanding the grading practices of the high school. The school decided to adopt a standard report card. This had the support of the faculty. Report card comments are reviewed annually as part of the school’s program in order to ensure that student progress is accurate and informative. In January 2013, comments for the report card were aligned to the school’s 21st century learning expectations. The process of reviewing and revising grading reporting practices ensures that the school’s grading system is aligned with its core values and beliefs about learning so that students have a clear understanding of their progress toward achieving the 21st century learning expectations. (leadership, teachers, parents, students, standard documentation, standard subcommittee)

Commendations

1. The prevalence of school wide rubric use
2. The richness of discussion around academic, social, and civic expectations during parent teacher conferences
3. The identification of students in need of support for MCAS
4. The extent to which the expectations are entrenched within the culture of the school
5. The extensive and consistent use of common summative assessments across disciplines
6. The teachers’ utilization of a wide range of assessment strategies.
7. The extensive, consistent use of common formative and summative assessments
8. The use of technology to give feedback to students in a timely manner
9. The extensive teacher collaboration to create and utilize common formative assessments in all subject areas
10. The alignment of the school’s report card comments with academic, social, and civic expectations
11. The regular review of grading and reporting practices

Recommendations

1. Develop and implement a formal process for collecting, reporting, and analyzing data from the assessment of 21st century learning expectations
2. Develop and implement school-wide performance goals as well as a system for reporting whole school progress to the wider community

3. Develop and implement a formal process for analyzing data for the purpose of creating and revising formative and summative assessments
4. Develop and implement a process to compile common formative assessment data in order to adapt instruction to improve student learning.
5. Develop and implement a plan to share strategies related to the utilization of check-ins for real-time formative assessment in order to improve student learning
6. Develop and implement a process to analyze school wide data in order to revise curriculum and improve instructional practice.

5

School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).
3. There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources outside of the school to maintain currency with best practices
 - dedicate formal time to implement professional development
 - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.
9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.
11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.
12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

School Culture and Leadership

Conclusions

The school provides a safe, positive and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations. There are many systems in place that provide a safe environment including clear rules and expectations that are regularly reviewed. A school safety group has been created to coordinate safety procedures and policies. Building emergency response teams are trained to respond to crises. As importantly, faculty, staff, parents and staff exhibit a great deal of pride in their school and a strong level of trust is evident between students and their teachers. The school promotes a culture that enforces its core values through programs such as the Blue Believers, Sandwich Soul vocal group, athletic events and the Blue Knight Pride awards. These values are also enforced through the handbook and course expectations. Freshman Seminar allows 9th grade students to acquire and practice skills that will help them meet the social and civic expectations of the school. The principal sets the tone of respect and caring and provides the leadership necessary to create this culture. The focus on the positive and supportive culture allows students at Sandwich High School to take pride in their school.. (self-study, student interviews, building tour, faculty interviews, town selectmen meeting)

Sandwich High School is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course. Given the school's high level of commitment to equity of access, the students at Sandwich High School have the opportunity over the course of their four year experience to take part in a number of heterogeneously grouped core courses including; Humanities, Earth Science, Biology, and U.S. History I. These courses span all grade levels. Advanced Placement classes have no prerequisites and are open to students who want to take them. Ninety-nine percent of all students enroll in these courses during their time at the high school. Parents clearly articulate that the students at Sandwich High School feel safe and are willing to take risks. The Senior Mentor program is a vehicle where freshman are paired with seniors, enabling the freshman students to almost immediately feel a part of the school community. Students with special needs are afforded the opportunity to access the curriculum as well. An inclusion model is in place where some courses are co-taught by one of the special educators. In addition, some of the students in the life skills program attend classes such as; music, art, and physical education. There is an alternative education program that is also available to select juniors and seniors whereby they can pursue various work-related experiences during the course of the school day.

Through the consistent enforcement of the core values across all disciplines, coupled with a myriad of opportunities (Senior Mentor program, alternative education, co-curricular activities), Sandwich High School is both equitable and provides all students with opportunity for success. (faculty interviews, self-study, parent meetings, meeting with the Standards committee, student shadowing, school tour)

With support from Yarmouth Maine High School, Sandwich High School developed an advisory program in which each teacher is assigned a small group of students that meets for 13 minutes a day. The intent is that students will remain with the same teacher over a four- year period in order to develop a relationship. Currently the time with the students is used as a homeroom period in which announcements are made and schedules are distributed. Although a curriculum for advisory does exist, there is inconsistent implementation and there is no formal program in place. A fully developed and implemented program will ensure that all students have an adult in school who assists them in achieving their 21st century learning experience. (self-study, faculty interviews, student interviews, self study committee)

In order to improve student learning through professional development, the principal and professional staff engage in informal professional discourse for reflection, inquiry, and analysis of teaching, and learning, use resources outside of the school to maintain currency with best practices, dedicate formal time to implement professional development but at this time the faculty has yet to formalize a process that would apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.

Teachers regularly meet informally between classes and throughout the day to discuss common planning, student work, the learning expectations and instruction. These meetings are helpful but are not formal times set aside for reflection, inquiry and analysis. Because of the nature of the class, Humanities teachers have common prep time during which planning and discussion can occur. When time allows, departments use meetings to collaborate on initiatives such as common assessments but more time is needed to formally work in departments on student work, grading standards and curriculum revision.

The school has organized a number of outside resources to maintain currency with best practices. Department chairs attended a data analysis course called “Unleashing the Power of Collaborative Inquiry.” The faculty has received training in the areas of 21st century teaching and learning as well as

in their core values, beliefs and learning expectations. A number of organizations such as Teachers 21 have conducted workshops for the faculty. In the summer of 2012 the principal provided each faculty member with a copy of the book *Creating Innovators* by Tony Wagner which discusses the 21st century learning skills of play, practice and purpose. Teachers have had the opportunity and are encouraged to seek out professional development on their own. Requests for opportunities such as AP conferences and MASSCUE technology workshops are consistently honored when requested. The history department brought in a representative from the Library of Congress to provide professional development for the department. The faculty reaches out to other schools in order to take advantage of professional development opportunities. The technology department regularly consults another high school regarding use of technology in the high school. Teachers also visited other schools to look into the use of block scheduling in different formats. Professional development literature is available in the school library.

The school has set aside formal time for the implementation of professional development. Starting in 2010 the schedule at Sandwich High School was changed to allow a late start twice a month for more professional time. The work was focused on curriculum, assessments and rubrics through the lens of the NEASC standards. The school hopes to continue with this structure. Efforts have been made to train all staff on best practices for iPad use in the classroom but the continuation of a formal training program will benefit both faculty and students.

The faculty at Sandwich High School has a number of professional development opportunities offered, but at this time the faculty has yet to formalize a process that applies the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. Increased opportunities and dedicated time for professional development will improve curriculum, instruction and assessment at Sandwich High School. (faculty interviews, self-study, administration interviews, self-study committee interview, Standard documentation)

School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning. In accordance with the Department of Elementary and Secondary Education (DESE), Sandwich High School has implemented a new system of supervision and evaluation. All Sandwich High School administrators and department chairs attended summer training in 2012 conducted by an educational consultant from Teachers21 which focused on the new Massachusetts Model for evaluations. This new system has been designed to put the focus of

supervision and evaluation back on teaching and learning. In addition, this model is meant to play an integral role in instructional improvement. As the program was only recently implemented at Sandwich High School, no data has yet been gathered by those who supervise and evaluate instruction. Using this new system, instructional improvements will be cited that directly come from supervision and evaluation, and will meet the needs of all students. School leaders using the newly implemented DESE model for supervision and evaluation will continue to work towards improving teaching and learning while meeting the needs of all students. (meetings with; central office personnel, individual Standards committee, and principal, department heads/supervisors.)

The organization of time supports research based instruction, professional collaboration among teachers, and the learning needs of all students. The block schedule has been in place at Sandwich High School for 18 years. It allows for periods of 39 minutes and blocks of 84 minutes. Each week the block rotates in order to provide a change in schedule. Six years ago the teachers from the Collaborative Design team went to Whitman Hanson to explore their use of the trimester block. The schedule was then revisited last spring as the administration looked at the impact that the STEM academy would have on the high school schedule. The longer blocks allow for in depth exploration of topics, labs and project based learning. The Freshman Humanities program combines English and history and allows for common planning time for the teachers involved. The program of studies is reviewed and completed each year by the school committee, School Council, department heads and administration in order to look for possible changes that may be needed. The Collaborative Design Team meets monthly and serves as an advisory board on matters such as cross-disciplinary instruction and the STEM program. Faculty reports a high level of informal collaboration between classes and throughout the day but would like more formal time set aside for collaboration. Department meetings may be used to work on curriculum and instruction when time is allotted. Faculty has used the late start Wednesday time from 7:30 a.m. to 10:30 a.m. to work on curriculum, assessment and instruction and would like to maximize that use of time. The organization of time supports instruction but allows for minimal professional collaboration among teachers, making it difficult for teachers to plan lessons and curriculum together. (self-study, faculty interviews, course of study)

Student load and class size enable teachers to meet the learning needs of individual students. The current school schedule shows that there are approximately 167 total courses (with multiple sections running) at the high school. Decreased enrollment and additional course offerings have resulted in smaller class size with an average of fewer than 23 students in core classes. These class sizes are

conducive in allowing teachers to meet the learning needs of all students. Teachers have an increased opportunity to personalize learning for all students. The student load and class sizes at Sandwich High School do enable teachers to meet the learning needs of most individuals, allowing them to access the curriculum and to meet the learning expectations. (Self-study, course handbook, faculty interviews, student interviews)

It is clear that the principal along with the other building leaders provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. Being deeply involved in the development of the school's values and beliefs, the principal models these values in her dealings with teachers, staff and students. The principal devotes the majority of her day to maintaining the focus on teaching and learning, allowing the two assistant principals to deal with many of the managerial and disciplinary issues. The faculty meetings are organized in such a way that the teachers sit by department and use the time mainly as problem solving sessions. In the summer of 2012, the principal provided each faculty member with a copy of the book **Creating Innovators** by Tony Wagner which discussed the 21st century learning skills of play, practice, and purpose. The principal, working in conjunction with the superintendent of schools, has been instrumental in the development of both the future STEM academy and the iPad initiative. The principal has also worked with the superintendent towards implementing new course offerings and programs as well. In addition, department chairs have taken part in a course called "Observation and Analysis of Teaching Instructional Leadership" to help guide them in their new role in promoting the core values of the school. Finally, members of the administrative team along with guidance personnel attended a course called "Unleashing the Power of Collaborative Inquiry" to help them interpret various forms of data including MCAS, and discipline reports. The principal shares leadership with the other members of the administrative team and so instructional leadership is provided and rooted in the schools core values, beliefs, and learning expectations. (self study, meeting with Standards committee, meeting with central office personnel. meetings with administration)

Teachers, students and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership. The Curriculum Council, comprised of two school committee members, department chairs and students, meets monthly to address curricular needs and evaluate course offerings. There is a voluntary Collaborative Design Team that meets monthly to look at issues that arise such as scheduling, professional development, and the transition of STEM academy. The Faculty Senate also offers teachers a voice and decision making outlet as well. Students are also

provided a number of different outlets to have a voice in the decision making process, from proposing and creating new clubs to membership in the Student Leadership Team or the Student Council. Parents may participate as well in organizations like the Handbook Committee, the PTSA (Parent Teacher Student Association) and the School Council. Parents played a large role in the creation of the new STEM program that will begin in the fall of 2014. Parents and students are often invited to sit on hiring committees. Sandwich High School offers numerous formal opportunities for teachers, students and parents to be involved in the decision making process, leading to positive collaboration among the stake holders in the community. (school committee interview, self-study, student interviews, parent interviews, faculty interviews)

Sandwich High School teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Students freely approach faculty members whenever they want to implement a new class or club and many students state that the teachers at their school give of themselves and their time in the best interest of the students. Beginning in 2011, a "technology team" of teachers has taken the initiative of introducing the use of iPads to students and faculty. This "team" has provided; student and parent informational sessions, and teacher training and ongoing professional development, often before or after school hours. In addition, teachers have had the opportunity to take other related courses for career advancement/credit. Teachers have also had the opportunity to propose and implement new courses into the curriculum for example courses such as; Sign Design, Freshman Seminar, Art History, poetry, math topics, and AP Government, to name a few. A faculty member was also instrumental in creating the "FOCUS" program which gives students the opportunity to receive peer tutoring under the supervision of guidance counselors and upperclassmen. In association with the administration, some teachers receive a stipend to be members of the Collaborative Design Team (CDT) which was responsible for creating school wide rubrics. Additionally, teachers created the Faculty Senate in order to discuss school matters, bring information to the administration to help improve the school, and to discuss situations of interest. This group is voluntary, and meets once a month and once every three months with administration. Teachers may also participate in the School Council, the handbook committee, and the Curriculum Council if they choose to. The teachers at Sandwich High School serve their students in many capacities. Under their leadership and initiative, the students at Sandwich High School are engaged and poised to continue the task of taking advantage of 21st century skills. (self study, meetings with Standard committee, parent meetings)

The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the schools 21st century learning expectations. The superintendent has been instrumental in both proposing and carrying forward several new initiatives. A major component of that vision is the STEM academy which will open at the start of the 2014-2015 school year. During the brief tenure of the new superintendent, there has been an increased sense of collaboration between the committee and among the superintendent, and the high school principal. The superintendent, principal and school committee have an effective and collaborative relationship that is focused on the best interests of the school and its students. The superintendent and administrators attend school committee meetings and frequently make presentations. The superintendent created the Curriculum Council that has continued to grow and he requested that all principals create school data teams that will begin to analyze test results and report back to the committee moving forward. The superintendent and principal worked together to bring more course offerings at the start of the 2012-2013 school year and continue to work together on the new course offerings that will impact both the high school and the STEM Academy in the upcoming school year. The school board, superintendent, and principal collaborate, in a reflective constructive manner which has resulted in a school in which students flourish (self-study, school committee interview, faculty interviews, school committee minutes, interview with central office personnel.)

The school board and superintendent provide the principal with sufficient decision-making authority to lead the school. After a recent policy review, the school committee decided to focus more on policies for the district and to allow the principal even more responsibility in the practice and procedures for the school. The principal also plays a significant role when it comes to hiring, a task that she completes with input from her staff. Her recommendations are taken into consideration when the superintendent makes the final decision. The budget is determined by the school committee and then the principal has the authority to allocate the funds as she deems necessary. The superintendent and the principal have worked closely on the creation of the new STEM academy, allowing the principal to have a great deal of input into decisions regarding staffing and the impact on the high school building. The relationship of the new superintendent and the principal has improved the ability of the principal to carry out the vision for the district. (self-study, faculty interviews, school committee interviews)

Commendations

1. The efforts of the School Safety Group and administration to provide a safe, supportive and positive environment for students
2. The implementation of a successful Senior Mentor program
3. The variety of professional development opportunities provided to teachers at the school
4. The small class sizes that allow teachers to meet the individual needs of students
5. The efforts of the principal and her leadership team to provide focus on the values and learning expectations of the school
6. The many opportunities provided to students, parents and staff to involve themselves in the decision making process
7. The number of faculty members who have taken it upon themselves to seek out and embrace professional development opportunities
8. The positive and collaborative relationship between the school board, the superintendent, and high school principal.
9. The decision making authority provided to the principal by the superintendent and school committee
10. The student advisory program
11. The effective instructional leadership of the principal
12. The number of the initiatives, such as STEM and iPad, established through the collaboration of the principal and the superintendent
13. The scheduled implementation of the STEM program
14. Students' pride in and respect for the school

Recommendations

1. Develop and implement consistent curriculum for the advisory program
2. Develop and implement a plan to use the skills and practices gained through professional development to improve instruction and assessment
3. Develop and implement a plan to ensure that professional development is tied to teacher needs and student achievement
4. Fully implement the new educator evaluator protocol required by the Massachusetts Department of Education

6

School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
 - deliver a written, developmental program
 - meet regularly with students to provide personal, academic, career, and college counseling
 - engage in individual and group meetings with all students
 - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
 - provide preventative health services and direct intervention services
 - use an appropriate referral process
 - conduct ongoing student health assessments
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
 - are actively engaged in the implementation of the school's curriculum
 - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
 - ensure that the facility is available and staffed for students and teachers before, during, and after school
 - are responsive to students' interests and needs in order to support independent learning
 - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
 - collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
 - provide inclusive learning opportunities for all students
 - perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

School Resources for Learning

Conclusions

The school has timely, coordinated and directive intervention strategies for students, including identified and at-risk students that support the achievement of the school's 21st century learning expectations. Every week, the Student Assistance Team meeting is held, which includes the school counselors, assistant principals, the nurse, school psychologist, social worker and the school resource officer. The team discusses individual student cases and develops strategies for intervention based on the student's need. The counselor works to implement the plan and reports results back to the group within four to six weeks. Presented issues can be academic, behavioral or emotional. The Student Assistance Meeting (SAMs) typically results from the team meetings, and includes the student, parent, counselor and other appropriate support staff. The goal of this meeting is to bring all involved parties together to create a specific intervention plan. Intervention strategies may include individual counseling, a referral to an outside agency, or a referral to an internal program, such as peer tutoring or the social skills group. Sandwich High School has a School to Work program, which is coordinated by a school counselor, and is designed for students that are at risk of not graduating and/or are interested in pursuing employment upon completing high school. There are two main categories of students whose needs could be met more effectively. The first are struggling students who need additional support. The school implemented a directed study for these students, however due to the logistics of the daily schedule; some students have not yet been able to access this valuable support. The second category is the lack of sustained school services for students transitioning back to school after an extended illness or hospital stay. While Sandwich High School offers a wide variety of interventions, those few students whose needs are not being fully met may have difficulty achieving the school's academic, social and civic learning expectations. (self-study, Standard documentation, interviews)

The school provides information regarding available support services to families, especially to those most in need. The student handbook, which is available on the school's website, outlines the services of the guidance counselors, social worker, psychologist, the nurse and the librarian. The school counseling department offers several evening programs, including one presentation to freshmen and their parents to introduce information on support services and two presentations for upperclassmen and their families on the post-secondary planning process. Counselors also inform parents of each student's post-secondary plan through mailings, meetings, and emails. In addition, the school social worker conducts a series of workshops for parents each year, focusing on resiliency, at-risk youth,

anxiety, depression, and substance abuse. Counselors and special education staff communicate with parents about students' academic progress, including mailed progress reports and phone calls. The school communicates information to parents about student services at several points during the year and uses different multimedia channels. (self-study, faculty interview, student and parent interviews, and Standards documents)

Student support services staff use technology to deliver an effective range of coordinated services for each student. Sandwich High School integrated most of its varied and outdated student information software into PowerSchool in September 2013. There are several other information systems in use, including Destiny for library management, health office for the health services, SEMSNET (Special Education Management System Network) and Google Calendar for special education, and Naviance for post-secondary education planning. The PowerSchool integration is progressing steadily with repeated use and professional development. The guidance department is integrating Naviance and PowerSchool, allowing better access and analysis of student data and increased staff efficiency. 504 Plans have not yet been integrated into PowerSchool. Guidance department use of Naviance was previously limited and has increased over the past year. Faculty and administration use the PowerSchool iPad app to enable mobile use of the program. The currency of teacher portals varies by teacher; some teachers update student information daily while others update every six weeks. Because of concerns regarding privacy issues, the special education department has not yet integrated its IEP information into PowerSchool. Special educators do use SESMET and Google Calendars to schedule appointments. The special education staff uses iPads and laptops for communication and is being trained in use of educational apps; however, a few problems remain. The school license for Microsoft Office 2003 is not compatible with the more current software that students use at home. As teachers and staff become more comfortable and better trained in the use of technology, including the use of PowerSchool, student services will continue to be enhanced. (self-study, school support staff, teacher interviews)

The school counseling services have an adequate number of certified/licensed personnel and support staff. The school currently employs four full-time guidance counselors for just over 850 students, allowing the student to counselor ratio to effectively meet the Committee on Public Secondary School's Guideline on Counselor: Counselee Caseload. One counselor is assigned to work with students in grade nine. The other three counselors work with students in grades ten through twelve, including the director of guidance who has a reduced caseload of students in order to execute additional duties, such

as supervising counselors and coordinating department initiatives. Counselors meet with every student on their caseload individually, as well as in groups to deliver the written developmental curriculum to students. Students are excused from class to attend both group and individual meetings with their counselor. While students report that they do not have difficulty signing up for a meeting during the school day, students reported a need for additional access to the counselors at the beginning of the day. The department also employs a full-time social worker who meets with students individually and conducts a social skills group once per week to provide students with an opportunity to discuss personal and school difficulties. The department has a positive working relationship with area providers. In addition, information is disseminated to families about outside providers, including the Upper Cape Resource Guide and the Children's Mental Health Resource Guide for Cape Cod. Resources are available in the guidance office and counselors also refer parents to specific services. Counselors collect relevant data about students from the Student Concern/Intervention Form, Teacher Assessment Form and the referral process in order to provide services to those students who are not achieving the school's 21st century learning expectations. For example, through this data collection, the department identified the need for extra help sessions for students who do not receive services through special education or 504 plans. In order to foster increased levels of achievement on the 21st Century learning expectations the department needs to utilize data that identify students' needs in order to make changes to services and programs. (self-study, staff interviews, Standards documentation, student work)

The school's health services have an adequate number of certified/licensed personnel and support staff who always provide high quality physical and emotional health opportunities to the students of Sandwich High School. The health office is located near the main office, links to the guidance suite, and houses the school psychologist's office. The nurse sits near the front door, increasing access to students and communication between departments. Several small rooms are always used to meet different student needs. The nurse provides diagnosis, plan of care, interventions and ongoing evaluation of student health including mandated screenings, sun safety programs and blood pressure checks for Anatomy students. Health services always provide exemplary services to students to keep them in school, including feeding through NG tubes and providing support to students with eating disorders. Health services maintain an updated website and presents formally at school-wide functions. Health services always refers students to outside agencies when necessary, meets weekly with the student support team, communicates regularly with parents and collaborates regularly with district nursing staff, parents, and community members during monthly Wellness Committee

meetings. Health office software collects student data for reporting and analyzes it to improve services. The effective delivery of health services to all students allows all students to continue learning. (self-study, students, parents, teachers, school support staff, teacher interview)

Library/media services are integrated into curriculum, occasionally into instructional practices, and have an adequate number of certified/licensed personnel and support staff. A full-time librarian and a part time library assistant manage the library from before the opening of the school day until 4:00 pm. The extension of hours allows students to use physical library resources for school work and independent interests with guidance from teachers. Students also use the library during lunch. The space is attractive, well organized and conducive to student work. Students use the library regularly and often during classes in almost all disciplines. At this time the librarian and teachers do not collaborate to plan curriculum. Ninth graders participate in a series of library orientation; however, these skills are not consistently developed through 10th, 11th and 12th grades. Students who take courses focused on independent learning do receive regular instruction on using library resources, however not all students receive this instruction. Analysis of library data reveals that subscriptions to a comprehensive collection of eBooks and databases were recently purchased to support student learning across the curriculum. The library's print holdings, which include outdated science materials, do not fully support all areas of the school's curriculum. The librarian weeds the outdated materials and updates the print collections as the budget allows. The library has integrated iPad apps into its resources in response to the school wide iPad project and the librarian teaches students and teachers how to use various technology tools. The library provides desktop computers and a printer, a circulating computer cart, and manages a computer lab. The library also provides dependable wireless access and circulates video cameras. The librarian is responsive to student needs, and gathers information from a suggestion box, face to face discussions, and surveys. The librarian responds to individual requests for reference interviews, reader's advisory, and tech assistance. In addition, the librarian keeps faculty and students informed about the library program through email, displays, and a newsletter. The library program implements many effective programs, but the lack of collaboration regarding curriculum and the outdated print collection hampers the delivery of the media center services. (self-study, teacher interview, standards documents, classroom observations, facility tour)

Support services for identified students, including special education, Section 504 of the ADA, and English language learners (ELL), has an adequate number of certified/licensed personnel and support staff. There are nine special education teachers, one special education department chair, one school

psychologist, a part-time behaviorist, one part-time ELL teacher, one reading teacher, and one speech and language pathologist. The average caseload for special educators is 16 students. The staff reported that recent increases in the population of students identified as being on the autism spectrum will require additional training. By design, the staff collaborates frequently with all counselors, targeted services and other support staff in order to help students achieve the school's 21st century learning expectations. Every week, the counselors meet with the school psychologist to share information about interventions for students as part of the pre-referral process. While teachers and counselors are invited to participate in a student's special education team meeting, the staff reports that more time is needed for general and special educators to collaborate on curriculum and student needs. There are a variety of inclusive opportunities at Sandwich High School. The majority of identified students is enrolled in inclusive settings and receives academic support through the Learning Center as outlined by the IEP; just as all other students, these students are assessed on the school's academic, social and civic learning expectations. Sandwich High School also offers specialized programs, such as the Practical Life Skills Course for those students with severe developmental and learning disabilities, which prepares students to contribute to their community after high school. The school psychologist completes much of the cognitive and academic testing, utilizing appropriate standardized tests to identify student areas of need, including the Weschler Individual Achievement Test (WIAT), the Weschler Intelligence Scale for Children (WISC), the Weschler Adult Intelligence Scale (WAIS), the Vineland Adaptive Behavior Scales, the Social Skills Improvement System (SSIS) and the Conner's Teacher Observation scale. From these results, appropriate goals are identified and measured every year. The expertise of the personnel and the range of services offered allow identified students to achieve the school's 21st century learning expectations, however additional collaboration time between special education and general education teachers will ensure that the staff will meet the needs of all identified learners. (self-study, documents, interviews, facility tour)

Commendations

1. The focus on at-risk students by the Student Assistant Team
2. The variety of communication channels utilized by student support services
3. The increased use of Naviance by the guidance department over the past year resulting in improved post-secondary planning
4. The steady progress in the transition to PowerSchool to manage student data
5. The use of intervention forms by student support services to identify at-risk students

6. The exceptional efforts of health services to keep all students, particularly those most at risk, in school and achieving the school's expectations for learning.
7. The creation of a library eBook and database collection
8. The integration and delivery of student support services for all identified students
9. The peer mediation and peer mentoring programs
10. The number of local resources used to provide addition support service programs
11. The librarian's support of students' learning needs, including the use of technology for research and informational purposes

Recommendations

1. Develop and implement a plan to address the needs of at-risk students returning from hospitalization.
2. Implement a plan to provide more extensive information about the range of special education services available to students.
3. Develop and implement a plan for program evaluation for student support services programs
4. Create opportunities for the librarian to collaborate with teachers to ensure that information literacy skills are integrated into the curriculum across all grades



Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

1. The community and the district's governing body provide dependable funding for:
 - a wide range of school programs and services
 - sufficient professional and support staff
 - ongoing professional development and curriculum revision
 - a full range of technology support
 - sufficient equipment
 - sufficient instructional materials and supplies.
2. The school develops, plans, and funds programs:
 - to ensure the maintenance and repair of the building and school plant
 - to properly maintain, catalogue, and replace equipment
 - to keep the school clean on a daily basis.
3. The community funds and the school implements a long-range plan that addresses:
 - programs and services
 - enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements.
4. Faculty and building administrators are actively involved in the development and implementation of the budget.
5. The school site and plant support the delivery of high quality school programs and services.
6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

Community Resources for Learning

Conclusions

The community and the district's governing body systematically provide dependable funding for a wide range of school programs and services, sufficient professional and support staff, ongoing professional development and curriculum revision, a full range of technology support, and sufficient equipment, instructional materials and supplies. Funding for the district comes directly from the Town Finance Committee and Board of Selectman. The funding provides ample professional and support staff funds to sustain a full range of academic and social programs including over 160 diverse class offerings, Capstone Courses, Advanced Placement classes, experiential work opportunities, extensive guidance services, a 1:1 iPad initiative, and vast co-curricular service offerings such as performance groups, Key Club and Honor Societies. Class/curriculum offerings have increased by more than 10 per cent with 18 new courses this year. Department heads have also recently been restored by the superintendent to ensure stronger leadership, support and oversight throughout all academic programs. Funding for technology has been strong over the last three years, with a Master Technology Plan currently being written. Funds have been diverted from textbook adoption and curriculum over the last two years to purchase 1:1 iPads for students and teachers. Currently all students in grades 9, 10, and 11 have iPads, with all four grades having them next year. All faculty members have ample access to ongoing training and this training is well funded. Significant opportunities for professional development for both technology and other initiatives have been provided by the school and district. To date, much of this professional development has been offered outside of school hours on Monday afternoons and during the summer. The district has paid over \$20,000 in stipends for curriculum work and professional development this past year. To provide professional development to all faculty members, time on opening days of school, as well as during late starts throughout the year, has been dedicated to training on iPads, PowerSchool, and curricular revision. The district provides funding that is generally sufficient to provide instructional materials and supplies and to support planned curriculum revisions throughout the school. Most teachers report that they have adequate supplies in their classrooms, from textbooks to lab supplies. Some textbooks are more than ten years old, but are now being supported by digital resources with the iPads. The students at Sandwich High School benefit from the well-funded, diverse set of programs and services. (self-study, interviews, student shadowing, leadership meeting, superintendent, building tour, school committee)

The school develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant, properly maintain, catalogue and replace equipment on a limited basis. The school

develops, plans, and funds programs to keep the school clean on a daily basis. In 2007, a TMP or preventative maintenance program was written and instituted to record all maintenance to air handling units, rooftop exhaust fans, and classroom fan coil units, including: filter changes, lubrication, and belt replacement. Yearly contract service with ENE Systems provides for the HVAC systems. A contract with Tecogen (a private heating, cooling, and power installation, service, and maintenance company) provides maintenance of the two cogeneration plants. A tour of facility included access to up to date records for preventative maintenance as well as visual inspection of equipment regularly replaced by maintenance staff. Eventual replacement of outdated and aging building systems is an ongoing concern. Funding is not currently in place to replace equipment and the school is not currently funding capital improvements. With a limited maintenance and custodial staff, the school is very clean. While the high school has only one custodian during the day, members of the school community consider the cleanliness of the campus a source of pride. However, there are multiple reports from teachers and maintenance staff that the lack of a system to report and address ongoing facility needs impedes the timely addressing of regular maintenance issues. The school's budgetary allocation does not currently provide funding for capital improvements which compromises the overall maintenance of the school plant. (Standard documentation; self-study; facility tour; interviews with maintenance staff)

The community funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs; however, the school is in need of a more focused long-range plan for facility needs, technology, and capital improvements. Programs and services such as the 7th and 8th grade STEM initiative demonstrate long-range planning to incorporate project-based learning and a greater degree of community resources into the high school. Documents on file (including Sandwich Public Schools Strategic Plan (2007-2012), the Sandwich High School Improvement Plan (2011-2012), the Sandwich Public Schools Technology Plan (2010-2013), the five-year Capital Improvement Plan for Facilities, and the Sandwich High School Improvement Plan for 2011-2012) suggest proposals are in place, but have not yet been formally adopted regarding facility needs, technology, and capital improvements. There is an ongoing issue with limited monies available to fund the many repairs, maintenance concerns, and other costs. The visiting team observed some facility needs particularly in the science department labs. While a formal technology plan does not exist, the community funds several technology initiatives including SMART Boards, iPads, and Apple TV software. A lack of long-range planning has resulted in the in the lack of funding to repair faulty window sills or to address the lack of funding to repair the pool. While the community consistently

funds and the school implements a long range plan that addresses programs and services, enrollment changes and staffing needs, the lack of long-range planning in terms of facility needs, technology and capital improvements is a significant impediment to achieving the school's 21st century learning expectations. (Standard documentation; building tour; teacher interviews; student shadowing; meeting with parent group; meeting with students; meeting with STEM director and STEM parents)

Building administrators are actively involved in the development and implementation of the budget; however, faculty has only limited involvement. This results in the budget being developed by district and building administration without significant and meaningful input from faculty. Sandwich High School administration meets with the Superintendent to discuss building level needs and initiatives; the Board of Selectmen and Town Manager determine the school district's portion of the overall town budget in consultation with the superintendent. Ultimately, the town decides a final budget allocation for the district which puts significant restraints on budget flexibility. The building principal is then given autonomy over the high school portion of the budget. Department heads are allocated funds by the principal for their departments and the departments decide how to spend them accordingly. The school does not provide a formal structure for faculty members to provide input for departmental needs during this process and some faculty members feel they do not have sufficient input into the building of the budget. Department monies are often spent on individual educational resources, making it difficult for long-term initiatives or improvements to be made departmentally. Active involvement in the budgeting process by faculty and administrators will promote fiscal collaboration, better allocation of resources, and planning of long-term department initiatives. (self-study, Community Resources subcommittee, teacher interviews, building leadership team, district leadership, superintendent)

The school site and plant support the delivery of a number of high quality programs and services, but some facilities issues limit the delivery of others such as issues in the science labs, aging equipment and the aging maintenance systems. Constructed in 1974, with multiple phase additions, this building is a source of pride among the greater school community. Custodial personnel work effectively to maintain building cleanliness and functionality. Although the current enrollment is 860, the building is constructed to support 1,300 students, and will increase to that capacity with the addition of the STEM program for 7th and 8th graders in the fall of 2014. There are extensive programs and co-curricular offerings enabled by the school site and physical plant. There are also exceptional educational and co-curricular spaces such as 930-seat auditorium and media center available to students and the

community throughout the year. Areas such as the cafeteria, gymnasium, the 96 classrooms, special education areas, and science labs all vary in age, but are adequate in size and equipment to meet the 21st century educational needs of the current student population. The library and computer labs have sufficient technology resources to also meet educational needs at this time. Sandwich High School has appropriate office/meeting space for faculty and staff to allow for collaboration and planning. While athletic fields are numerous and surround the main building, the quality of these fields varies and facilities (restrooms, press box, and concessions) are lacking, forcing some sports teams to play at other facilities off campus. Lighting of the fields has also aged past replacement and is not functioning. There is no formal plan to replace the lights at this time, limiting the hours of field usage. A new track was constructed partially through private funds and subsidized by the town, over the past two years, providing a state of the art surface for athletes; plans for an artificial turf field in the center of it, as well as other related facilities, have stalled due to funding issues. The school does receive \$25,000 annually for athletic fields from an onsite cellular tower. This has helped defer some costs for overall maintenance and upkeep. The swimming pool, which is currently inoperable, is a major school and community resource with ongoing issues that the school and community must implement a plan to resolve. Plans for the pool have been formally developed but with significant budget implications and unclear direction to move forward. Direction will be given by the town at a November 2013 hearing. The school does not have a formal capital improvement plan to address future replacement or development needs for the physical plant, although the director and asst. director of facilities have put forth draft proposals through 2016. Students experience an adequate learning and social environment from the resources and facilities of the school site and plant which ensures the delivery of high quality school programs. (standard meeting, teachers, school tour, classroom observations, interviews, self-study)

The school maintains sufficient documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations; however, there are some aspects of the facility that do not meet code requirements and for create issues for general safety. This information is organized by the asst. director for facilities onsite and kept in binders and/or clipboards. Copies of licenses, certifications, and inspections are catalogued as well. The high school has regularly scheduled inspections with the local fire prevention officer, as well as the town of Sandwich building inspector. Contracted companies inspect all electrical and HVAC equipment on a regular basis. Egresses to the facility are clearly marked as well as "Authorized Areas" for safety; the building has a fire sprinkler system that is tested bi-annually; and items are stored

properly in maintenance and janitorial closets. Handicapped access is clearly marked and written in Braille throughout the building, grounds, and parking lots. Air quality and HVAC is sufficient through most of the building, with D-Wing posing a consistent heating issue due to its vast array of north-facing window banks. Some of these window banks also leak but they are addressed as necessary by maintenance personnel. While the science rooms have in place proper safety equipment, some of this equipment is not functioning properly and/or not meeting safety regulations. There are a many outlets within three feet of water sources in lab stations that have not been converted to GFI (Ground Fault Interrupter). There is a timeline in place to replace them all but resources need to be allocated annually. Some have already been converted. Some ventilation hoods in science labs are not ventilating properly with limited suction. Deluge showers in the science labs have floor drains incorrectly located because of the most recent renovation. If used by students, water collects on the floor. There is limited ventilation in the wood shop where students regularly paint and stain boats and furniture. This causes fumes in the classrooms above the wood shop on a regular basis. In terms of student physical safety, there is a joint town/district School Safety Group that meets regularly to address student safety. This team has allocated funds through the town of Sandwich to train staff, purchase equipment such as handheld radios and boosters for the schools, and conduct preparedness drills and scenarios. A Building Emergency Response Team (BERT) of various faculty and staff has been identified at the high school and they collaborate and act on situations. There is \$25,000 allocated annually for this safety readiness work by the town. Security cameras throughout the facility also help ensure safety. There is currently an issue that must be resolved involving the window sills off the A-Wing. These cement sills are not anchored properly and are falling off of the building. Safety fences have been erected and preparations and planning with contracted engineers has been ongoing towards a solution. This will take significant funding from the budget as emergency funding from the state was denied in August 2013. The district is working with the town to resolve this issue. A vote to allocate funding took place on November 2013. On December 18, 2013 the visiting committee chair received confirmation from the superintendent of schools that the town had voted to fund the repair of the window ledges and the restoration of the swimming pool. All construction on these projects will be completed by September, 2014. There continue to be some facility needs, especially in the science labs and industrial arts areas that must be addressed to ensure the health and safety of students. (self-study, Standard documentation, school and infra-structure tours, teachers, town leadership meeting, superintendent, special safety reports)

All members of the professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.

The school utilizes multiple outreach efforts to engage parents and families as partners in the scholastic lives of their sons and daughters. Printed documents such as the school handbook and the program of studies provide important information for parents. Regular mailings such as letters from the principal to parents and students, D/F reports for students in danger of failing, and report cards for term four further illustrate regular outreach efforts. The school's website and twitter account provide daily, weekly, and monthly updates for students and parents. In the fall, the school has an evening open house as well as two morning parent conferences and an additional day is scheduled in the spring. Students must attend the parent conferences. Faculty members indicate that parents fill the evening scheduled time, but morning conferences are not as well-attended. The guidance department hosts an annual college informational meeting with parents and athletic program coaches are required to meet with parents before each season. Specific steps to engage families who have been less connected with school are less formalized. While many teachers spend extra time emailing and communicating with parents, this is at their discretion and not overseen by department chairs or administration. A team made up of administrators, school nurse, school counselors, school social worker, school resource officer, and school psychologist are in place to identify students who may be in need of academic, social, or emotional help. The team may hold a SAM (Student Assistance Meeting) with parents and other personnel to identify concerns. Parents are invited to attend capstone presentations for their children, as well. While the school appropriately utilizes many traditional and nontraditional communication methods to reach out to parents, formalized extended efforts to communicate to all parents will help those less connected with the school. (self-student; Standard documentation; school website; teacher interview)

The school develops productive parent, community, business, and higher education partnerships that support student learning. Local business and industry partnerships are evident. Some seniors may choose to complete a "Senior Project" as a Capstone experience. Students and members of the faculty work together to forge partnerships with local businesses and industries, including in the form of internships, job shadowing, and student mentoring programs. Past partnerships include: Woods Hole Oceanographic Institute, Mass Maritime Academy, and the Heritage Museum. Additionally, Sandwich High School offers an alternative program called "School to Work" that utilizes various local business partnerships. Parents serve on a committee to implement the upcoming STEM program. This partnership has long-range implications to support all high school students' educational needs. Parent participation in this capacity is extensive and outreach to the community at large, local businesses and higher education is ongoing. Students also have the opportunity to take courses at Cape Cod

Community College for high school and college credit, provided they meet the appropriate prerequisites. The school has maintained and begun some productive parent, community, business, and higher education partnerships that support student learning. In light of 21st century academic, civic, and social learning expectations, students will benefit from more comprehensive partnerships. (self-study, presentation, student shadowing, interviews and observations; meeting with parent group, meeting with students, meeting with STEM director and STEM parents)

Commendations

1. The custodial staff's dedication to a clean and orderly facility
2. The facility that supports extensive program offerings in athletics, visual and performing arts, and other co-curricular opportunities
3. The consistent funding by the community to support the use of technology in the classroom
4. The collaboration between stakeholders to seek long-range solutions to a variety of issues through the development and implementation of the STEM program
5. The principal for her empowerment of faculty leadership in the budget process
6. The consistent format used by the School Safety group to provide a safe environment throughout the high school and district.
7. The regular communication provided through the school website and mailings
8. The variety of community partnerships that enhance teaching and learning for students
9. The active engagement of parents and families as partners in the school's programs and services
10. The variety of times in which parent conferences are scheduled

Recommendations

1. Develop and implement a long-range plan to address all facility needs within the science labs
2. Develop and implement a comprehensive capital improvement plan to address aging maintenance systems in the high school
3. Develop and implement a plan that addresses aging equipment throughout the school
4. Develop and implement a formal process to actively involve all stakeholders in the budget process
5. Complete the restoration of the pool and its related infrastructure

6. Develop and implement a formal capital improvement plan to address future replacement or development needs for the physical plant
7. Complete the repair of the window sills
8. Develop and implement a plan to address the following safety issues:
 - a. -replace all electrical outlets that are within 3 feet of water sources (in labs and classrooms) with GFI outlets
 - b. -test all ventilation hoods in science labs and workshops to ensure for proper function and suction, and repair or replace as needed
 - c. -provide adequate, proximal drainage for deluge showers in science labs
 - d. -ventilate appropriately areas in the Wood Shop where painting/staining of materials regularly occurs
9. Implement the plan to repair the pool and the window sills
10. Develop and implement a formal process to engage with parents who are less connected with the school

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting committee. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in Sandwich High School. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Committee requires that the evaluation report be made public in accordance with the Committee's Policy on Distribution, Use and Scope of the Visiting Committee Report.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Committee 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 Committee requires that the principal of Sandwich High School submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation 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 Committee 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 committee recommendations by the time the Five-Year Progress Report is submitted. The Committee 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 evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Committee has an established Policy on Substantive Change requiring that principals of member schools report to the Committee within sixty days (60) of occurrence any substantive change which negatively impacts on the school's adherence to the Committee'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 Committee's Substantive Change Policy is included in the Appendix

on page 67. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Committee office has current statistical data on the school.

The Committee urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Committee's *Accreditation Handbook* which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Committee staff following the on-site visit.

The visiting team extends its appreciation to all members of Sandwich High School for their hospitality. We are most grateful for the steering committee's attention to detail in preparing for our visit. The visiting team was able to work effectively and efficiently due to the quality of the self-study and other work completed prior to our arrival. The principal and other members of the administration, faculty and staff of Sandwich High School followed a transparent process that resulted in an honest and thoughtful self-study. We appreciate the efforts to prepare the school community for the accreditation process, and we believe the school will be equally efficient in continuing school improvement.

Sandwich High School
NEASC Accreditation Visit
October 27-October 30, 2013

APPENDIX A - VISITING COMMITTEE

<p>Pamela Burke, Chair SAU #46 Penacook, NH 03303</p>	<p>Andrew Bail Tantasqua Regional High School Fiskdale, MA 01518</p>
<p>Kevin McNamara, Assistant Chair Lincoln High School Lincoln, RI 02865</p>	<p>Alida Hanson Weston High School Weston, CT 06883</p>
<p>Liane Biron Harwich High School Harwich, MA 02645</p>	<p>Brenda Redding Franklin High School Franklin, MA 02038</p>
<p>Eileen Donahue Auburn High School Auburn, MA 01501</p>	<p>James Tremblay Merrimack Valley High School Penacook, NH 03303</p>
<p>Maryellen Iannibelli Lynnfield High School Lynnfield, MA 01940</p>	<p>Molly Smith Ipswich High School Ipswich, MA 01938</p>
<p>Vivienne Mulhall Watertown High School Watertown, MA 02472</p>	<p>Bryan Ranayne Tyngsborough High School Tyngsborough, MA 01879</p>
<p>Elizabeth Hauck Boston Latin School Boston, MA 02115</p>	<p>Billiegene LaVallee Bellingham High School Bellingham, MA 02019</p>
<p>Lisa Incutto Shepherd Hill Regional High School Dudley, MA 01571</p>	
<p>Alison Furey Concord-Carlisle Regional High School Concord, MA 01742</p>	

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Committee on Public Secondary Schools

APPENDIX B - SUBSTANTIVE CHANGE POLICY

Principals of member schools must report to the Committee 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 Committee'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

APPENDIX C - COMMENDATIONS & RECOMMENDATIONS

Standard 1 - Core Values, Beliefs, and Learning Expectations

Commendations

1. the rubrics that identify targeted high levels of achievement in academic, civic, and social competencies
2. the prevalence and visibility of core values and beliefs documents throughout the building and in every classroom
3. the curriculum maps that reflect the Sandwich High School's core values, beliefs, and learning expectations
4. the dynamic extensive process used to craft the core values
5. the use of current research in the formation of the core values
6. the use of the core values, beliefs and learning expectations in guiding the decision-making, including the adoption of several recent initiatives
7. the significant extent to which the core values, beliefs and learning expectation are embedded and reflected in the school culture
8. the formal plan which ensures the continual review and revision of the school's core values, beliefs and learning expectations

Standard 2 - Curriculum

Commendations

1. the school and community's commitment to offer a wide array of electives tied to the school's 21st Century Learning Expectations
2. the universal adoption of school wide rubrics
3. the many authentic learning opportunities such as the capstone course and senior project
4. the equitable access all students have to the school's wide ranges of core and elective program offerings
5. the opportunities all students have to practice and achieve the school's 21st century learning expectations
6. the number of elective courses designed to enable students to achieve the school's social and civic expectations such as The History of Cape Cod and Massachusetts, Multicultural Literature and International Relations and Personal Finance and Small Boat Construction
7. the interdisciplinary ninth-grade humanities course which is heterogeneously grouped
8. the adoption of a common curriculum template that includes a full range of components
9. the reinstatement of department heads to support curricula processes and programs
10. the depth of the written curriculum
11. the work of the curriculum council
12. the budgetary support for professional development, including summer hours

Recommendations

1. develop and implement a system for gathering and reviewing data from common assessments to inform curriculum review and revision
2. develop and implement a formalized curriculum review process
3. develop and implement a plan to ensure that there is continued alignment between the written and taught curriculum
4. develop and implement a plan to provide sustainable resources for the library collection

Standard 3 – Instruction

Commendations

1. the efforts to use the school's core beliefs and values to inform instructional practices
2. the use of the 21st century learning expectations to provide a framework for classroom rubrics
3. the provision of some teachers to create opportunities for students to self-assess their work and to reflect on their achievement
4. the use by some teachers of the analysis of student data from formative and summative assessments to improve student achievement
5. the increase of classes that provide opportunities for students to be self-directed learners
6. the professional development opportunities available to the professional staff at Sandwich High School
7. the recent establishment of the Collaborative Design Team
8. the range of technology to support teachers' instructional practices and the learning needs of students
9. the teachers who differentiate instruction based on assessment results
10. the opportunities students have to apply their knowledge
11. the efforts of many teachers to personalize instruction
12. the focus on self-reflection in the school's learning expectation rubrics
13. the professional expertise of numerous Sandwich High School teachers

Recommendations

1. develop and implement a plan to create additional collaboration, self-reflection and examination of student work
2. conduct an inventory of all classes on the use of instructional strategies that encourage students in cross-disciplinary learning and that emphasize inquiry, problem solving and higher order thinking.
3. using the data from the inventory, develop and implement a plan the will increase the use of the instructional strategies that promote 21st learning skills.
4. ensure the effective use of technology by all teachers to support instructional practices

Standard 4 – Assessment

Commendations

1. the prevalence of school-wide rubric use

2. the richness of discussion around academic, social, and civic expectations during parent teacher conferences
3. the identification of students in need of support for MCAS
4. the extent to which the expectations are entrenched within the culture of the school
5. the extensive and consistent use of common summative assessments across disciplines
6. the teachers' utilization of a wide range of assessment strategies.
7. the extensive, consistent use of common formative and summative assessments
8. the use of technology to give feedback to students in a timely manner
9. the extensive teacher collaboration to create and utilize common formative assessments in all subject areas
10. the alignment of the school's report card comments with academic, social, and civic expectations
11. the regular review of grading and reporting practices

Recommendations

1. develop and implement a formal process for collecting, reporting, and analyzing data from the assessment of 21st century learning expectations
2. develop and implement school-wide performance goals as well as a system for reporting whole school progress to the wider community
3. develop and implement a formal process for analyzing data for the purpose of creating and revising formative and summative assessments
4. develop and implement a process to compile common formative assessment data in order to adapt instruction to improve student learning.
5. develop and implement a plan to share strategies related to the utilization of check-ins for real-time formative assessment in order to improve student learning
6. develop and implement a process to analyze school wide data in order to revise curriculum and improve instructional practice.

Standard 5 - School Culture and Leadership

Commendations

1. the efforts of the School Safety Group and administration to provide a safe, supportive and positive environment for students
2. the implementation of a successful Senior Mentor program
3. the variety of professional development opportunities provided to teachers at the school
4. the small class sizes that allow teachers to meet the individual needs of students
5. the efforts of the principal and her leadership team to provide focus on the values and learning expectations of the school
6. the many opportunities provided to students, parents and staff to involve themselves in the decision making process
7. the number of faculty members who have taken it upon themselves to seek out and embrace professional development opportunities
8. the positive and collaborative relationship between the school committee, the superintendent, and high school principal.
9. the decision making authority provided to the principal by the superintendent and school committee
10. the student advisory program
11. the effective leadership of the principal
12. the number of initiatives established through the collaboration of the principal and superintendent and school committee

13. the implementation of the STEM innovation in the fall of 2014
14. the students pride in and respect for the school

Recommendations

1. develop and implement consistent curriculum for the advisory program
2. develop and implement a plan to use the skills and practices gained through professional development to improve instruction and assessment
3. develop and implement a plan to ensure that professional development is tied to teacher needs and student achievement
4. fully implement the new educator evaluator protocol as developed by the Massachusetts Department of Education

Standard 6 - School Resources for Learning

Commendations

1. the focus on at-risk students by the Student Assistant Team
2. the variety of communication channels utilized by student support services
3. the increased use of Naviance by the guidance department over the past year resulting in improved post-secondary planning
4. the steady progress in the transition to PowerSchool to manage student data
5. the use of intervention forms by student support services to identify at-risk students
6. the exceptional efforts of health services to keep all students, particularly those most at risk, in school and achieving the school's expectations for learning
7. the creation of a library eBook and database collection
8. the integration and delivery of student support services for all identified students
9. the peer mediation and peer mentoring programs
10. the number of local resources used to provide additional support service programs
11. the librarian's support of students' learning needs, including the use of technology for research and informational purposes

Recommendations

1. develop and implement a plan to address the needs of at-risk students returning from hospitalization
2. implement a plan to provide more extensive information about the range of special education services available to students
3. develop and implement a plan for program evaluation for student support services programs
4. create opportunities for the librarian to collaborate with teachers to ensure that information literacy skills are integrated into the curriculum across all grades

Standard 7 - Community Resources for Learning

Commendations

1. the custodial staff's dedication to a clean and orderly facility

2. the facility that supports an extensive program offerings in athletics, visual and performing arts, and other co-curricular opportunities
3. the consistent funding by the community to support the use of technology in the classroom
4. the collaboration between stakeholders to seek long-range solutions to a variety of issues through the development and implementation of the STEM program
5. the principal for her empowerment of faculty leadership in the budget process
6. the consistent format used by the School Safety Group to provide a safe environment throughout the high school and district
7. the regular communication provided through the school website and mailings
8. the variety of community partnerships that enhance teaching and learning for students
9. the active engagement of parents and families as partners in the school's programs and services
10. the variety of times in which parent conferences are scheduled

Recommendations

1. develop and implement a long-range plan to address all facility needs including the science labs
2. develop and implement a comprehensive capital improvement plan to address aging maintenance systems in the high school
3. develop and implement a plan that addresses aging equipment throughout the school
4. develop and implement a formal process to actively involve all stakeholders in the budget
5. complete the restoration of the swimming pool and its related infrastructure
6. develop and implement a formal capital improvement plan to address future replacement or development needs for the physical plant
7. complete the repair of the window sills
8. develop and implement a plan to address the following safety issues:
 - a. replace all electrical outlets that are within 3 feet of water sources (in labs and classrooms) with GFI outlets
 - b. test all ventilation hoods in science labs and workshops to ensure for proper function and suction, and repair or replace as needed
 - c. provide adequate, proximal drainage for deluge showers in science labs
 - d. ventilate appropriately areas in the Wood Shop where painting/staining of materials regularly occurs
9. implement the plan to repair the pool and the window sills
10. develop and implement a formal process to engage with parents who are less connected with the school