

New England Association of Schools and Colleges



Commission on Public Secondary Schools

Report of the Visiting Committee for Fairhaven High School

Fairhaven, Massachusetts

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STATEMENT ON LIMITATIONS

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

The Commission on Public Secondary Schools of the New England Association of Schools and Colleges considers this visiting committee report of Fairhaven High School to be a privileged document submitted by the Commission 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 Fairhaven High School in terms of the Commission'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 six Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission 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 Commission. 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 Commission'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 Commission in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

Preparation for the Evaluation 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 Fairhaven High School, a committee of 15 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. In addition to faculty members, the self-study committees included students and parents.

The self-study of Fairhaven High School extended over a period of 18 school months from January, 2011 to June, 2012. The visiting committee was pleased to note that students, parents and community members joined the professional staff in the self-study deliberations.

Public schools evaluated by the Commission 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 Commission, Fairhaven 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 15 evaluators was assigned by the Commission on Public Secondary Schools to evaluate Fairhaven High School. The Committee members spent four days in Fairhaven, 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 Commission's Standards for Accreditation. Since the evaluation team consisted of teachers and administrators from public schools in Massachusetts, Rhode Island, and Connecticut, diverse points of view were brought to bear on the evaluation of Fairhaven High School.

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

- review of the school's self-study materials
- 45 hours shadowing 15 students for a half day
- a total of 30 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 31 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work including a selection of work collected by the school

Each conclusion on 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 Commission Standards.

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

Overview of Findings

Although the conclusions of the visiting committee on the school's adherence to the Commission's Standards for Accreditation appear in various sections of this report, the committee wishes to highlight some findings in the paragraphs that follow. These findings are not intended to be a summary of the report.

Teaching and Learning at Fairhaven High School

Fairhaven High School is committed to challenging all students with a rigorous curriculum and strives to help students become lifelong learners in a rapidly changing world. The Fairhaven community developed and engages in a dynamic and inclusive process to identify and commit to their core values and beliefs about learning. The school has formally identified challenging and measurable 21st century learning expectations for all students, which address academic, social and civic competencies and which are defined by school-wide rubrics that identify targeted levels of achievement. The core values, beliefs, and 21st learning expectations are beginning to reflect the culture of the school and to drive curriculum, instruction and assessment. The alignment of the school's core values, beliefs and learning expectations across the disciplines, and its use of these values, beliefs and learning expectations to drive decision-making in the school, are in the early stages of implementation and will need to be reviewed on a regular basis to ensure that the core values and beliefs continue to reflect the school community and that the expectations are still valid and worthwhile.

Fairhaven High School has made great strides in developing a curriculum that ensures every student has opportunities to practice 21st century learning skills. Strong alignment exists between written and delivered curriculum. Fairhaven teachers use a consistent template for curriculum, which facilitates the inclusion of research-based best practices. Practicing 21st century skills requires reliable access to 21st century technology and Fairhaven faces infrastructure challenges in providing access for their students and faculty. As energetic, committed teachers continue to incorporate technology-dependent practices into curriculum, infrastructure support needs to be available.

At Fairhaven High School the majority of teachers continuously examine their instructional practices to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. These learning expectations are supported in most teachers' instructional practices and most adjust their instructional practices to meet each student's needs using formative assessments and best practices. Teachers at FHS, individually and collaboratively, improve their instructional practices, especially based on information gained from weekly PLC meetings. Teachers, as adult learners and effective practitioners, maintain expertise in their content area and content-specific instructional practices as a result of available professional development opportunities.

The professional staff employs a formal process, based on school-wide rubrics, to assess and report individual student progress in achieving the school's 21st century learning expectations; however, they do not yet have an effective process to assess and report whole-school progress. Prior to each unit of study and summative assessments, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed as well as provide students with the corresponding rubrics. In each unit of study, teachers at Fairhaven High School employ a range of assessment strategies, including formative and summative assessments. Teachers also collaborate regularly in formal ways on the creation, analysis, and revision of summative assessments, including common assessments, and use formative assessment to inform and adapt their instruction for the purpose of improving student learning. Teachers across the curriculum regularly provide specific, timely, and corrective feedback to ensure students revise and improve their work. Fairhaven High School does not have a formal process in place to collect, disaggregate and analyze

data to identify and respond to inequities in student achievement, but currently teachers and administrators examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice on a limited and informal basis. Grading and reporting practices at Fairhaven High School are reviewed and revised on an infrequent basis to ensure alignment with the school's core values and beliefs about learning.

Support of Teaching and Learning at Fairhaven High School

Fairhaven High School has a positive safe, respectful and supportive culture. The school is equitable, inclusive and is working to foster heterogeneity. The educational environment includes faculty who are available to their students whenever necessary and who are encouraged to and do collaborate to improve curriculum, instruction and assessment which guides the students to attain 21st century learning expectations. The current schedule affords common planning time while keeping class sizes manageable. Teachers and students are fully involved in decision-making that promotes responsibility and ownership. The principal has articulated a clear vision for the school and has established herself as a highly effective leader. She enjoys the full support of the superintendent and school committee and, together, all are committed to working diligently to improve teaching and learning and to move Fairhaven High School toward the accomplishment of 21st century goals.

Fairhaven High School provides a variety of timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, which help to support each student's achievement of the school's 21st century learning expectations. The school utilizes various modes of communication to provide information to families, particularly those most in need, about available student support services. Technology usage by support services staff is inconsistent due to the unreliability of the network. School counselors implement the Massachusetts model of comprehensive developmental school counseling to deliver effective services to meet the needs of all students. The health services department at FHS provides preventative health and direct intervention services to all students. The library/media services are integrated into the school's curriculum and instructional practices and provide opportunities for students to achieve the 21st century learning expectations. FHS provides support services for identified students including special education, 504, and English language learners to ensure that all students have an opportunity to earn an FHS diploma.

The community and the district's governing body, for the most part, provide dependable funding for a wide range of school programs and services, ongoing professional development, and adequate professional and support staff; however, dependable funding has not been available for the purchase and maintenance of hardware, technology integration, and support. The district provides funding that is generally sufficient to provide instructional materials and supplies and to support curriculum change. The school has developed and funded programs to support the maintenance and repair of the building and physical plant, and to ensure that the school is safe and clean each day. Administrators maintain 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. Faculty and building administrators are involved in the development and implementation of the budget. FHS is only moderately successful, though, in developing, planning, and funding programs to properly maintain, catalogue, and replace equipment. The community provides reliable funding for school needs, but still needs a long-range plan to address programs and services, enrollment changes, staffing needs, facility needs, technology, and capital improvements. The school site and physical plant support the delivery of high quality programs and services, and the school has developed and cultivated productive parent, community, business, and higher education partnerships that support student learning. The professional staff actively engages parents and families as partners in each student's education, but targeted communication is needed for families who have been less connected with the school.

School and Community Profile

The Community

Fairhaven High School is located in Fairhaven, Massachusetts, a town nestled in the South Coast community, most known for its fishing industry and scenic shoreline. The high school is known as “the castle on the hill.” Wanting only the best for Fairhaven students, Henry Huttleston Rogers, oil baron and friend of Mark Twain, built this structure of architectural beauty in 1906. In 1999, an addition was built and improvements made to preserve the building’s history while upgrading the facility to meet the 21st century needs of our learners. While it is difficult to adapt such a structure to modern educational needs, ongoing attempts are continuously made to meet the needs of our students.

Fairhaven has a population of 16,111 with minimal diversity. Of the 1,984 students enrolled in the district for the 2010-2011 school year, 93.4 percent White, 2.4 percent Hispanic, 1.3 percent Asian, 1.3 percent Multi-Race/Non-Hispanic, 1.0 percent African American, 0.5 percent Native American, 0.1 percent Native Hawaiian/Pacific Islander. Although English is the primary language spoken by the student population, some students’ home language is Portuguese, Spanish, French, German, Urdu, Chinese, Vietnamese, or Arabic.

In 2010, the median family income was \$52,300, and the unemployment rate was 10.2 percent. There were 449 families in the district and 171 families at the high school who lived below poverty level. Approximately one-third of our school population qualifies as low-income.

The School

Fairhaven High School enrolls students in grades 9 through 12 with a total of 622 students (312 males and 310 females). There is one public middle school (6-8), three public elementary schools (K-5) and one Catholic school (K-8) in Fairhaven. Because we service the town of Acushnet, students also come to the high school from either Acushnet’s public middle school (5-8) or Catholic school (K-8).

Fairhaven’s middle school students can attend Fairhaven High School or can apply to Greater New Bedford Regional Vocational-Technical High School or to Bristol County Agricultural High School. Acushnet’s middle school students can choose to attend Fairhaven High School or New Bedford High School, or can apply to Old Colony Regional Vocational Technical High School or to Bristol County Agricultural High School.

In 2010-11, the district’s per pupil expenditure was \$11,274, compared to the Massachusetts state average expenditure of \$13,055. The FY12 school department budget is \$17,424,735, of which \$10,206,770 (58.6 percent) is provided by local taxation.

The school population has remained stable over the past 10 years. Our school’s ethnic, racial, and cultural composition has remained fairly constant with 93.5 percent White, 1.8 percent Hispanic, 1.8 percent Multi-Race, 1.6 percent African-American, 0.7 percent Native American, 0.5 percent Asian, and 0.2 percent Native Hawaiian students during the 2010-11 school year. The average dropout rate for Fairhaven High was the same as the state’s, at 2.9 percent. For the past two years, the average daily attendance rate for students was 93.3 percent, and the average daily attendance rate for teachers was 94.5 percent.

There are 51 teachers at Fairhaven High School, creating a ratio of students to teachers of 12:1. The average class size at FHS is 17 students, which is lower than the state average of 19. Students attend

school for 180 days and for a minimum of 990 hours, choosing from nearly 120 different course offerings.

The 2011-2012 school year was Fairhaven's fourth year of the Freshman Collaborative. As part of this program, all freshmen are randomly placed on one of two teams in which they take their four core academic subjects. Students in grades 10 to 12 may select from three levels of classes: college preparatory, honors, or Advanced Placement with the exception of a level two Algebra 2 class. All students are, at minimum, enrolled in college preparatory course work, with 63 percent of students selecting at least one honors course and with 15 percent selecting at least one Advanced Placement course. Approximately 11 percent of students receive special education services. All students are required to take four years of English, three years of mathematics (four years of mathematics are required beginning with students graduating in 2014), three years of history and science, two years of a world language (beginning with students graduating in 2013), one and a half years of health/physical education and one and a half years of media/visual/performing arts. Fairhaven High School offers a variety of elective options across the curriculum and a wide choice of extra-curricular activities. Over 73 percent of our students participate in at least one activity.

As of 2010, the graduation rate for Fairhaven High School was 74.4 percent, with a five-year adjusted graduation rate of 88.7 percent. In 2010, 39 percent of graduates attended four-year colleges, 41 percent attended two-year colleges, 3 percent attended a business, technical, or other post-secondary school, 14 percent entered the workforce, and 3 percent entered the military. Graduates who pursue post-secondary educational opportunities choose from a plethora of four year schools such as Bridgewater State University, University of Massachusetts/Dartmouth, University of Massachusetts/Amherst, and many Boston area schools such as Boston University, Massachusetts College of Pharmacy, Northeastern University, and Brandeis University. Bristol Community College is the preferred two-year option for post-secondary education. Opportunities for adult continuing education are available at local public schools as well as at Bristol Community College and UMass Dartmouth.

Fairhaven High School has established effective partnerships with two local institutions of higher education. Students may enroll in formal dual enrollment programs at the University of Massachusetts/Dartmouth and at Bristol Community College where they can take one course per semester at no cost to the student.

Fairhaven High School has established successful partnerships with local businesses through the New Bedford Chamber of Commerce to provide a formal School to Career program. Many students also take part in numerous food drives and fundraising events for local charities and churches, blood drives for the Red Cross, and community service work at many institutions including the town's library, animal shelter, and nursing homes.

At Fairhaven High School, we are constantly striving to find more ways to recognize our student body for their accomplishments. We recognize students for achieving academic success, demonstrating positive behavior and character, maintaining exemplary attendance, and excelling in co-curricular, extra-curricular, and athletic activities.

Fairhaven High School Core Values and Beliefs

The faculty, staff, and administration of Fairhaven High School believe that they must motivate, inspire, and empower their students to fulfill their potential to become independent, curious, creative, life-long learners prepared to succeed in an increasingly diverse and global society. They regard the successful development of each individual as a responsibility shared by the student, the school, the family and the Fairhaven community. They believe all students must be engaged in a rigorous academic program enriched by fine arts, technology, athletic, and co-curricular activities in a safe and secure environment that encourages, nurtures, and promotes the development of every student to become respectful, tolerant, responsible, healthy, civic-minded citizens.

A Fairhaven graduate will be ready to pursue higher education or enter the work force without the need for remediation. Students will:

- Write effectively,
- Problem solve,
- Read critically and effectively,
- Speak effectively,
- Connect and apply technology to learning,
- Demonstrate respect for themselves and others, and
- Participate in a personalized program to ensure connection to the world beyond the school.

COMMISSION ON PUBLIC SECONDARY SCHOOLS
STANDARDS FOR ACCREDITATION

TEACHING AND LEARNING STANDARDS

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

CURRICULUM

INSTRUCTION

ASSESSMENT OF AND FOR STUDENT LEARNING

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.

Conclusions

The Fairhaven High School community developed and engaged in a dynamic and inclusive process based on current research-based practices to identify and commit to its core values and beliefs about learning. In 2008, Principal Tara Kohler presented a PowerPoint presentation to the faculty on what it means to be a 21st century school faculty. Research articles presented to the staff and teacher leaders guided discussions in determining achievable and measurable beliefs about education. Teachers collaborated to discuss, revise, and edit the proposed document. The staff agreed to adopt the current Fairhaven High School core values, beliefs, and learning expectations document, and the Fairhaven School Committee approved it in 2010. The Fairhaven High School community has incorporated the document into the school's handbook, online postings, and in all the classrooms. In addition, various aspects of the document have been shared with the student body via presentations on the morning school news broadcasts on Blue Devil Television. Though parents and students were not included in the development of the school's core values, beliefs and learning expectations, all stakeholders are now beginning to take ownership of the school's values and beliefs. The inclusion of all stakeholders in a planned review process will broaden the perspective of those involved and will ensure wider support for fulfilling the core values and beliefs and accomplishing the stated learning expectations. (self-study, teachers, panel presentations, student interviews)

The school has formally identified challenging and measurable 21st century learning expectations for all students that address academic, social and civic competencies and are defined by school-wide rubrics that identify targeted levels of achievement. After the acceptance of the school's core values, beliefs, and learning expectations, departments met to determine to what extent each could best assess these goals within their classrooms. Many Fairhaven faculty members have used personalized, course-specific rubrics for assignments in the past. As a staff, they reviewed their specific examples and identified the obstacles associated with assessing student work with each rubric. Departments then selected rubrics according to common skill sets and determined the language and how to measure the success of the given skills such as writing, reading, speaking, listening and problem solving. During the 2011-2012 school year, teachers began to use school-wide rubrics to assess student achievement based on four levels: Excellence (4), Proficient (3), Developing (2), and Warning (1). Parents received a newsletter from Principal Kohler explaining the school-wide rubrics. Teachers implemented the school-wide rubrics and assessed their students' progress toward meeting the stated learning expectations and then reported that progress to parents on the term report card so that in addition to the academic grade, students received a term and final average for the specific learning expectation that was measured. The administration expects that every department will use an appropriate school-wide rubric once a quarter and many teachers use the "Habits of Mind" rubric on a daily basis to measure student progress in achieving social and civic expectations. As part of the stated 21st century academic expectations, students must connect and apply technology to learning. However, this expectation was not consistently listed on the 2011-2012 report cards, as the infrastructure to support the technology expectations is not compatible with the existing structure. The use of the school-wide rubrics provides students with a clear picture of what is expected for their success and is instrumental in helping them meet or exceed them. (panel presentations, teacher interviews, self-study)

Fairhaven High School's core values, beliefs, and 21st century learning expectations are beginning to reflect the culture of the school and to drive curriculum, instruction and assessment. After the core values, beliefs and learning expectations were adopted, the Blue Devil Television (BDTV) station began to incorporate each part of the core values, beliefs and expectations in the student daily announcements. In addition to being shown to the students and staff, the broadcast is streamed on the Internet via the school website and is televised daily on Comcast for the Fairhaven community. "Word

of the day,” built around the learning expectations, has become part of the school culture for morning announcements. To help students become successful as they seek greater rigor in their academics, the Fairhaven Opportunity to Create a United School (F.O.C.U.S) program was developed. Students who are working to maintain and improve their grades have an opportunity to work with an upper-class mentor to help them prepare for tests, midterms, and final exams, and mentors can earn service hours and take on leadership roles. Within their professional learning communities (PLC), teachers meet to engage in professional reflection on the use of rubrics and the core values and beliefs. Teachers are making a concerted effort to use the core values, beliefs and learning expectations to help students develop an awareness of their merits. Examples of specific changes to the curriculum, instruction and assessment include additional technology integration, Rosetta Stone/Novanet, common assessments, and school-to-career services. Policies, procedures, and resources have been allocated to support CONNECT (College Readiness Conference), specific learning disabilities conferences, 21st century technology in the classroom, and additional Advanced Placement teacher training workshops. The Freshman Collaborative assists incoming ninth grade students with their transition to high school, and programs such as “Best Buddies,” which pair a student with social/emotional/physical disabilities with other students, help to build lasting friendships. The addition of the school-wide and teacher supported summer reading initiative has resulted in significant increases in student and teacher interaction about reading. The school is still working to develop a consistent set of expectations around behavior and accountability that aligns with its core values, beliefs and learning expectations. Core values, beliefs and learning expectations across the disciplines are actively reflected in the culture of the school community and have positively impacted teaching and learning. (parents, students, classroom observations)

Fairhaven High School has not yet established a formal process to periodically review and revise its core values, beliefs and 21st century learning expectations based on research, multiple data sources, or on district and school community priorities. Newly implemented, the core values, beliefs and learning expectations were a topic for the June 2012 leadership team, as data released from the Aspen/X2 student management system highlighted a gap between the performance expectations held for the seniors as opposed to freshmen. A meeting with the faculty addressed the concern that teachers needed training on the use of rubrics. The administration and the Core Values and Belief Committee have a goal that a review will begin to analyze test results and assessments of student achievement. Teachers working in their PLCs are committed to reviewing educational research, determining department priorities, and analyzing student work. The first analysis of the data from the school-wide rubric will begin during the October 2012 PLC meetings. Through the discussion and shared analysis of common assessment data and standardized test results such as MCAS, teachers constantly revise and rework their expectations and instructional practices to improve student learning and performance. Fairhaven teachers have expressed that they welcome the opportunity to discuss 21st century learning expectations during their PLC meetings. This is a major shift for the Fairhaven community; in the past, evidence shows that teachers worked independently on individual curriculum, instruction and assessment. While the first review cycle of the school-wide rubrics has been established for the October 2012 meeting, it will need to be regularly reviewed and revised. Currently, the data from the student management system is not set up to provide teachers with the data they need to analyze student performance in achieving the school-wide expectations. The existing long range technology plan (2009-2012) will need to be revised to reflect the school’s use of technology to achieve their learning expectations. The Fairhaven High School Alumni Association works closely with the school and is dedicated to support the school and the school’s core values, beliefs and learning expectations. Their generous financial support has allowed the school to enhance learning with technology by providing Kindles for all Advanced Placement and junior English classes as well as an iPad cart for the Freshman Collaborative. The School Improvement Plan (2012-2013) is committed to focusing on literacy in all

content areas so that all teachers are responsible for the teaching of reading, writing, and speaking. To achieve this goal, the school has established a clear objective to develop a viable 1:1 computer initiative, which will provide each student with an electronic device to enhance learning. However, while technology is a goal supported by all stakeholders, the lack of a reliable network and solid infrastructure to support the increased integration of technology makes this goal difficult to achieve. Using the issues regarding technology as an example, without a formal process in place to regularly review and revise the core values, beliefs and expectations, there is no definitive way to determine the extent to which the school is meeting them and whether or not changes need to be made to improve teaching and learning. (panel discussion, self-study, teacher interviews)

COMMENDATIONS

1. The development of analytic rubrics, with identified levels of achievement, to measure student progress in meeting learning expectations
2. Use of a variety of media to inform all stakeholders about the school's core values, beliefs, and learning expectations
3. The effort to incorporate the school's core values, beliefs, and learning expectations into all aspects of the school culture
4. The dynamic and inclusive process based on current research-based practices used to identify and commit to the school's core values and beliefs about learning

RECOMMENDATIONS

1. Use the established core values, beliefs, and learning expectations to inform curriculum, instruction, and assessment
2. Ensure that the core values, beliefs and learning expectations are used to drive decision-making regarding policies, procedures and the allocation of resources
3. Develop and implement a formal plan to regularly review and revise the school's core values, beliefs, and 21st century learning expectations

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.

Conclusions

The Fairhaven High School curriculum offers courses that encourage students to achieve the school's stated 21st century learning expectations. These skills are identified in the school-wide rubrics, which are posted in every classroom. They are also listed in the student handbook and curriculum guides, and are included in the Aspen/X2 student management system and on report cards. Recently, Fairhaven High School has provided new opportunities that engage students in 21st century skills. These include distance learning, web design, forensics, freshman finance and new AP classes in studio art and world history. With the increased focus on 21st century learning expectations throughout the curriculum, students have many opportunities to practice and achieve the 21st century skills identified in the school's learning expectations. (self-study, teacher interview, student shadowing, central office personnel)

Through grading and many curriculum guides, all program areas at Fairhaven High School identify their specifically designated 21st century learning expectations. In AP Biology, the supervising teacher shares the problem-solving skills identified in a lesson plan designed to explore inquiry within the laboratory process. Students demonstrate respect for themselves and others as they engage in activities that encourage skill acquisition in ceramics and physical education classes as well as within all other courses at Fairhaven High School. Teachers express an interest in being able to report student progress on each line item of the rubrics for these 21st century expectations, rather than generating a single score for the whole expectation. Reporting individual progress on each part of the 21st century rubrics would improve student and parent understanding of the students' progress. (self-study, teacher interview, student shadowing, central office personnel)

Fairhaven High School has developed and currently uses a common format for its curriculum guides. This format includes a course description, topics of study, essential questions, frameworks and 21st century skills key, learner outcomes, instructional and assessment strategies, interdisciplinary connections, and resources/materials. This school-wide format also identifies benchmarks and a curriculum-mapping outline that lists activities, skills, and content on a monthly basis for the entire school year. The development of this common format provides opportunities for students to consistently practice and achieve the prescribed 21st century skills across the curriculum. Although a common format for the Fairhaven High School curriculum guides exists, however, curriculum guides for some courses are not complete. Nearly all of the benchmark, rubric and curriculum mapping forms have been completed during time allotted in professional learning community meetings and during common planning time. While a common curriculum format benefits most students at Fairhaven High school, until all curriculum guides are completed, inequities and inconsistencies will adversely impact teaching and learning for some students. (self-study, teacher interview, curriculum documents)

The curriculum at Fairhaven High School emphasizes depth of understanding and application of knowledge through the practice of the 21st century skills such as problem solving, higher-order thinking, cross-disciplinary learning, and the informed and ethical use of technology, and provides authentic learning opportunities both within the school and out in the community. The school-wide learning expectation rubrics require teachers to incorporate these skills throughout the curriculum. According to the Endicott survey, 76.8 percent of students agrees that they are challenged in critical thinking and problem solving. Parents concur, with 88.9 percent agreeing that their children are developing problem-solving skills. Problem solving is evident in courses such as computer-aided design, many science offerings, as well as in math. Students develop higher-order thinking skills as they work with primary sources in history classes, and analyze literature in English. Eighty-two percent of teachers agrees that their departmental curricula emphasize depth of understanding and the

application of knowledge. The authentic opportunities in and out of school are both formally designed courses and individual lessons planned to meet the needs of students. Programs such as School to Career, School to Career on Campus, and Dual Enrollment provide opportunities for students to apply their skills and to extend their interests, skills and experience in a real world setting. The informed and ethical use of technology is emphasized as students are required to review the *Student Acceptable Use Policy for Telecommunications* included in their student handbook and to complete the acceptable use contract by signing and obtaining their parents'/guardians' signature before they are allowed to use any school-sponsored technology. Most students, parents and teachers report that they have knowledge of the ethical use of technology. Many opportunities exist for students to engage in higher-order thinking skills, problem solving, and to experience authentic learning and practice the ethical use of technology, thus allowing them to achieve many of the school's stated learning expectations. (course guides, Endicott survey, teacher interview, parents, students)

Approximately half of the teachers feels that the curriculum includes cross-disciplinary studies. Examples reported by teachers include: the freshman courses that align the books assigned in English with the corresponding time periods studied in history, senior English concentrations *Green Works* and *India and China: Ancient Cultures/21st Century Influence*, Art II, Webpage design, Criminal Justice, and Finance. While some cross-disciplinary connections are made on an informal basis in several curricular areas, student learning would be enhanced by increased efforts to include cross-disciplinary elements more formally and comprehensively in the curricula. (course guides, Endicott survey, teacher interview, students)

At Fairhaven High School, there is clear alignment between the written and taught curriculum. Supervisors report implementation of the written curriculum based on classroom observations and by comparing the written curriculum with lesson plans that they collect and review. Teachers engage in frequent Professional Learning Community discussions about pacing, which ensure close alignment between daily lessons and the written curriculum. In the Endicott study, 68.6 percent of teachers confirms the link between the written and taught curriculum. Classroom observations by the visiting committee also confirm that the curriculum being delivered mirrors the written curriculum. In an exception, recent merging of honors and college preparatory level classes has had an effect on the alignment between written and delivered curriculum in some courses. These courses do not have the same curriculum. Delivering two different written curricula in one room interferes with the authentic alignment of both. As a result of the essentially strong alignment, students have equitable opportunities to practice 21st century skills within each program, regardless of which teacher is delivering the curriculum; however, with total alignment, learning opportunities will be maximized for all students. (teachers, classroom observations, Endicott survey, building administrators)

Curriculum coordination and vertical integration is an area in which Fairhaven High School shows mixed effectiveness. Common planning time, professional learning communities and paid opportunities for curriculum writing exist within the district. Professional development half-days have been spent on curriculum work as well, with grade-level meetings across the three elementary schools being used to ensure that all teachers are aware of the most recent curriculum changes. Changes have been made to the sequence of many topics in the English curriculum to reflect new expectations for the PARCC testing, scheduled for launch in 2014-2015. Data from MCAS at all levels, Tellian Lively Letters, and DIBELS testing in early grades are examined annually, resulting in frequent, small adjustments to the curriculum. Plans exist for each content area to undergo a process of review and evaluation over a four-year cycle. Recently, renewal of the K-8 math curriculum in Fairhaven Public Schools has been completed, as has the 9-12 English curriculum, and both are scheduled to begin implementation this

year. Secondary math and world language are being evaluated this year in anticipation of their renewal in 2013-2014. In the near future, curriculum guides will be available through the Aspen/X2 system, allowing student and family access to this information and ensuring that the curriculum is a living document. Significant effort has been made recently to the development of curriculum in Fairhaven. Despite this effort, Fairhaven still faces many challenges in integrating curriculum vertically and across disciplines. While 63 percent of students in this year's freshman class arrived from Fairhaven's Hastings Middle School, the rest came from Acushnet's Ford Middle School where students are selecting Fairhaven High School in unprecedented numbers. Fifty-seven of this year's 185 incoming freshmen are from Acushnet. To date, there has been at least one meeting between Ford's principal and the principal of Fairhaven High School to attempt to align Acushnet's curriculum with Fairhaven's. Within Fairhaven Public Schools, responsibility for overseeing the evaluation and renewal of curriculum falls to a variety of people. Fairhaven has a K-8 STEM coordinator, a K-8 Literacy coordinator, and involved building principals. The high school principal coordinates the 9-12 curriculum development process. While there have been efforts at vertical integration, it continues to be limited. As a result, K-8 curriculum is mostly distinct from the 9-12 curriculum. Further, while there is a plan in place to review curriculum every four years, there are gaps in written curriculum rendering some of it problematic as a readily available, useful, working document. Many content areas have courses for which the curriculum is still being written. Recently, hours and resources have been devoted to attempt to repair this deficit. Consequently, while a plan exists for renewal, Fairhaven High School is in many cases still undergoing curriculum creation; however, there is evidence of common summative assessments reported in courses for which a complete curriculum has not yet been created. In such cases, it is clear that there is a common curriculum - it just has not yet been fully documented. Finally, there are cases where the curriculum review process shows gaps. The ninth grade transition program impacts every content area, but has not been evaluated as a distinct curriculum by Fairhaven. Curriculum for guidance, for the Ramp Up program, and for special education does not appear on the renewal cycle guide. Participation by all stakeholders in the completion and alignment of all curriculum guides, including all programs in the curriculum renewal process, and in providing opportunities for data evaluation to drive program improvement, will ensure equal access to 21st century learning opportunities for all students. (curriculum renewal guide, teacher interviews, self-study, district administrators)

The Fairhaven school community has the benefit of good support in the area of instructional materials and supplies for implementing the curriculum and co-curriculum, the effectiveness of which is limited by access to technology. The budget and funds from the Alumni association provide funding for the acquisition of materials needed to deliver curriculum. Science teachers have lab equipment; students have Kindles for junior and Advanced Placement English classes; and ceramics teachers have clay and glazes. Seventy-eight percent of students reports that they are provided enough materials, textbooks and computer equipment for each of their courses. The co-curricular program is highly subscribed with a reported 73 percent of all students involved in one or more activities. All co-curricular programs appear to enjoy the support necessary to be successful and meet student needs. As a significant example, Fairhaven students participate in a wide range of athletic, social, and artistic co-curricular offerings without paying user fees. This level of engagement and support is an outstanding achievement for the Fairhaven community. In addition, the Fairhaven community has supported adequate staffing to implement the curriculum and co-curricular activities. The staffing levels and schedule of course offerings have some impact on curricular opportunities. The staff consists of fifty-one teachers who implement all aspects of the program of studies. Class size at Fairhaven High School meets contractual mandates, which sets a maximum of thirty-five students with an aide assigned to the class; however, most classes do not approach that limit. The schedule provides for singleton course offerings, the Freshman Collaborative, Professional Learning Communities (PLC) and common

planning time, leaving little flexibility for class size balancing. This causes variation in class sizes, and the mixing of academic levels in some classes creates inequities for some students. Student access to the curriculum would be enhanced by more consistent class size and access to classes specifically designed for their academic level. The school facility at Fairhaven High School is the pride and joy of students, parents and staff and truly unites the Blue Devils. The benefits of Fairhaven High School's classrooms, theater, library and media area, gymnasium, offices, work areas, athletic fields and grounds are considerable. This amazing facility brings many challenges as well, including high maintenance and operation costs, limited accessibility to some levels of the old building, and classroom designs that do not always meet the needs of 21st century curriculum implementation. Policies encouraging students to use their own smart devices, and the creativity of teachers in working around the technology deficits have allowed most aspects of the curriculum to be implemented. However, in spite of such support and engagement, Fairhaven faces significant challenges due to the inability of educational technology to support the curriculum and enhance learning opportunities. From a variety of sources it is clear that the inability of the technology infrastructure and existing bandwidth across the school seriously limits teaching and learning. Without an adequate technology plan to improve bandwidth, hardware, software, accessibility, maintenance and professional development, teachers will continue to be limited in this capacity and unable to fully implement their curriculum and, as a result, students will be at a disadvantage in their effort to achieve stated 21st century learning expectations. (Endicott survey, self-assessment, administrators, teacher and student interviews)

Fairhaven High School faculty and staff have many opportunities for curriculum development. Members of the faculty are actively involved in writing curriculum during their Professional Learning Community (PLC) time. District professional development half-days are frequently designated for curriculum work. In addition to providing time during the regular school day, money has been available to people who have committed to working on curriculum development outside the available time. Curriculum documents from other districts, participation in outside workshops, and independent investigation of current best practices are all considered in designing new curriculum. Changes in schedules have been made to allow all members of the faculty to participate in PLCs. Plans have been made for curriculum revision at regular intervals. There is a clear commitment by the district and administration to provide the resources for curriculum creation and review. Every effort has been made by the leadership and faculty to maximize the benefit of these opportunities for curriculum development. Ongoing collaborative development of the curriculum ensures opportunities for students to achieve 21st century learning goals. (teachers, PLC calendar, building administrators)

COMMENDATIONS:

1. The alignment of the student outcomes to the identified 21st century skills which provides consistency within the curriculum
2. The commitment of significant resources to the creation of up-to-date, standardized curriculum guides
3. The use of the Aspen/X2 student information system to promulgate the school's curriculum
4. The wide range of opportunities in the curriculum for students to develop and achieve 21st century skills
5. The high level of student participation in co-curricular programs
6. The creativity of teachers in working around the technology challenges presented by the facility
7. The additions of new courses designed to allow students to practice 21st century learning expectations
8. The common format established for curriculum documents within the school

RECOMMENDATIONS:

1. Complete the curriculum guides for all courses in all program areas
2. Increase the opportunities for students to engage in cross-disciplinary learning
3. Mitigate the impact of merging honors and CP classes in various disciplines on the alignment of written and delivered curriculum
4. Provide clear curriculum articulation between Fairhaven High School and the two major sending schools
5. Include all educational programs in the curriculum evaluation and renewal cycle
6. Provide reliable support for the integration of 21st century technology in all classrooms

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.

Conclusions

At Fairhaven High School the majority of teachers continuously examine their instructional practices to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. These core values and expectations are displayed on posters within the school, posted on the school website, and shared with the community through the school's television news channel, Blue Devil Television (BDTV). Instruction in most classrooms supports the school's core values and beliefs about learning. This support is evident in the implementation and use of the school-wide Habits of Mind rubric. The school-wide rubrics for Critical Reading, Effective Writing, Speaking and Listening, Problem Solving, and Effective Use of Technology are designed to further strengthen the teachers' ability to examine their instructional practices to ensure consistency with their school's core values, beliefs, and 21st century learning expectations; however, consistent use of these rubrics is not evident in the majority of student work samples. Though Fairhaven High School makes the school-wide rubrics readily accessible, students indicate during interviews that they are unclear about the importance or impact these grades have on them as students at FHS. Consistent use of the school-wide rubrics by all teachers in all classrooms and the institution of a formal collaborative process to gather, analyze, and reflect upon rubric data will ensure that instructional practices are consistent with 21st century learning expectations. (self-study, teachers, students)

The school's 21st century learning expectations are supported in most teachers' instructional practices in many ways. Teachers personalize instruction by allowing students to choose research topics based on personal interest and guide students through personal essays for college applications. However, cross-disciplinary teaching and learning seem to be limited due to a lack of formal cross-disciplinary planning time. Students engage in self-directed distance learning which allows them to study world languages beyond the levels of French and Spanish offered at Fairhaven High School. Higher-order thinking skills, inquiry, and problem solving appear regularly in math class MCAS open response work, which is graded using the school's problem-solving rubric. Student participation in the school science fair and a freshman experience finance project, in which students set budgets to determine their ability to live independently, both simulate authentic tasks. Each term students have the opportunity to self-assess and reflect on their learning, and many teachers offer opportunities for informal self-assessment. Students in English classes set short and long term goals allowing them to self-assess their progress toward achieving their goals. Despite the schools' limited technological infrastructure, most teachers integrate technology to the greatest extent possible. Teachers in some classes used Mimio boards to create annotated copies of their notes and enhance instruction by taking classes to computer labs and allowing students to work collaboratively on group projects. An English teacher took notes on a discussion using an iPad, then used the document camera to project pages from a book, and finally posted a QR code which allowed students to easily link to her teacher web page. In interviews, world language teachers discussed their use of online programs, such as Quizlet, to aid in vocabulary acquisition, and most math teachers integrate use of graphing calculators in classroom instruction. After a student led initiative to allow cell phone use for educational purposes in classrooms prevailed, students use the internet to complete online quizzes using programs such as Socrative and Quizlet, students in math classes use their cell phones to find and complete SAT problems, and in history classes students search the internet to learn unit vocabulary. The use of Kindles in English classes allows students to personalize their instruction by giving them choices in purchasing books to read. However, with Fairhaven's inadequate and outdated IT infrastructure, teachers have a limited ability to embed technology into their instructional practices. Instruction will be enhanced in every classroom when all students are provided with continuous access to technology that is supported by a reliable network and appropriate bandwidth. (teachers, students, classroom observation, panel presentation, self-study, student shadowing)

Most teachers adjust their instructional practices to meet each student's needs. Teachers use formative assessments to check for understanding and learning by beginning class with warm up exercises, spending classroom time checking and reviewing homework, allowing students to revise essays, and employing dip sticking; however, presently there is no formal opportunity for teachers to collaboratively examine student work to inform instructional strategies. Warm up exercises include activities in rich text analysis, vocabulary usage, and SAT problems. During classroom time teachers review homework and offer additional support to students who need assistance. Though the Endicott survey states that 73 percent of teachers and 72 percent of students report using group activities, classroom observations and interviews with students indicated an inconsistent use of group work and when students work together, it is often at the end of class and often informally in pairs. A majority of teachers provide additional support and alternative strategies within the classroom. Frequently many teachers offer support before and after school to students who need extra help. When teachers regularly and purposefully incorporate authentic group work with clear objectives, students will improve the practice of 21st century learning skills such as problem solving and collaboration. (Endicott survey, classroom observations, teachers, students)

Teachers at FHS, individually and collaboratively, improve their instructional practices in a variety of ways. During PLC time teachers meet departmentally to create common assessments, discuss instructional strategies, and review data from formative and summative assessments. Based on the information gathered during PLCs, teachers revise their instructional practices in order to improve student learning. However, not all departments are at the same point in their development of functional PLCs. Although teachers regularly meet in their content areas, no formal and collaborative process is in place for all departments to examine student work. Just 43 percent of teachers reports having opportunities to examine student work to improve instructional practices, and much reviewing of student work takes place during informal teacher prep time. Teachers report that PLC time is often used for other school programs that are not directly related to PLC work, such as teachers receiving professional development or ninth grade teachers leaving to work on the Freshman Collaborative team. When PLC time is more focused and cohesive, and includes a formal collaborative review of student work, teachers will have more opportunity to enhance their practice and improve teaching and learning. (self-study, teachers, school leadership)

Teachers at FHS informally and inconsistently gather feedback from students and parents to improve instructional practices. Only 17.8 percent of parents reports that teachers have asked them for feedback about instructional practices, and 41 percent of students reports that teachers ask them for opinions or ideas about how to improve class instruction. While some teachers gather feedback on instruction at various times during the year, it is most often not written and there is no formal process for parents and students to provide feedback to teachers. When a formal process is developed and implemented, parents and students can provide feedback that will enable teachers to personalize instruction and improve student learning. (Endicott survey, teachers, students)

Teachers, as adult learners and effective practitioners, maintain expertise in their content area and content-specific instructional practices. Formal time for review and discussion of best practices is provided through professional development and PLC time. Teachers attend conferences designed to improve their instructional practices and share with the entire faculty best teaching practices. Most teachers at FHS improve instructional practices by examining current research and by attending relevant professional development opportunities. As of the 2012 school year, all teachers have been exposed to professional development focused on professional learning communities. Decisions in the school that impact instruction are based on current research such as the Instructional Team (I Team), a group of educators from schools in the district, which visits the school, conducts walkthrough

observations, and provides targeted feedback to improve practice and enhance powerful instruction. Teachers report that in recent years the vast majority of professional development has been devoted to improving instructional practice. Based on the standards established by the Department of Elementary and Secondary Education, the faculty at FHS is deemed highly qualified. Teachers regularly take advantage of professional development programs that provide reimbursement for coursework in content areas. A continued focus on and commitment to professional development that is immediately transferable to the classroom will allow teachers to strengthen instructional practices geared to achieving 21st century learning expectations. (self-study, teachers, panel discussion)

COMMENDATIONS:

1. The school-wide use of the Habits of Mind classroom expectations rubric
2. The use of the student-run Blue Devil Television station to inform the school and community
3. The teachers' creative use of technology integration into classroom instruction despite the limited IT network and computer infrastructure
4. The extension of student learning opportunities beyond the classroom by using Rosetta Stone and other virtual learning programs
5. The use of research-based teaching strategies that maximize student time on learning
6. The willingness of teachers to be available before, during, and after school to provide extra help and support to students
7. The support for the development and implementation of effective and productive professional learning communities
8. The creation of the I Team Instructional Rounds program for improving teaching and learning
9. The faculty engagement in rich discussions about teaching and learning in their PLCs

RECOMMENDATIONS:

1. Create and implement a formal process to gather, analyze, and reflect on assessment data
2. Continue to purposefully develop professional development programs focused on strengthening instructional strategies
3. Expand the use of collaborative group work as a viable instructional practice across the curriculum
4. Create formal opportunities and support for teachers to collaboratively analyze student work
5. Create and implement a formal process to gather, analyze, and reflect upon student and parent feedback
6. Provide all students with consistent access to computing devices paired with a reliable network and appropriate bandwidth
7. Continue to implement the comprehensive use of school-wide rubrics



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.

Conclusions

The Fairhaven professional staff employs a formal process, based on school-wide rubrics, to assess individual student progress in achieving the school's 21st century learning expectations; however, they do not yet have an effective process to assess whole-school progress. Six school-wide rubrics (speaking effectively, writing effectively, reading critically, problem solving, connecting and applying technology and habits of mind) have been developed and implemented in all classes throughout the school. Each department is responsible for assessing at least two of the learning expectations quarterly. While all teachers are using the school-wide rubrics at least quarterly, some teachers are using them with greater frequency for both formative and summative assessments. Fairhaven High School's goal is to have all students demonstrate proficiency in each 21st century learning expectation by graduation. Once a formal process exists to assess whole-school achievement of each of the learning expectations, they will be able to determine whether all students are meeting the school's 21st century learning goals. (teachers, self-study, school leadership)

The Fairhaven staff regularly communicates individual student progress in achieving the school's 21st century learning expectations to students and their families; however, it does not communicate the school's progress to the school community. Teachers are responsible for assessing students on their primary learning expectations quarterly and reporting the results on every report card. Each of the 21st century learning expectations is given a score from one to four (1-warning, 2-developing, 3-proficient, and 4-excellent) and is reported to students and parents. Parents are informed of the learning expectations at the beginning of the year and the rating guide is included on the report cards. While the teachers communicate student progress in achieving the 21st century learning expectations to the students and parents, there is no process to communicate the school's results to the community. The leadership team has yet to develop a plan for reporting to the school community the school's progress towards meeting all learning expectations. Reporting the school's progress in achieving the 21st century learning expectations will allow all stakeholders to ensure that all students at Fairhaven High School are achieving them. (school leadership, parents, teachers)

Fairhaven High School does not have a formal process in place to collect, disaggregate and analyze data to identify and respond to inequities in student achievement. Fairhaven High School has established Professional Learning Communities (PLCs) in every department with all teachers having the same period for common planning time. The PLCs meet every other cycle for one hour, while the Freshman Collaborative teachers meet each cycle alternating between their department and their collaborative team. Currently, during PLC time, most departments work on creating and reviewing common assessments, discussing changes that need to be made based on the Common Core Standards (e.g. PARCC testing), and revising and developing curriculum. Teachers discuss data informally during their PLC time, and some departments are beginning to use student work as a tool for improving assessment and ensuring that all students are meeting expectations. Teachers use MCAS results, D and F grade reports, and the Gates-MacGinitie test in reading comprehension and vocabulary to identify students requiring remediation. The "Ramp Up" program provides freshmen with a formal literacy-building program that meets twice as often as regular freshman English. While the Fairhaven staff uses data to identify some students in need, currently no formal process exists for teachers to identify and respond to inequities in all grade levels and all areas of the school. Using the pre-established Professional Learning Communities to collect, disaggregate and analyze data will allow the staff at Fairhaven High School to identify inequities in student achievement and to better meet the needs of all learners. (teachers, self-study, school leadership)

Prior to each unit of study and using a variety of means, all teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be

assessed. The school-wide learning expectations are listed in every classroom, and teachers communicate both the school-wide and unit-specific expectations and goals verbally, on the board, written in the assignments, and some teachers post them to the Aspen/X2 website. Students and parents report that they always know teachers' expectations prior to beginning a unit of study. Not only are learning expectations and goals communicated at the beginning of each unit, but also, students and parents are able to view the school-wide rubrics on the school website. Also, students are reminded of the school-wide learning expectations through the morning announcements. The consistent communication of school-wide and unit-specific learning expectations and goals enables all students at Fairhaven High School to be apprised at all times of what they need to know and be able to do for each unit of study. (teachers, students, student work)

Prior to summative assessments, teachers provide students with both the school-wide rubrics and assignment-specific rubrics. Teachers distribute the assignment with the appropriate rubrics, explain the assignment and rubrics and allow time for questions regarding the assignment and/or rubrics. The Endicott survey shows that 80 percent of students understands the requirements necessary to meet the teacher's expectations for summative assessments, and 78 percent of students understands the rubrics that teachers use. Rubrics are used for quarterly benchmark assessments in all classes, writing and reading assignments, presentations and posters, and assessments that use technology, such as PowerPoint presentations. The consistent use of relevant rubrics prior to summative assessments allows all students to know the exact expectations, which enable them to be successful. (student work, Endicott survey, students)

In each unit of study, teachers at Fairhaven High School employ a range of assessment strategies, including formative and summative assessments. Teachers regularly use a variety of assessment strategies within their classrooms including tests, quizzes, common assessments, benchmark exams, individual and group projects/presentations, portfolios and essays. Additionally, teachers are using various formative assessments to check students for understanding. Several teachers report using practice quizzes (both paper and online versions), quiz corrections, dip sticking, exit tickets and questions of the day to check for understanding prior to summative assessments. The Endicott survey shows that 84 percent of teachers reports using a variety and range of assessment strategies that include both formative and summative assessments. Students report that they are assessed in a variety of means that allows their best effort to shine through. Students also report that presentations, essays and public speaking are often used and are always graded with rubrics. Teachers use formative assessments to drive instruction based on student need, and summative assessments to show mastery of a unit. Teachers at Fairhaven High School use a variety of assessment techniques to ensure that all students have the opportunity to reach their potential and to push their students to be the best that they can be. Teachers and students report that most teachers give multiple opportunities for success, through varying their assessments, checking for understanding often, and allowing students to redo assignments to prove mastery of the subject matter. They also report that exemplars are used in classes to model varying levels of performance for students. The variety of assessment strategies used at Fairhaven High School gives all students an equal opportunity to succeed both in subject mastery and in achieving the school-wide 21st century learning expectations. (student work, students, teachers)

Teachers at Fairhaven High School collaborate regularly in formal ways on the creation, analysis, and revision of summative assessments, including common assessments. Most teachers are members of a PLC, which allows them to have the same block during the day for common planning and other curriculum and instruction work. While it was not true for the 2011-2012 school year, all teachers are scheduled to be part of a PLC starting in the 2012-2013 school year. Teachers meet once every other cycle for an hour, with Freshman Collaborative teachers meeting each cycle alternating between their

department and their collaborative. Time is allotted in PLC meetings for the creation and revision of common assessments and for analysis of scores from common assessments. Teachers report that they are working together to improve student learning and achievement of 21st century learning expectations during their PLCs. Teachers should continue to use their PLC time to collaborate on the creation, analysis and revision of summative assessments. The continued use of PLCs for the improvement of common assessments will help teachers to adjust instruction to improve student learning and to help students achieve the 21st century learning expectations. (self-study, teachers, school leadership)

Teachers across the curriculum regularly provide specific, timely, and corrective feedback to ensure students revise and improve their work. Teachers across departments regularly provide opportunities for revisions on drafts of written work and quiz and test corrections. Students report that teachers at FHS allow and encourage revisions on writing assignments and corrections on quizzes and tests. Survey results strongly support the assertion that teachers provide specific, timely, and corrective feedback for students to improve their work with 65 percent of students stating that teachers provide feedback in a reasonable amount of time, and 70 percent of students stating that teachers offer suggestions for improvement. Additionally, 76 percent of parents agrees that teachers provide timely and corrective feedback to students for revising and improving assignments. This clear survey data from students and parents reflect the strong commitment of the FHS teachers to employ timely and corrective feedback to help students improve their work as they strive to achieve 21st century learning expectations. (teachers, instructional leaders, students, Endicott survey)

Teachers at Fairhaven High School use formative assessments to inform and adapt their instruction for the purpose of improving student learning on an individual basis in an informal way, but the widespread, systematic approach to reviewing results of formative assessments, including data analysis, is not apparent at the present time. Currently, departments report using PLC time and resources for collaborating on common assessments, for devising common subject-area rubrics, and for discussing curriculum. Staff reports that collaborative analysis of formative assessment data is presently non-existent. By not using formative assessment to inform and adapt instruction, teachers are missing an essential opportunity to sustain improvement in student learning. The regular use of formative assessment as a consistent step in the instructional process would provide teachers with information for assessing the effectiveness of instruction and for making related adjustments to instruction with the goal of improving student learning. (students, teachers, school leadership)

Currently teachers and administrators at Fairhaven High School examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice on a limited and informal basis. While teachers and administrators clearly consider a range of evidence of student learning of various types, analysis and application of results to instructional practice and curriculum are not systematic. The evidence examined includes, but is not limited to, common summative assessments, common course-level assessments, and results of standardized tests. Teachers report that they regularly analyze their individual results on summative assessments. Formative assessments are not analyzed regularly or consistently. At times, more formal analysis of common assessments takes place among teachers in the PLCs. According to the Endicott survey, staff (57 percent) and students (72 percent) believe that teachers and administrators examine a variety and range of student work and assessments with the goal of improving curriculum and instructional practices. While it is clear that teachers and administrators consider a range of evidence of student learning on their own, collaboration between administrators and teachers in terms of analyzing student work is lacking. Teachers within departments have devised common assessments, including formative and summative, which are administered regularly. On occasion, within the departmental PLCs, results of

some of these common assessments are analyzed for the purpose of improving student achievement, and changes to curriculum and instructional practice are made. The implementation of school-wide rubrics for assessing progress toward 21st century learning expectations is in the initial phases of providing data for cross-curricular analysis of both individual and group progress. While many types of evidence of student learning are being looked at, it is not done collaboratively in a systematic way. Teachers agree that they need training in how to examine data for the purpose of adapting instruction to improve student learning. Implementing a regular process that enables collaboration among faculty and administrators and incorporates the meaningful analysis of data would lead to more effective curriculum and instructional adaptations and, consequently, improvements in student learning. (teachers, instructional leaders, self-study, Endicott survey)

Grading and reporting practices at Fairhaven High School are reviewed and revised to ensure alignment with the school's core values and beliefs about learning on an infrequent basis. The recent implementation of the school-wide rubrics for the 21st century learning expectations involved a significant review and revision of the grading practices by the entire staff. This collaboration resulted in the decision to administer quarterly assessments on the school-wide learning expectations. Results of these assessments are reported on the quarterly report cards. The staff reports the need to come to a consensus on the use and the meaning of grades on the rubrics to ensure consistency. Presently, there has been no work on this, however some departments report having developed consistent grading practices for determining course grades from 9-12. A regular process for reviewing and revising grading practices to ensure alignment with the school's core values and beliefs is not currently used. A regular and formal review of grading policies would ensure that all students are being graded fairly and consistently across the curriculum. (teachers, self-study, parents)

COMMENDATIONS:

1. The communication of the school's 21st century and related unit-specific learning expectations to all students by all teachers
2. The distribution of rubrics prior to summative assessments that enable all students to know what is necessary be successful
3. The use of a wide variety of assessment techniques, both formative and summative, to provide the opportunity for all students to be successful
4. The regular and continued use of professional learning communities to create, revise and improve summative assessments to increase student achievement
5. The timely and specific feedback that teachers provide students
6. The opportunities for students to edit and revise their work in order to increase student achievement
7. The continuous process, based on school-wide rubrics, to assess individual student progress in achieving the school's 21st century learning expectations

RECOMMENDATIONS:

1. Develop a formal process to assess whole-school achievement of school's stated 21st century learning expectations
2. Develop a formal plan to communicate the school's progress in achieving the school's 21st century learning expectations to the school community
3. Develop a formal process to collect, disaggregate and analyze data to identify inequities in student achievement throughout the whole school
4. Devise and implement a systematic approach to using formative assessment data for the improvement of instruction

5. Implement a process for the individual and collaborative examination of evidence of student learning that includes use of data from school-wide rubrics and from other common assessments
6. Provide training to staff in the use of data on student performance and other student work to improve instruction
7. Develop a formal process for the regular review and revision of grading practices

SUPPORT STANDARDS

SCHOOL CULTURE AND LEADERSHIP

SCHOOL RESOURCES FOR LEARNING

COMMUNITY RESOURCES FOR LEARNING

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.

Conclusions

The Fairhaven High School community conscientiously and continuously builds a safe, positive, respectful culture that fosters student responsibility for learning and results in shared ownership, pride and high expectations for all. The faculty and student handbooks communicate clear expectations to staff, students and parents. Seventy-nine percent of students reports that they feel safe at school. The existence of The Positive School-Wide Behavior program and the presence of a school security officer create an atmosphere of safety, respect, and professionalism for students and faculty. The school focuses on programs that are related to school climate such as Students and Teachers Against Needless Discrimination (STAND) and the Freshman Collaborative. The school also promotes programs to document students' pride and ownership in their school, such as Junior Day, Spirit Week, Senior Vespers, and publicizes student accomplishments during the morning newscast on Blue Devil TV. Students are encouraged to demonstrate school pride through athletics and the performing arts program. Faculty, parents, community members and students take great pride in the historical significance of the unique Fairhaven High School. The focus on maintaining a positive culture at Fairhaven High School results in a supportive and safe learning environment. (Endicott survey, self-study, classroom observation, teachers, students)

Fairhaven High School fosters heterogeneity through the enrollment of every student over the course of his/her high school experience in at least one core course. Seventy percent of students and 78 percent of faculty agree that there are opportunities to take heterogeneous courses. Freshman History and Senior English, both of which are heterogeneously grouped, are required courses for all students. There are also many unlevleed core academic courses that are heterogeneously grouped in which differentiated instruction is expected. The program of studies identifies these course offerings. Although all students have the opportunity to achieve the school's learning expectations through enrollment in heterogeneously grouped classes such as Freshman History and Senior English, students and faculty report that there is inequity in the assessment, expectations and instruction in these courses. When this inequity, wherever it exists, is corrected, students will benefit fully from being in a heterogeneously grouped class. (teachers, students, program of studies, Endicott survey)

There is a formal ongoing program at Fairhaven High School 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 attaining the 21st century learning expectations. There are a variety of clubs, activities and interscholastic sports that provide students the opportunity to form relationships with adults in the school community. Seventy-nine percent of students participates in these activities. In a scheduled, monthly advisory period, students meet in small groups with faculty and attend school-wide presentations on various relevant topics. Sessions allow students time to prepare and reflect on topics including Rachel's Challenge, driving safety, drug prevention and presentations by motivational speakers. Only 38 percent of students recognizes that their school has an advisory and only 39 percent of faculty states that they actively participate in the program. It was noted through faculty and student interviews that the advisory curriculum is not appropriate for all grade levels. While the existing advisory program begins to address the standard, having the opportunity to meet more often and engage in a more comprehensive curriculum will be vital in ensuring that all students meet the school's stated 21st century learning expectations for students. (teachers, students, self-study, Endicott survey)

In order to improve student learning through professional development the principal and faculty engage in a professional discourse for reflection, inquiry, and analysis of teaching and learning. Departments meet in Professional Learning Communities (PLCs) during common planning time. In these PLCs teachers discuss common assessments, curriculum and instruction, consistent grading standards, the quality of student work, instructional practices, curriculum revision, and student

performance on MCAS. Fairhaven High School offers its faculty members the opportunity to enhance their knowledge of current best practice by providing funding for professional development. Teachers are encouraged to share their professional development experience, and they do so enthusiastically. The Fairhaven School District also provides in-house professional development programs covering a variety of topics. These opportunities are available through after school meetings and scheduled half- and full-day workshops. While individuals are able to attend professional development opportunities in their own curricular areas, as a group they often focus on creating common assessments. The support for professional development, the willingness of the staff to take advantage of it, and the subsequent enthusiastic presentation and implementation of new ideas and techniques have helped to improve teaching and learning at Fairhaven High School. (teachers, district administrators, self-study)

School leaders regularly use research-based evaluation and supervision processes that focus on improving student learning. Evaluators have been trained and reference Research for Better Teaching (RBT) when evaluating teachers. The district, working with the local teachers' association, continues to move toward the development and adoption of an evaluation process in line with the new DESE model evaluation plan and Race to the Top requirements. The implementation of the new evaluation model, when combined with the existing RBT training, will ensure that teachers are being evaluated using teaching standards that are rooted in best practice. Adherence to these practices promotes more effective instruction and greater opportunity for student learning. (district administrators, self-study, professional development records)

The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students through professional learning communities. All content areas are given this opportunity for collaboration. The schedule has been arranged not only to provide time for PLCs, but also to provide time for students to participate in the school-to-career initiative, which provides real world experience. This occurs consistently during the last two periods of each day. The schedule at this time, while not perfect, meets the needs and goals of FHS. As a result of great effort on the part of school leadership, teachers are now connected by department and can better plan for student success in the classroom to ensure that students have many opportunities to achieve stated learning expectations. The beneficial organization of time for professional development and the opportunity for all faculty members to participate in a dynamic and collaborative professional learning community enhances the positive culture of teaching and learning at Fairhaven High School. (teachers, master schedule, self-study)

Student load and class size enable teachers to meet the individual needs of students. However, there is inequity in the distribution of students. Teachers and administrators report that most classes are capped at 28 students; computer courses and science lab courses are capped at 24. Other courses that require technology, such as Rosetta Stone, have enrollment numbers based on the number of work stations that Fairhaven High School has to offer, and some courses such as physical education, band and chorus may exceed 28 students. By contract, if a course is over-enrolled, a paraprofessional is assigned to the class. While the reported average class size is 19, teachers voice frustration at the class size imbalance that often occurs in many areas. Maintaining manageable class size ensures the teachers can meet the needs of individual students. (self-study, master schedule, teacher interview)

The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs and learning expectations. The faculty and students agree that the principal has a vision, clearly articulated expectations, and provides effective leadership in the school. There is a spirit of collaboration, cooperation, and support among all of the school's constituencies. Faculty and administration worked together to create the core values and beliefs document. The

administration and faculty were involved in developing and implementing functional professional learning communities, which are working to improve teaching and learning. Discussions between and among the principal, superintendent, school committee and faculty have resulted in a coordinated review and revision of instructional leadership practices, core values and beliefs and learning expectations. This discussion is ongoing and continues to improve teaching and learning at Fairhaven High School. A recent restructuring of the leadership team resulted in the creation of three supervisors of curriculum, instruction and assessment who are all trained in supervision and evaluation. Additionally, two teaching and learning coach positions were created to provide curricular support to their colleagues in the areas of curriculum, instruction and assessment. These individuals are part of a larger leadership team consisting of a director of music, assistant principals, athletic director, two Freshman Collaborative representatives, and a guidance representative who meet regularly with the principal and are involved in decision-making at the school. While some staff members lament the loss of the former departmental leadership model, the new leadership team appears to be functioning well as demonstrated by the significant amount of improvement that has taken place over the last several years. Strong, clear, and consistent leadership, which starts with the school's principal and involves a wide range of faculty involvement in a collaborative leadership model, ensures that effective teaching takes place and that students learn and are able to achieve the school's academic expectations. (self-study, teachers, Endicott survey, building administrators, district administrators)

Teachers, students, and parents are asked to be involved in meaningful and defined roles in decision-making that promote responsibility and ownership. Through surveys, parents, teachers and students are given the opportunity to provide feedback. Students are represented on the School Committee and School Council. Students have also been able to enact change to school policy. The cell phone use and water in class policy was changed through student advocacy. In order to involve more students in school governance, additional positions were created to increase the number of class officers. Students have been involved in the hiring of new teachers by being part of the interview panel and participating in a sample lesson taught by the candidates. While the opportunity for input is available for students and teachers, there is a need to increase efforts to solicit and utilize greater parent input. Engaging all constituents of the school community in carrying out the school's core values and beliefs helps to create ownership and ensure its success. (Endicott survey, parents, self-study)

Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Teachers provide students with supervision for after school clubs and activities either as paid or volunteer advisors. Teachers have applied for grants to provide additional technology and experiences for students. Teachers regularly provide individual instruction opportunities before and after the school day. The Instructional Team is comprised of teachers who have agreed to focus on and provide feedback for fellow teachers on best teaching practices. The PLCs provide opportunities for individuals and departments to make decisions on norms, goals, curriculum and assessment. The significant involvement of the faculty in providing the leadership and assistance necessary for students to be successful has created a strong culture of learning at Fairhaven High School. (self-study, district administrators, teachers, parents)

The school committee, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. The school board convenes bi-weekly. In these meetings the board prepares and advocates for the school budget and develops school policy. There is effective ongoing communication and collaboration among the school committee, the superintendent, and principal in order to successfully articulate a clear vision for the school and to achieve the school's stated 21st century learning expectations. An example of this collaboration occurred when the principal, superintendent and school committee worked to increase the world language graduation requirements

to two years. This increase provides students with the opportunity to pursue admission to a four-year college. An increase in staff was required to achieve this change. Both superintendent and school committee embraced this change, which demonstrates the willingness and ability of the principal, superintendent and school committee to work together to help the school successfully meet the needs of all students. (self-study, central office staff, parents, teachers, school leadership)

The school committee and superintendent provide the principal with sufficient decision-making authority to lead the school, and they demonstrate a high degree of trust and confidence in her ability to lead the school. The district leadership diagram documents the flow of decision-making, and the principal is clearly charged with leading the building. Sixty-eight percent of the faculty reports that the principal has sufficient decision-making authority to lead the school. The superintendent expresses total trust in the principal's leadership and decision-making abilities, affording her the necessary autonomy and support to achieve her vision. The principal's site-based, collaborative management style is in keeping with the school committee and superintendent's philosophy. With this support the principal has total control over the hiring of all staff. She states that this has been vital in charting the positive direction of Fairhaven High School over the past four years. The principal has led several initiatives including Freshman Collaborative, the evolution of PLCs, and the acquisition of Kindles. The principal has provided vision and leadership for the improvement of culture, instruction and curriculum. These programs and the improvement in school culture have led to greater student performance and school pride. (Endicott survey, self-study, central office staff, parents, teachers, support staff)

COMMENDATIONS:

1. The exceptionally respectful and safe environment created by the Fairhaven High School community
2. The opportunity for all students to experience heterogeneous classes
3. The level of collegiality and willingness of staff to share new ideas
4. The creation of common planning time for professional learning communities to meet during the school day
5. The implementation of the Instruction Team which provides meaningful feedback to improve instruction
6. The willingness of faculty to work with students as needed
7. The collaboration among the school committee, superintendent and principal
8. The school committee and the superintendent's support of the principal's site-based management model
9. The vision and leadership of the principal in providing the foundation and support for continued professional growth and school improvement

RECOMMENDATIONS:

1. Review curriculum and data to ensure that all students are being afforded the same learning opportunities in heterogeneous courses
2. Revamp the advisory program to provide a more relevant experience for students and staff
3. Increase opportunity for parent participation in school decision making

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.

Conclusions

Fairhaven High School provides a variety of 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. Intervention strategies begin with the Freshman Collaborative, in which a team of teachers provides a high level of transitional support for students, closely monitors student progress, and communicates goals and expectations to the students and their families. Remedial procedures such as team meetings with the student, referral to the counseling department, parent notification, and/or development of intervention plans are in place for students who do not meet goals or expectations. In the freshman introductory program, students meet with support staff to learn about the staff's roles and services. The support service staff implements the new comprehensive counseling model, which proactively supports student success in academics, college and career planning, and personal and emotional growth. In the Student Ambassador program, new students are matched with an FHS student host for at least their first day of school. For special education students, the Instructional Support Center (ISC) provides support for organization, learning strategies, writing techniques, and offers one-to-one instruction to students who require more intervention and/or assistance. The Crossroads Program provides a self-contained special education classroom. Those students with developmental disabilities who need specialized instruction and transitional services may be connected to programs outside of the school setting, such as the Namasket Group or the Southeastern Massachusetts Educational Collaborative for specialized instruction and transitional services. FOCUS, an after school peer tutoring program, is offered to all students. The Breakfast Club and Best Buddies provide an opportunity for students to develop and/or increase social interaction. The advisory program promotes a sense of community by allowing all students the opportunity to develop a relationship with one adult in the school, and to express their concerns and explore teen issues. Guidance also sends parents quarterly at-risk letters for failing or near-failing grades to help identify apparent academic deficiency issues and to form a plan to resolve them individually. Students who have already lost credits may also be offered an opportunity to enroll in online courses during or after school, in order to recover credits using Nova NET Courseware. The school uses data from the annual Needs Assessment survey to help shape the programs and supports available to students and families. Fairhaven High School offers many timely, coordinated, and directive intervention strategies, which allow all students' needs to be met and ensures that all students have the opportunity to achieve the school's 21st century learning expectations. (self-study, teachers, support staff, Endicott survey)

Fairhaven High School provides information to families, especially to those most in need, about available student support services. Numerous school-based programs and intervention strategies are communicated to students, parents/guardians, and the community on a regular basis. FHS promotes access to organizations outside of the school where students' needs can be met by a variety of qualified professionals. Eighty-eight percent of the students states that they "know who to ask for help if I have a personal problem." The majority of staff (71 percent) and parents (68 percent) also agree that information is provided to families about support services. Communication is often transmitted to families in an electronic format; however, the school also provides printed, televised and phone communication. The Aspen/X-2 family portal provides up-to-date information on all aspects of student performance and progress, and posts teacher email addresses and resources. Prior to the beginning of this school year, the school counseling office mailed a packet to parents, which detailed contact information, resources available, and a calendar of events. Parents are able to schedule conferences with faculty and school counselors by phone or email. Important information or reminders can be sent to the entire FHS community by using Alert Now, another function of Aspen/X2 through which families receive automated messages via telephone and email. The FHS website provides updated information to students, parents and the community about school-wide news, provides links to

resources, and the minutes of the monthly PTO meetings. Library, health, and college and career information and resources are also provided on the website. Blue Devil Television (BDTV) is a local student-run news broadcasting system that broadcasts announcements to the school through its morning program and via digital recording to the community throughout the day on the local access channel. Throughout the school there are posters displaying information regarding clubs/activities, such as Focus, STAND (Students and Teachers Against Needless Discrimination), New Bedford Youth Court, and Gay Straight Alliance. The school social worker provides pamphlets concerning outreach programs, information, and hotline numbers addressing wellness and mental health issues. As a result of Fairhaven High School's efforts to utilize various modes of communication and outreach, students, families, and the community are given the opportunity to be well informed and have access to available support services. (Endicott survey, students, parents, school tour)

Support services staff at Fairhaven High School use technology to deliver an effective range of coordinated services for each student. Coordination of services for students depends significantly on the use of technology. The Aspen/X-2 family portal not only communicates real-time grades and assignments to students and parents, but also provides pertinent student health, IEP and 504 plans to faculty. The school counseling department, social worker, special education personnel, principal and college and career coordinator share a Google calendar allowing effective coordination of meetings and events throughout the school year. The counseling department provides two computers in the department for students to utilize for college and career research. The library has 50 computers for student use during the day for pursuing academic research, taking Rosetta Stone and Novanet courses, completing digital assignments, and accessing the online FHS and public library catalogs. Although Fairhaven High School uses technology to deliver coordinated services, the effectiveness relies heavily on the ability to access Internet-based programs. The lack of a consistent and reliable technology and network infrastructure negatively impacts students' ability to use technology effectively to access important information and services. (self-study, panel presentation, teachers)

School Counseling services at Fairhaven High School deliver effective services to meet the needs of all students. There are three full-time, licensed school counselors who carry a caseload of approximately one-third of the student population yielding a counselor-student ratio of 220:1. The counselors deliver developmental programs, coordinate student 504 documents, and participate in school-wide programs and committees. A full-time licensed school social worker provides individual and group counseling, and assists with crisis intervention. The full-time college and career counselor oversees efforts between FHS and visiting colleges, and manages the School-to-Career program. The counseling department has a full-time secretary who assists counselors in offering a comprehensive program. The Endicott survey showed that 79 percent of the faculty and 59 percent of the parents feel that the counseling personnel and staff are sufficient. Counselors follow the Massachusetts School Counselors Association's Model for Comprehensive School Counseling to provide individual and group support services. This model is based on counselors reaching out to individual students and to groups of students. The counselors deliver an appropriate grade-level curriculum that includes a review of PSAT results, an SAT study plan, a personality inventory and an exploration of college majors and careers; they also share information about the college application process, the College Essay project, and financial aid procedures. The counselors host programs to provide families and the community with information pertaining to college processes such as Junior Families Night and a college fair. Counseling services deliver collaborative outreach and referrals to community mental health agencies and social service providers. Fairhaven High School counselors have direct affiliation with New Bedford Child and Family Services, which includes an Emergency Services Program 24-hour Crisis Center. The school social worker refers students with identified needs for additional outreach or specialized treatment and counseling. A Needs Assessment survey conducted in 2010-2011 provided feedback from staff, students and parents regarding the counseling services at Fairhaven High School. Best counseling

practices in the areas of academic, personal/social, and college/career readiness development were identified. There are also surveys that have been administered during grade-level, developmental seminars with pre- and post-assessments to review and assess the school counseling curriculum. Overall, students and their parents feel positive about the counseling services that are provided. The collaborative, comprehensive and resourceful counseling services provided to students at Fairhaven High School ensure all students the opportunity to achieve the school's 21st century learning expectations. (self-study, small group meetings, support staff, parents, students)

Fairhaven High School's health services have an adequate number of certified/licensed personnel and support staff who provide both preventative health and direct intervention services. There is one full time registered/certified school nurse and certified athletic trainer who meet the needs of 662 students. Eighty-eight percent of FHS students feels comfortable seeing the school nurse and 78 percent of faculty reports that the health services at the school are sufficient. FHS health services provide ongoing, preventative, and direct intervention services including hearing and vision tests, scoliosis screening, and MASSTART (free program for children with special needs). The nurse maintains health records, assures all physicals are up-to-date, administers medication, and attends to the care of students with medical issues/concerns on a daily basis. Direct intervention services include treating minor cuts, evaluating injuries and responding to emergencies. The nurse serves on the emergency crisis team and is responsible for state mandated reporting. The athletic trainer works with coaches and student athletes by providing information to student-athletes about injury prevention, administering concussion impact testing, treating and monitoring athletic injuries, serving as the liaison with outside health care providers, and in helping determine when athletes may return to athletic competition. FHS has an appropriate referral process for students to access additional services. Students and families are referred to community support services including Mass Health for insurance needs, the Teen Clinic at the Greater New Bedford Community Health Center for multi-disciplinary health needs, Mass START for special education students, and the Healthy Families program at Kennedy Donovan Center. The wealth of services provided to students and faculty was recently further enhanced by the relocation of health services closer to the main office. While the health services department at FHS uses assessment data and feedback to improve student services, there is no regular survey to determine the effectiveness of its programs and services. Though there is an effective delivery of health services at FHS, the regular administration of a survey to solicit feedback would help to promote the overall health and well-being of all students and would enable them to better meet the school's learning expectations. (Endicott survey, self-survey, support staff, students)

Library/media services at Fairhaven High School are integrated into the school's curriculum and instructional practices and have an adequate number of certified/licensed personnel to meet student and staff need. The librarian is a member of the Massachusetts School Library Association and has a good working relationship with the town's public library, which enhances the school's library services and curriculum. The library is staffed by one full-time library media specialist who connects information literacy to lifelong learning. One major responsibility of the librarian is to instruct ninth grade students in the Freshman Collaborative to provide a smooth transition to the high school. In addition, she is involved in curriculum support for faculty and staff and meets individual student needs. Sixty-nine percent of the staff feels that library/media services facility has sufficient staffing. The FHS library/media center provides a range of materials, technologies, and other information services in support of the school's curriculum. Teachers make recommendations to the librarian to enhance and supplement their curriculum. While 19 percent of FHS students feels that the library is used often during their classes, teachers' (55 percent) responses indicate that more students utilize this facility for independent research beyond the regular school day. The librarian indicates that school leadership demonstrates an understanding of the correlation between a strong library program/collection and

student achievement. As an example, funding was recently allocated to convert the library's automated catalog to an online catalog enabling students, staff and parents access via the Internet. Students and staff have access to 28 computers, which are networked on two servers and are located on the lower level of the library. The library balcony has 22 non-networked computers, which provide students with a tool for independent instruction in world languages using Rosetta Stone software and other digital learning programs. Due to the state of the technology and network infrastructure, the library computers, used for study and research by individuals and classes, are often problematic, resulting in service interruption and other frustrating problems. The library/media center is generally responsive to students' interest and needs. The library is open Monday through Thursday from 7:00AM to 3:15PM and on Friday from 7:00AM to 2:30PM. Students frequent the library before and after school to do research and complete homework. Seventy-nine percent of the school's students find the library available when needed. The library/media program at Fairhaven High School uses ongoing assessment data, which includes feedback from the school community, to improve services and ensure that each student achieves the school's 21st century learning expectations. The support and funding of the FHS library/media center enables the librarian to provide many learning opportunities for students; however, the lack of an effective technology infrastructure limits students' ability to achieve stated 21st century learning expectations. (self-study, teachers, Endicott survey, panel presentation, self-study, student shadowing)

Fairhaven High School has an adequate number of certified/licensed personnel and support staff who are able to provide support services for identified students including special education, 504, and English language learners. FHS has four full-time special education teachers who hold Moderate Special Education Certification. These teachers are responsible for one self-contained classroom (Crossroads program), the Instructional Support Center (ISC), student case management and consulting in inclusion classrooms. These teachers share equitable caseloads for monitoring and evaluating the 78 students currently on IEPs. The special education teachers and students are assisted by seven qualified paraprofessionals and one district English Language Learner (ELL) teacher who provides appropriate services district-wide. Currently, the special education program does not have a dedicated special education secretary. School counselors coordinate 504s while the FHS principal serves as the district coordinator. The assistant principal is assigned to facilitate all Student Support Services. Other professional resources include physical and occupational therapists, a school psychologist, and a speech therapist. Sixty-three percent of staff feels there is sufficient staffing in this area of special education.

Regular and special education teachers, in conjunction with all support personnel, collaborate to provide students with the services they need to reach their full potential. School counselors are integral in facilitating building meetings with the student, teachers, and parents/guardians to discuss specific concerns related to a student's progress. While there is a general understanding of accommodations and modifications among staff, more opportunities for all staff to collaborate around these important issues would improve the delivery of services to students in need. Further, while professional learning communities have clearly taken root at FHS and are driving school improvement in teaching and learning, special education teachers have not been included in the PLC initiative. In addition, while Aspen/X-2 provides teachers with easy access to IEP and 504 information, this resource is not available to paraprofessionals who provide direct support to students. Greater opportunities for all teachers and staff members to collaborate and have equal access to important information would result in more effective delivery of services to students thus enabling them to better access the curriculum and achieve the school's learning expectations. (self-study, teachers, support staff)

FHS delivers inclusive learning opportunities for students depending on individual needs. Students'

needs and plans are frequently reviewed to encompass as many inclusive opportunities as possible. Ongoing program assessments allow special education teachers to review data from all stakeholders to improve services and ensure each student achieves the school's 21st century learning expectations. Changes have been made to improve special education support services as a result of the survey of the entire school district and the state's focus data. The district has a Parent Advisory Council (PAC) that contributes to evaluating and improving services. Special education teachers incorporate transitional life skills, self-advocating skills, career/employment support, real-life adjustment strategies, and the development of personal portfolios into their teaching. The analysis of data-driven needs led to the implementation of Novanet courseware for credit recovery. Based on data and current classes (autism, inclusion, classroom behavior, and social skills), professional development needs have been examined and opportunities have been offered to special education and regular education teachers. However, there is an identified need to incorporate a functional vocational assessment to better meet the post-secondary goals of all students. The development of additional forms of soliciting data and feedback along with the continued collaboration and commitment of support staff, regular classroom educators and administration to address and implement changes to meet the needs of all special needs students will ensure that all students will be successful. (teachers, self-study, support staff)

COMMENDATIONS:

1. The myriad of inclusion opportunities which enable all FHS students to achieve 21st century learning expectations
2. Guidance, health services, and the library/media center for providing comprehensive in-depth programs and relevant services to meet the needs of all students
3. The academic, social and transitional programs that provide preventative and intervention strategies to ensure that all students are able to learn
4. The implementation of the Massachusetts Comprehensive School Counseling Model to promote a more proactive approach of supporting students
5. The use of the Aspen/X-2 student management system to provide information to the FHS community
6. The direct intervention services involving the education of athletes and coaches in injury preventions and preparing injured athletes for return to activities
7. The involvement of the librarian in teaching part of the freshman experience to provide a smooth transition to the High School
8. The working relationship between the librarian and the town's public library, which enhances library services and school's curriculum.
9. The implementation of special education transitional planning skills

RECOMMENDATIONS:

1. Continue to develop an adequate technology infrastructure for support personnel to support student needs
2. Ensure all student support staff, including paraprofessionals, has access to appropriate student information to facilitate true collaboration and support of student needs
3. Provide greater opportunities for special education staff to collaborate with regular education staff
4. Develop and implement a survey to determine the effectiveness of the health and special education services



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.

Conclusions

The community and the district's governing body, for the most part, provide dependable funding for a wide range of school programs and services, ongoing professional development, and adequate professional and support staff. These school programs and services include, but are not limited to, the Freshman Collaborative, school resource and security officers, scholastic programs, athletics (fee-free athletics and co-curricular opportunities), and music organizations. Despite the recent economic downturn, Fairhaven High School has maintained current staff levels for the past two years. Fairhaven High School supports ongoing professional development for their faculty through summer institutes, academic year conferences and workshops, and for speakers and domain area experts who have presented at the school. Annually, the district allots two full-day professional development opportunities to support this effort. Professional development for technology integration has not been a part of these programs. It is evident that over the past four years, administrators and teachers have embarked on creating and implementing new programs and curriculum and this effort will continue to need the support to allow the staff to reflect on the efficacy of these programs as they relate to 21st century skills for student learning and to make necessary adjustments to their implementation. While there is support for programs and professional development, the community and the district's governing body do not, however, provide dependable funding for the purchase and maintenance of hardware, technology, integration, and support. Reduction of one position in technology support has impacted the school's technology progress in its effort to help all students develop 21st century information literacy skills. There was evidence that teachers are using technology such as SMARTBoards, Mimio boards, Socrativ, and Quizzlet. A 2012 change in the school's cell phone policy allows students to use their personal devices in class to enhance learning. Although the Fairhaven Alumni Association has generously donated additional computing capacity for student use, such as iPads, Kindles, Mac and CAD labs, and a second computer lab, current bandwidth cannot support the number of devices in use each day in the school, thus limiting faculty and student access and hindering student achievement of the 21st century expectations for technology integration. Additionally, the district funding to provide instructional materials and supplies and to support curriculum change is marginally sufficient. While English textbooks have been replaced by the donated Kindles and students are benefitting from the diverse programs and services offered that support their learning and their personal development, the rationing of supplies has caused teachers to purchase their own materials rather than to go through the requisition process. One English teacher reported a lack of a classroom set of novels; another teacher reported buying quantities of poster board in order to have the number needed for a project. Increased support for technology integration and maintenance and a consistently reliable quantity of classroom materials and supplies would better enable students to meet 21st century learning expectations. (Endicott survey, teacher interviews, self-study, student shadows, TELL Mass survey, school leadership).

The school has developed, planned, and funded programs to ensure the maintenance and repair of the building and school plant, and to keep the school clean on a daily basis. The business manager is responsible for scheduling and allocating funds for major repairs to the historic building. Funding for these repairs is not part of the annual budget; rather, it comes directly from the Rogers Trust Fund. The Community Preservation Act has funded recent improvements. There is no formal procedure for requesting daily maintenance needs, but staff reports timely response to direct requests made to the maintenance supervisor. The school is cleaned daily. There are five full-time custodians on two shifts; two on the day shift (6:00am-3:00pm) and three assigned to the evening shift (3:00pm-11:00pm). Custodians are assigned specific areas of the building, and the custodial supervisor inspects to ensure safety and cleanliness. It is evident that the school buildings are both exceptionally clean and well-maintained. Even though one custodial position was lost to budget cuts, the well-maintained school facility provides students with an environment that encourages learning and contributes to the sense of

pride they obviously feel for their school. However, the school is only moderately successful in developing, planning, and funding programs to properly maintain, catalogue, and replace equipment. A basic classroom inventory of desks, chairs, office equipment, computers, and peripherals is taken at the end of each year, but it does not include critical information, such as serial numbers and models. These inventories are submitted to the principal's office for data entry. The senior custodian makes repairs to classroom furnishings as needed. Maintenance requests for technology are done through the Aspen/X2 system work tickets. Staff members report that the response time to such requests varies. It is the goal of the long-range technology plan to establish a replacement cycle of five years or less, but currently computers are replaced on an as-needed basis. A more reliable and readily available schedule for the maintenance, inventory, and replacement of equipment, especially relating to technology, would have a positive effect on the delivery of curriculum and instruction. (self-study, teachers, students, facility tour, Endicott survey, TELL Mass survey)

The community provides reliable funding for school needs, and the school does implement a series of plans that address programs and services, enrollment changes and staffing needs, facility needs and capital improvements, but there is a lack of a cohesive long-range plan to address technology infrastructure and integration. The annual school improvement plans, developed by the principal, assistant principal, superintendent, school committee, and school council, focus on the following areas: (1) college and career readiness; (2) personalized educational experience; (3) policies to maintain safety and security; and (4) school-wide literacy in all content areas. These annual goals have remained unchanged for the past two years. Their progress status indicates that they are ongoing or have target dates. Documentation for completion of these goals has not been provided. Enrollment changes and staffing needs appear to be addressed by the annual scheduling needs of students. Programs have been developed in response to strong student interest. The school has seen an increase in the number of freshman students enrolling from Acushnet in the past couple of years. To address freshman transition issues and differences between sending middle schools, the Freshman Collaborative (2008) features teaming and vertical alignment, along with basic study skills reinforcement. Special education services are coordinated by the Assistant Principal of Student Services and are overseen by the district's Special Education Director. A May 2011 building condition survey delineated and estimated the cost of a series of recommended repairs to be addressed in phases over a period of five to ten years. The work is described as critical, severe, deteriorated, and weathered, with critical repairs to be addressed immediately; severe: one to three years; deteriorated: three to five years; and weathered: five to ten years. In the past, funding for restorations has been provided by the Community Preservation Act, local funding, and the Rogers Trust Fund. Basic maintenance has been covered by the school budget. The long range technology plan (2009-2012) encourages the use of computer labs and aspires to increase the number of computers in the classrooms but does not address the inadequacy of the technology infrastructure. In addition, procurement policies and the annual budget have not indicated that the school is able to ensure usability, equivalent access, and interoperability. The donation of the iPad cart, Kindles, and additional lab space has increased the school's access, but the school does not have the technology and network infrastructure to support such growth. A long range technology plan which focused on improving infrastructure would provide for greater connectivity and enhance the ability of teachers to use 21st century devices to teach and enable students to achieve stated 21st century learning skills. (self-study, central office personnel, students)

Faculty and building administrators are involved in the development and implementation of the budget. The district prepares a zero-based budget depending upon building and department needs, prior year accomplishments, and school-specific goals and objectives. The principal and the district personnel are involved in the formal budget process, but faculty input seems to be more informal, primarily through a memorandum suggesting that they contact their supervisors or coaches with their

needs via email. The principal presents the proposed budget to the business manager who reviews it with the superintendent. Several formal meetings are held between the business manager and principal, and the business manager and superintendent, with a final school proposal presented to the superintendent no later than December. The school committee discusses changes from the previous year's budget and resolves issues with the business manager and superintendent prior to their public budgetary hearing in the spring. Town department heads receive the approved budget as part of the entire town's allocations. Citizens gathered at the town meeting vote to approve or disapprove the requested dollar amount. After implementation, the principal receives weekly updates on the status of the school budget. The ongoing and significant advocacy for public education by the school committee promotes the value of public education in the Fairhaven community. (self-study, community members, school leadership, teachers)

The school site and physical plant support the delivery of high quality programs and services. The "Castle on the Hill" is clearly the jewel of the district, engendering a sense of pride and distinction in the school community. The building supports the enrollment of the current 662 students. School leadership hopes to increase participation by students from both the Acushnet Public Schools and the Fairhaven Middle School. Air conditioning is available in the administrative office suite in the new building and in the library of the main building. The athletic programs have access to contiguous fields, although storage space for athletic equipment is severely limited. Maintenance or storage sheds may not be added because of the school's location in the historic district. The principal's office and nurse's office are in the process of being reconfigured to increase the flow of traffic and to increase access to services for students and their families. The cafeteria space has been increased by the addition of what was intended to be a seniors-only dining area; however, crowding in the primary seating area has required that juniors also be allowed to use this space. A 1999 restoration/renovation and ongoing historically correct maintenance of the main building have provided a facility that offers a high quality and enriched learning environment. Some difficulties have been encountered, particularly in technology, in bringing the 1906 building to current standards for 21st century learning. A specific plan to phase in appropriate technology infrastructure and communication between and among areas of the school would improve access for all students and faculty, in order to support teaching and learning. (central office personnel, facility tour, students, teachers)

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. Available documentation verifies compliance with state building and fire codes. The school consists of two buildings: the main building, an historic site (built in 1906), and the new building (built in 1999). The main building has 250 smoke detectors and a dry fire retardant system. The new building has smoke detectors and a wet sprinkler system. Janitorial materials are stored properly in maintenance closets. The science classrooms and labs have proper safety equipment, eye wash stations, and fume hoods. The parking lot is properly marked for handicapped access. All parts of the school are handicapped accessible, except the third floor of the main building. Specially equipped bathrooms are properly marked. Buses arrive and depart in a safe and orderly fashion. The building administrator consults with the senior custodian regarding school grounds, fire and safety issues. Staff members, parents, and students express pride in their well-maintained school. One area of safety that needs to be addressed is the access to and communication between the senior custodian and the maintenance staff from all areas of the building, and with external public safety agencies. In addition, the physical education teachers do not have telephone access in the gymnasium for reporting emergencies. Assured communication among and between staff in all areas of the building would improve the school's complete compliance with local safety regulations. (Endicott survey, parents, TELL Mass survey, panel presentation)

All professional staff members 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. Fairhaven High School staff members endeavor to engage parents and families as partners in each student's education by using face-to-face gatherings, email and mail correspondence, website updates, Blue Devils Television (BDTV), Twitter, Alert Now telephone calls, and information provided on the Aspen/X2 student information system parent portal. These interpersonal and media connections disseminate pertinent information to parents about academic progress and programs, co-curricular activities, college and career events, and information sessions. Although individual staff members reach out to families who are less connected with the school, there is no specific program or formal data to indicate that their efforts have been successful. Targeted contact with an increased effort to engage families who are not currently well-connected as partners with the school would grow awareness of opportunities available to students and help improve student performance. (self-study, parents, teachers, Endicott survey)

The school develops productive parent, community, business, and higher education partnerships that support student learning. Each year, parent organizations -- particularly booster organizations for music and the performing arts (Fairhaven Association of Music Education), athletics (Gridiron Club), the Parent Teacher Organization, and the After-Prom Committee -- provide funding and participation that support student learning with academic and co-curricular programs. In partnership with the Fairhaven Alumni Association, Fairhaven High School identifies areas of need and goals for the year, which are then met by contributions from the alumni association. Through this partnership, Fairhaven High School students have received a new Mac computer lab, an iPad classroom cart for freshmen, and Kindles with curriculum materials for all junior English students. Fairhaven High School engages with outside organizations to link real life work opportunities to classroom learning. These organizations include the Sea Lab, Ocean Explorium, and Southern Mass Credit Union. Dual enrollment is an option for Fairhaven High School students through partnerships with the University of Massachusetts-Dartmouth and Bristol Community College. Despite this offering, few students participate due to the lack of transportation. Greater participation in higher education partnerships would provide expanded learning opportunities for students. (self-study, parents, teachers, panel presentation)

COMMENDATIONS:

1. The exceptionally dedicated faculty and support staff
2. The dedication and commitment of the alumni association and the resulting highly positive and productive school-alumni relationship
3. The multi-generational connection to and support for the school
4. The visionary elected and appointed leadership
5. The lack of student fees for athletics and extra-curricular activities
6. The commitment of the Fairhaven community to provide dependable funding for the school even if difficult economic times
7. The generous funding from the Community Preservation Act and The Rogers Trust Fund to support the needs of the physical plant
8. The support of the Fairhaven Alumni Association which donated much needed technological equipment

RECOMMENDATIONS:

1. Explore options to facilitate learning opportunities outside of the school, and for college and university partnerships
2. Develop and implement a long-range integrated technology plan
3. Create targeted communication with families that are not currently engaged with the school

4. Provide dependable funding for a wide range of school programs and services including technology, sufficient equipment and sufficient instructional materials and supplies

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 Fairhaven 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 Commission requires that the evaluation report be made public in accordance with the Commission'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 Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program the Commission requires that the principal of Fairhaven 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 Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty days (60) of occurrence any substantive change which negatively impacts on the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included in the Appendix on page 15. 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 Commission office has current statistical data on the school.

The Commission 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 Commission'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 Commission staff following the on-site visit.

The visiting committee extends its appreciation to Fairhaven High School for the hospitality extended throughout the visit. From the inspiring video during the panel presentation and the wonderful welcoming reception, to the comfortable accommodations provided to the visiting team, all of which contributed to a very positive experience for visiting team members. The visiting committee is very appreciative of the effort expended by everyone at Fairhaven High School to produce an especially candid and accurate self-study. This contributed to making the work of the visiting committee significantly more efficient which allowed the members to focus more appropriately on crafting purposeful and productive recommendations to help drive school improvement. The visiting committee also thanks the school's faculty and staff for their participation in various meetings,

including the thirty-two teacher interviews on Sunday afternoon, and for the willingness of teachers to welcome visiting team members into their classes as the team shadowed fifteen Fairhaven High School students for half a day each. Thanks as well to the shadowed and interviewed students, parents, school board members, and central office personnel who took time from their professional and personal schedules to meet with the visiting committee members on Sunday and during the three school days of the visit.

Finally, congratulations and thank you to the co-chairs of the Fairhaven High School Steering Committee, the remaining members of the Steering Committee, the chairs of the seven self-study subcommittees, and to the superintendent, principal, and administrative staff members for their assistance and their support throughout the visit.

**Fairhaven High School
NEASC Accreditation Visit
September 30 - October 3, 2012**

Visiting Committee

<p>Paul Mangelinkx, Chair Chatham High School Chatham, MA 02633</p>	<p>Susan Miller Middleborough High School Middleborough, MA 02346</p>
<p>Cheryl Leaver, Assistant Chair South Kingstown High School South Kingstown, RI 02879</p>	<p>Elizabeth Moreno Holliston High School Holliston, MA 01746</p>
<p>Lisa Allen Stonington High School Pawcatuck, CT 06379</p>	<p>Patrick Morrissey Bedford High School Bedford, MA 01730</p>
<p>Deanne Almeida Mashpee High School Mashpee, MA 02649</p>	<p>Sandra Mott Martha's Vineyard Regional High School Oak Bluffs, MA 02557</p>
<p>Ann Birrell Lyman Memorial High School Lebanon, CT 06249</p>	<p>Beverly Nicholson Oliver Ames High School North Easton, MA 02356</p>
<p>Laura Carlyle Sandwich High School East Sandwich, MA 02537</p>	
<p>Laurie Dorr Melrose High School Melrose, MA 02176</p>	
<p>Irene Duros Masconomet Regional High School Topsfield, MA 01983</p>	
<p>James Forrest Dedham High School Dedham, MA 02026</p>	
<p>Andrea Gillis Concord-Carlisle Regional High School Concord, MA 01742</p>	

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Commission on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

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

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

COMMENDATIONS AND RECOMMENDATIONS

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

COMMENDATIONS:

1. The development of analytic rubrics, with identified levels of achievement, to measure student progress in meeting learning expectations
2. Use of a variety of media to inform all stakeholders about the school's core values, beliefs, and learning expectations
3. The effort to incorporate the school's core values, beliefs, and learning expectations into all aspects of the school culture
4. The dynamic and inclusive process based on current research-based practices used to identify and commit to the school's core values and beliefs about learning

RECOMMENDATIONS:

1. Use the established core values, beliefs, and learning expectations to inform curriculum, instruction, and assessment
2. Ensure that the core values, beliefs and learning expectations are used to drive decision-making regarding policies, procedures and the allocation of resources
3. Develop and implement a formal plan to regularly review and revise the school's core values, beliefs, and 21st century learning expectations

CURRICULUM

COMMENDATIONS:

1. The alignment of the student outcomes to the identified 21st century skills which provides consistency within the curriculum
2. The commitment of significant resources to the creation of up-to-date, standardized curriculum guides
3. The use of the Aspen/X2 student information system to promulgate the school's curriculum
4. The wide range of opportunities in the curriculum for students to develop and achieve 21st century skills
5. The high level of student participation in co-curricular programs
6. The creativity of teachers in working around the technology challenges presented by the facility
7. The additions of new courses designed to allow students to practice 21st century learning expectations
8. The common format established for curriculum documents within the school

RECOMMENDATIONS:

1. Complete the curriculum guides for all courses in all program areas
2. Increase the opportunities for students to engage in cross-disciplinary learning
3. Mitigate the impact of merging honors and CP classes in various disciplines on the alignment of written and delivered curriculum
4. Provide clear curriculum articulation between Fairhaven High School and the two major sending schools
5. Include all educational programs in the curriculum evaluation and renewal cycle
6. Provide reliable support for the integration of 21st century technology in all classrooms

INSTRUCTION

COMMENDATIONS:

1. The school-wide use of the Habits of Mind classroom expectation rubric
2. The use of the student-run Blue Devil Television station to inform the school and community
3. The teachers' creative use of technology integration into classroom instruction despite the limited IT network and computer infrastructure
4. The extension of student learning opportunities beyond the classroom by using Rosetta Stone and other virtual learning programs
5. The use of research-based teaching strategies that maximize student time on learning
6. The willingness of teachers to be available before, during, and after school to provide extra help and support to students
7. The support for the development and implementation of effective and productive professional learning communities
8. The creation of the I Team Instructional Rounds program for improving teaching and learning
9. The faculty engagement in rich discussions about teaching and learning in their PLCs

RECOMMENDATIONS:

1. Create and implement a formal process to gather, analyze, and reflect on assessment data
2. Continue to purposefully develop professional development programs focused on strengthening instructional strategies
3. Expand the use of collaborative group work as a viable instructional practice across the curriculum
4. Create formal opportunities and support for teachers to collaboratively analyze student work
5. Create and implement a formal process to gather, analyze, and reflect upon student and parent feedback
6. Provide all students with consistent access to computing devices paired with a reliable network and appropriate bandwidth
7. Continue to implement the comprehensive use of school-wide rubrics

ASSESSMENT OF AND FOR STUDENT LEARNING

COMMENDATIONS:

1. The communication of the school's 21st century and related unit-specific learning expectations to all students by all teachers
2. The distribution of rubrics prior to summative assessments that enable all students to know what is necessary to be successful
3. The use of a wide variety of assessment techniques, both formative and summative, to provide the opportunity for all students to be successful
4. The regular and continued use of professional learning communities to create, revise and improve summative assessments to increase student achievement
5. The timely and specific feedback that teachers provide students
6. The opportunities for students to edit and revise their work in order to increase student achievement
7. The continuous process, based on school-wide rubrics, to assess individual student progress in achieving the school's 21st century learning expectations

RECOMMENDATIONS:

1. Develop a formal process to assess whole-school achievement of school's stated 21st century learning expectations

2. Develop a formal plan to communicate the school's progress in achieving the school's 21st century learning expectations to the school community
3. Develop a formal process to collect, disaggregate and analyze data to identify inequities in student achievement throughout the whole school
4. Devise and implement a systematic approach to using formative assessment data for the improvement of instruction
5. Implement a process for the individual and collaborative examination of evidence of student learning that includes use of data from school-wide rubrics and from other common assessments
6. Provide training to staff in the use of data on student performance and other student work to improve instruction
7. Develop a formal process for the regular review and revision of grading practices

SCHOOL CULTURE AND LEADERSHIP

COMMENDATIONS:

1. The exceptionally respectful and safe environment created by the Fairhaven High School community
2. The opportunity for all students to experience heterogeneous classes
3. The level of collegiality and willingness of staff to share new ideas
4. The creation of common planning time for professional learning communities to meet during the school day
5. The implementation of the Instruction Team which provides meaningful feedback to improve instruction
6. The willingness of faculty to work with students as needed
7. The collaboration among the school committee, superintendent and principal
8. The school committee and the superintendent's support of the principal's site-based management model
9. The vision and leadership of the principal in providing the foundation and support for continued professional growth and school improvement

RECOMMENDATIONS:

1. Review curriculum and data to ensure that all students are being afforded the same learning opportunities in heterogeneous courses
2. Revamp the advisory program to provide a more relevant experience for students and staff
3. Increase opportunity for parent participation in school decision making

SCHOOL RESOURCES FOR LEARNING

COMMENDATIONS:

1. The myriad of inclusion opportunities which enable all FHS students to achieve 21st century learning expectations
2. Guidance, health services, and the library/media center for providing comprehensive in-depth programs and relevant services to meet the needs of all students
3. The academic, social and transitional programs that provide preventative and intervention strategies to ensure that all students are able to learn
4. The implementation of the Massachusetts Comprehensive School Counseling Model to promote a more proactive approach of supporting students
5. The use of the Aspen/X-2 student management system to provide information to the FHS community
6. The direct intervention services involving the education of athletes and coaches in injury preventions and preparing injured athletes for return to activities

7. The involvement of the librarian in teaching part of the freshman experience to provide a smooth transition to the High School
8. The working relationship between the librarian and the town's public library, which enhances library services and school's curriculum.
9. The implementation of special education transitional planning skills

RECOMMENDATIONS:

1. Continue to develop an adequate technology infrastructure for support personnel to support student needs
2. Ensure all student support staff, including paraprofessionals, has access to appropriate student information to facilitate true collaboration and support of student needs
3. Provide greater opportunities for special education staff to collaborate with regular education staff.
4. Develop and implement a survey to determine the effectiveness of the health and special education services

COMMUNITY RESOURCES FOR LEARNING

COMMENDATIONS:

1. The exceptionally dedicated faculty and support staff
2. The dedication and commitment of the alumni association and the resulting highly positive and productive school-alumni relationship
3. The multi-generational connection to and support for the school
4. The visionary elected and appointed leadership
5. The lack of student fees for athletics and extra-curricular activities
6. The commitment of the Fairhaven community to provide dependable funding for the school even if difficult economic time.
7. The generous funding from the Community Preservation Act and The Rogers Trust Fund to support the needs of the physical plant
8. The support of the Fairhaven Alumni Association which donated much needed technological equipment

RECOMMENDATIONS:

1. Explore options to facilitate learning opportunities outside of the school, and for college and university partnerships
2. Develop and implement a long-range integrated technology plan
3. Create targeted communication with families that are not currently engaged with the school
4. Provide dependable funding for a wide range of school programs and services including technology, sufficient equipment and sufficient instructional materials and supplies