

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

**Commission on Public Schools**



**Committee on Public Secondary Schools**

**Report of the Visiting Team for  
Jonathan Law High School**

Milford, CT

April 02, 2017 - April 05, 2017

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# STATEMENT ON LIMITATIONS

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

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

The prime concern of the visiting committee has been to assess the quality of the educational program at this 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.

# **STANDARDS FOR ACCREDITATION**

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The Committee on Public Secondary School's Standards for Accreditation serve as the foundation for the accreditation process and by which accreditation decisions are made. The seven Standards are qualitative, challenging, and reflect current research and best practice. The Standards, written and approved by the membership, establish the components of schools to ensure an effective and appropriate focus on teaching and learning and the support of teaching and learning.

## **Teaching and Learning Standards**

### **Core Values and Beliefs About Learning**

#### **Curriculum**

#### **Instruction**

#### **Assessment of and for Student Learning**

## **Support Standards**

### **School Culture and Leadership**

### **School Resources for Learning**

### **Community Resources for Learning**

# CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

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## Teaching and Learning Standard

*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 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. Each expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define 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.

# CURRICULUM

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## Teaching and Learning Standard

*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 specific and measurable criteria for success, 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.

# INSTRUCTION

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## Teaching and Learning Standard

*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.

# ASSESSMENT OF AND FOR STUDENT LEARNING

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## Teaching and Learning Standard

*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 to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics
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 specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.
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.

# SCHOOL CULTURE AND LEADERSHIP

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## Support Standard

*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 and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.
3. There is a formal, on-going program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
  - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
  - use resources outside of the school to maintain currency with best practices
  - dedicate formal time to implement professional development
  - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.
9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.
11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

# SCHOOL RESOURCES FOR LEARNING

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## Support Standard

*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.

# COMMUNITY RESOURCES FOR LEARNING

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## Support Standard

*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.

# School and Community Summary

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## School and Community Summary

### SCHOOL AND COMMUNITY PROFILE

Milford, settled in 1639, is a coastal city with a population of 52,826 (2014 Connecticut Education Resource Center Town Profile) located on Long Island Sound between Bridgeport and New Haven. Covering 23 square miles, Milford is contiguous to the towns of Stratford, Shelton, Orange and West Haven. The city is easily accessed by the major highways of I-95 and the Merritt/Wilbur Cross Parkway. A thriving suburban community which has always balanced respect for the past with concern for future growth, Milford devotes special attention to the downtown area, which is an excellent example of a development combining commerce and history. Milford holds an Oyster Festival each summer to celebrate its history. A feeling of "Milford Pride" along with abundant cultural, recreational, educational, and employment opportunities make this "Small City with a Big Heart" a desirable place to live.

The city has evolved considerably from its early shipbuilding and oystering days to a diversified economy that supports manufacturing, retail, corporate offices, and a service industry. Some of the major industries located in Milford that top the Grand List include Connecticut Post Mall, Connecticut Light and Power, Milford Crossing Investors, Wolff, and Crown Milford LLC. The top five major employers are Servicom LLC, Milford Hospital, Schick-Wilkinson Sword, and Subway World Headquarters and Doctor's Associates Inc..

Milford is predominantly a middle income community. As of 2014, the median family income was \$79,531 which is above the state's median of \$69,519 (CERC 2014 Town Profile). The unemployment rate of 6.9% is lower than the average for the state of Connecticut (7.8%). The percent of district families living below the poverty level is 4.7% which is below the state average of 10.0%. At Jonathan Law, 24.1% of students are eligible for free/reduced lunch compared to a 31.8% statewide average (Federal Ethnicity and Race Report 10/2/2015). Most of the 22,330 dwellings are single family (75.2%) and 73% are owner-occupied. In 2014, the median price for a home in Milford was \$290,000 as compared to the state median price of \$291,000. Jonathan Law High School's enrollment has decreased from 1,084 in 2005 to 916 as of October 1, 2015. However, projections for student enrollment for 2016-2017 indicate a 5.5% increase.

The state of Connecticut's average expenditure per pupil in 2014-2015 for instruction was \$10,285. Milford's 2014-2015 expenditure per pupil was higher at \$12,336. The town spends 59.4% of its budget on education.

Jonathan Law High School is one of 21 schools serving the 7,167 students of Milford. There are five high schools (two public, one public alternative, one voc-tech, and one private Catholic), three public middle schools (grades 6-8), eight public K-5 schools, two private Catholic K-8 schools, the Berean Christian Academy (K-12), and one Montessori school (ages 3-6).

Jonathan Law High School, a 9-12 comprehensive secondary school, is the recipient of six feeder schools: two public middle schools, two private Catholic K-8 schools, and Berean Christian Academy. The current student population as of October 1, 2015, was 916 (2005: 1,054) indicating a relatively stable student enrollment over the past three years (2012: 937; 2013: 965; 2014: 915). According to the Federal Ethnicity and Race Report (10/2/2015), the ethnic composition of the school was 78.5% White; 5.1% Black; 9.4% Hispanic; 6.9% Asian Americans; 0% Native American. In the past ten school years (2005 to 2015), the total minority population has grown from 13.2% to 21.5%. The average dropout rate for the school years 14-15 was .1%. The average daily student attendance has been 94.4% for the last two years. The two-year average daily teacher attendance, including professional development days, has been 92.5%.

The high school has 67 full-time teachers, 11 part-time/partial schedule teachers and 12 special education

teachers. The average student-teacher ratio is 11:1 and the average class size is 19.7 students, which is just below the state average of 20.3.

All freshmen are placed in the freshman academy, which is a team approach to academic success. Students in grade 9 may select from three levels: honors (L1), college preparatory (L2), and a few general level (L3) classes. Students in grades 10-12 may also select from the three levels, as well as Advanced Placement (AP). Approximately 10.71% of the student population receive special education services, .5% is enrolled in ESL, and 69.5% of the students are taking upper level courses (L1 and AP). Students may choose from 17 AP courses and 29 honors (L1) classes.

The total number of credits needed for graduation is 25. Students must take four credits of English, four credits of math, three credits of social studies and science, one credit of physical education, .5 credit of health, 1.5 credits of vocational/arts credits and .4 credits through successful completion of performance standards on writing, math, literacy and technology.

Students are evaluated on many levels. Standardized tests utilized by the school include Scholastic Aptitude Test (SAT), Scholastic Aptitude Test II (SAT II), Preliminary Scholastic Aptitude Test (PSAT), Connecticut Academic Performance Test (CAPT) in Science, AP Exams, North Western Educational Assessment (NWEA), Armed Services Vocational Aptitude Battery (ASVAB), Perkins Test, as well as district writing and mathematics competencies. The average SAT score for the class of 2015 was 497 for mathematics, and 498 for verbal, while state averages were 511 for mathematics and 484 for verbal. In 2014-2015, the percent of grade 10 students meeting the CAPT science goal was 37.4%, compared to the state average of 45.3%. In May 2015, 324 students sat for 16 AP exams with an average of 54% earning a 3 or higher.

There is no service learning requirement at Jonathan Law High School, however students who have completed a minimum of 200 hours of community service are awarded a Diploma with Distinction for Community Service at graduation.

For the class of 2014-2015, the average number of graduates enrolling in four-year colleges was 64%; in two-year colleges was 22%; 5% in trade/technical schools/apprenticeships, 1% entering the Armed Services; and 5% entering into the workforce. Graduates take advantage of the considerable opportunities available as they choose from such colleges and universities as Yale University, Cornell University, Worcester Polytechnic Institute, Quinnipiac University, University of Connecticut, Rensselaer Polytechnic Institute and Carnegie Mellon University. Opportunities for adult continuing education are available at Jonathan Law High School. In addition, Housatonic Community College uses Jonathan Law as a branch site for evening classes.

Students are recognized for their accomplishments through a variety of ways. An All School Awards ceremony in the spring honors students with academic and non-academic awards. There is also Senior Awards night, an honors breakfast, published honor roll, superintendent's and principal's awards, membership into National Honor Society, and National Art Honor Society. In addition, local newspapers sponsor academic and athletic achievement awards as well as many locally sponsored scholarships. In April 2014, a tragic event at the school took place. Maren Sanchez, a 16-year old junior, was fatally stabbed by a classmate. The Jonathan Law community came together to heal. As part of the healing process, a scholarship fundraiser, "Peace, Love and Music from Maren" was established. It is an all-day event involving the whole Milford community. Funds from this scholarship help students further their education.

Jonathan Law students are growing up in an area that is an integral part of the greater New Haven and Bridgeport areas. Talented and gifted students in the performing, visual, and literary arts may attend classes with other students from the greater New Haven area at the Audubon Street Arts Center in New Haven (ECA). The Bridgeport Regional Vocational Aquaculture school located in Bridgeport offers unique educational opportunities in marine science and marine technology. Other numerous educational and cultural opportunities are available to students and the community because of the proximity to many post-secondary educational institutions. Albertus Magnus College, Yale University, Fairfield University, University of Bridgeport, Sacred Heart University, Quinnipiac University, Southern Connecticut State University, Gateway and Housatonic Community/Technical College have facilities and programs available to students. Cultural resources include Milford Fine Arts Council, New Haven Symphony, Yale Repertory Theater, Shubert Theater, Long Wharf Theater, and Peabody Museum

as well as the British Art Museum.

Jonathan Law makes use of community resources to complement the education of its students. The community provides the school with guest speakers on 9/11 day, Veterans Day, World War II day programs, and other activities which support the core values and beliefs of the school. The Senior Internship enables students to extend their learning beyond the school while offering an opportunity to apply their knowledge and skills to career exploration in an area of personal interest. Community service organizations such as the Kiwanis Club, Devon Rotary, and Milford Elks support our students in a variety of ways. Among the social service agencies serving Jonathan Law students and the community are American Red Cross, Beth El Shelter, Boys & Girls Club of Milford, Bridges, Milford Department of Human Services, Milford Health Department, Milford Youth and Family Services, Rape Crisis Center of Milford and United Way.

Jonathan Law High School maintains an informal relationship with many employers and businesses in the community. Students serve on various boards such as the Milford Board of Education and Chamber of Commerce. The Chamber of Commerce sponsors a Mini-Grant Program which supports student-initiated community service projects. Jonathan Law has joined the Downtown Milford Business Association (DMBA). A representative from the principal's council attends a monthly meeting with community partners to discuss the happenings in town and the way the DMBA can support the school.

A recent district initiative includes our first college and career pathway, where students will be able to choose a concentration in computer science should they so desire. This initiative, widely supported by parents and community members, was adopted by the board as part of the long range planning process. A new school initiative includes a new computer lab in the media center which has been proposed for the 2016-2017 school year. This lab would add 30 computers and increase the size of the media center by approximately 1,500 square feet. The board continues to look toward the needs of 21st century teaching and learning, including the skills our young adults should leave our school system with as they move on to the next phase of their lives.

## **Core Values, Beliefs and Learning Expectations**

### **Jonathan Law High School**

#### **Core Values & Beliefs**

#### **21st Century Learning Expectations**

#### **Core Values and Beliefs**

The Jonathan Law High School community is committed to developing every student into a productive contributor to our global society, empowered with 21st century skills. Our beliefs are embedded in all of our endeavors which lead to full, responsible, and meaningful lives.

Our community of learners is committed to:

- Rigor, perseverance, and high expectations

- Providing intellectually and emotionally supportive environments
- Developing sound decision-making, critical thinking, and problem solving skills
- Developing effective communication and collaboration skills
- Responding to success and failure with reflection and resiliency
- Fostering academic and social integrity
- Instilling a sense of pride in self, school, and community
- Establishing mutually beneficial partnerships with civic, business, higher education, and other community groups and resources

## 21st Century Learning Expectations: The 7 C's

### Academic

- **Collaboration:** Work independently and collaboratively to solve problems and accomplish goals
- **Critical Thinking:** Use reasoning to problem solve, utilizing appropriate tools to access, evaluate and apply information
- **Communication:** Communicate information using a variety of tools in multiple contexts for a range of purposes
- **Creativity:** Innovate and adapt in thinking, working and learning

### Social/Civic

- **Community:** Value and demonstrate pride in self, school and community
- **Citizenship:** Demonstrate an understanding and acceptance of citizenship including leadership, civic responsibility and service
- **Character:** Develop qualities of adaptability, resiliency and respect. Demonstrate academic and social integrity

#### Related Files

- [2016-04-06-14:06\\_JLHS CVB LearningExpectations.pdf](#)
- [2016-04-06-14:17\\_MPS Academic Expectations Rubric.pdf](#)
- [2016-04-06-15:19\\_JLHS Civic Social Expectations Rubric.pdf](#)

# Introduction

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## Introduction

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

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

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

### Teaching and Learning Standards

- Core Values, Beliefs, and Learning Expectations

- Curriculum

- Instruction

- Assessment of and for Student Learning

### Support of Teaching and Learning Standards

- School Culture and Leadership

- School Resources for Learning

- Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Committee's visiting team, and the follow-up program carried out by the school to implement the findings of its own self-study, the valid recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

## Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Jonathan Law High School, a committee of 12 members, including the principal, supervised all aspects of the self-study. The steering committee assigned teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people.

The self-study of Jonathan Law High School extended over a period of 23 school months from January 2015 to March 2017.

Public schools evaluated by the Committee on Public Secondary Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, and learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Committee, Jonathan Law 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 Team**

A visiting team of 16 members was assigned by the Committee on Public Secondary Schools to evaluate Jonathan Law High School. The visiting team members spent four days in Milford, CT, 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 aligns with the Committee's Standards for Accreditation. Since the members of the visiting team represented classroom teachers, guidance counselors, library/media specialists, school administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of Jonathan Law High School.

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

- review of the school's self-study materials
- 26 hours shadowing 16 students during the school visit
- 67 classroom observations along with 16 advisory visits (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers

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

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

# Standard 1 Indicator 1

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## Conclusions

The Jonathan Law High School (JLHS) is working toward engaging 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. In March 2014, JLHS's NEASC Self-Study Steering Committee began developing preliminary core values and beliefs (CVBs) which were later revised using feedback from faculty, the leadership team, parents, and students. The framework was based on *The Partnership for 21st Century Learning Skills*, Education Connection's *21st Century Crosswalk*, and CVBs from other high schools that had recently undergone the NEASC accreditation process. The district superintendent requested that common academic expectations (collaboration, critical thinking, communication, and creativity) and a common Milford Public Schools Academic Expectations Rubric for grades 9-12, be developed for JLHS and the other district high school. While development of the common academic expectations was on hold, JLHS developed its own social and civic expectations and rubric. Referred to as the 3Cs (community, citizenship, and character), this preliminary document was unanimously approved by the JLHS faculty in November 2014. The draft document was shared with the school leadership team, the school superintendent, and JLHS faculty in January 2015. Through an advisory lesson, students were asked to assess themselves on these expectations using the newly developed rubric.

Addressing the superintendent's request, a collaborative process across the two high schools was used to create common academic expectations with a focus on collaboration, critical thinking, communication, and creativity (4Cs). In January 2016, the JLHS faculty unanimously approved these four common academic expectations. Final versions of these academic expectations were shared with the assistant superintendent for teaching and learning and district supervisors in March 2017, however, none of the aforementioned stakeholders were part of the creation or the revision process. Documents were not shared, reviewed, or approved by the board of education.

Although printed copies of the seven learning expectations (7Cs) are posted in every classroom, the documents are not clearly visible nor posted throughout the school. The language in the school's website, posted in the front foyer and displayed in classrooms, is not consistent. Eighty-eight percent of parents and 83.1 percent of students agree that they are familiar with core values and beliefs. By engaging in dynamic, inclusive, and collaborative processes to develop a shared understanding of the purpose and use of the academic and civic/social expectations, the Jonathan Law community will be able to fully support the students in attaining the 21st century learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- facility tour
- teachers
- school board
- department leaders
- central office personnel
- school leadership
- Endicott survey
- school website

# Standard 1 Indicator 2

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## Conclusions

Jonathan Law High School (JLHS) is working toward implementation of 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. In October 2016, JLHS began implementing its seven academic (4Cs) and social/civic (3Cs) learning expectations. The academic expectations are shared across the two high schools in the district; the civic/social expectations are specific to JLHS.

Both the academic and the civic/social expectations rubrics describe the desired level of achievement that the school expects students to attain using four levels of performance: exceeds expectations, meets expectations, approaching expectations and below expectations. Faculty report that the revised learning expectations reflect priorities that had already been areas of focus for the school. Eighty-seven percent of parents agree that they know and understand the level of learning that their son/daughter must demonstrate to meet the school's learning expectations. Approximately 59.1 percent of students, 75.6 percent of staff and 75.4 percent of parents believe these learning expectations are challenging. Faculty indicates a belief that the learning expectations are designed to prepare students for the remainder of the 21st century, as they are broad-based skills. School-wide rubrics are in the beginning stages of implementation on departmental levels as well as in individual classrooms. Forty percent of faculty reports using the 21st century learning expectations and skills as part of individual assignments. The 7Cs Monthly Assessment Plan was developed this year to promote use of the school-wide rubric. While some teachers support the development and implementation of the 21st century learning expectations through explicit teaching practices, other teachers indicate that there is a lack of clarity about when and how the rubric will be implemented. When teachers develop more clarity about the connection between the 21st century learning expectations identified in the school-wide rubric and their instructional practices, they will be able to expand the opportunities for all students to practice and achieve the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- student shadowing
- teacher interview
- teachers
- students
- Endicott survey

# Standard 1 Indicator 3

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## Conclusions

Jonathan Law High School's (JLHS) recently revised core values and beliefs reflect the culture of the school, but the 21st century learning expectations do not yet drive curriculum, instruction and assessment revision in every classroom, nor guide the school's, policies, procedures, decisions, and resource allocations.

Eighty-one percent of the JLHS faculty believes that the school's core values and beliefs are actively reflected in the school's culture. Additionally, faculty state that the 21st century learning expectations are also evident in their classroom practice. Sixty-four percent of staff indicate that they consider the school's core values and beliefs about learning when making important teaching decisions. Teachers report that the core values and beliefs are a strong part of the culture and that they frequently reference them in parent meetings/conferences. JLHS offers numerous opportunities to build social/civic learning expectations, such as within the freshman academy (community), the Key Club (citizenship), and advisory (character), to name a few. These examples reveal an intentional effort by JLHS to promote the social/civic learning expectations within its school culture. Although many teachers report incorporating academic learning expectations within their classrooms, this is not firmly established within curriculum, instruction and assessment. Of the 67 classrooms visited, 64 percent displayed instruction that exhibited a connection to the components of the school-wide expectations, and 73 percent of classrooms exhibited instruction connected to the school's core values. However, teachers have not fully incorporated the school-wide analytical rubrics into their daily practice.

Once there is school-wide adoption and a deeper, consistent application of the core values, beliefs, and 21st century learning expectations within the practices at JLHS, curriculum, instruction, assessment, policies, procedures, and decision-making will reflect that commitment.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- Endicott survey

# Standard 1 Indicator 4

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## Conclusions

Jonathan Law High School does not currently have an established process to regularly review and revise its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, and district and school community priorities. In January 2015, JLHS finalized its own social and civic expectations (community, citizenship, and character) and accompanying rubric. In January 2016, the faculty unanimously approved common district academic expectations (collaboration, critical thinking, communication, and creativity) and a common Milford Public Schools Academic Expectations Rubric for grades 9-12. These documents are aligned with the district's overall instructional plan. As these core values, beliefs, and 21st century learning expectations were just recently adopted, they do not yet fully drive curriculum, instruction, and assessment in every classroom, nor fully guide the school's policies, procedures, decisions, and resource allocations. In addition, a formal review and revision process has not yet been established. When the school conducts a review of core values, beliefs, and 21st century learning expectations on a regular basis, in a meaningful and inclusive manner, based on sound research and multiple data sources, the core values, beliefs, and 21st century learning expectations will become meaningful, progressive, and relevant.

## Sources of Evidence

- self-study
- teachers
- school board
- department leaders
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 1 Commendations

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## Commendation

The learning expectations that encompass academic, social and civic competencies

## Commendation

The teachers' instructional practices that exemplify the school's 21st century learning expectations and core values and beliefs

## Commendation

The alignment of the 21st century learning expectations between the two district high schools

# Standard 1 Recommendations

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## Recommendation

Develop and implement a more collaborative and inclusive process that engages all stakeholders in the ongoing development of the school's core values, beliefs, and 21st century learning expectations

## Recommendation

Develop opportunities for professional learning to guide the continued development, revision, and implementation of 21st century learning expectations and school-wide rubrics

## Recommendation

Provide structured PLC time for staff to calibrate the use of the 21st century learning expectations within departments

## Recommendation

Provide opportunities for the school community to authentically engage with the core values, beliefs, and learning expectations

## Recommendation

Develop and implement a formalized plan for regular review and revision of the school's core values, beliefs, and learning expectations

## Recommendation

Provide structured time and resources for faculty and students to further their knowledge, understanding, and application of the newly designed and adopted core values and beliefs

## Recommendation

Provide structured time and resources for faculty and students to further their knowledge, understanding, and application of the newly designed and adopted core values and beliefs

# Standard 2 Indicator 1

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## Conclusions

The curricula at Jonathan Law High School have yet to be purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. While the school does have a document which identifies the 21st century learning expectations, the school has not allocated the responsibility for specific school-wide 21st century learning expectations to individual departments or courses. As such, individual teachers are unclear of what learning expectations they are responsible for teaching in course curriculum. Of the curricula that is written, there is no explicit reference to the 21st century learning expectations in any of the documents. Additionally, these learning expectations are not consistently reflected in the departmental scoring guides and common assessments. Although 67.1 percent of teachers believe that the school's formal curriculum design ensures that all students practice and achieve all the school's learning expectations, curriculum documents do not clearly reflect opportunities for practice and development of the expectations. Further, the curricula have not been revised since the development of the school's 21st century learning expectations in 2016. The school has collected student self-reported data regarding the school's learning expectations, but has not yet begun to analyze this data in a systematic way. When the curricula have been fully revised to implement the new expectations, all students will have consistent opportunities to practice and master the 21st century learning expectations.

## Sources of Evidence

- self-study
- teachers
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 2 Indicator 2

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## Conclusions

Some of JLHS's curriculum is written in a common format that includes units of study with essential questions, concepts, content, and skills, and assessment practices. Each department's documents include detailed units of study, essential questions, concepts, content, and skills, but the school's learning expectations and instructional strategies, and 21st century learning expectations are absent from the document. Although the templates are consistent within subject areas, there is a lack of consistency across departments. Approximately 51 percent of teachers do not agree that there is a common, formal, curriculum template that is used in all subject areas. There is a common *Understanding by Design (UbD)* template, but several departments have not fully adopted this format. Some departments are comprehensive in their inclusion of instructional strategies and assessment practices, while other departments are still engaged in the process of solidifying their curricula. Specific instructional practices for meeting these standards were not made available in the evidence provided by all departments. Explicitly identified common assessments and the specific school-wide rubrics used in the scoring of these assessments are absent from most documents. Course-specific and department-wide rubrics are included in some of the curriculum. Teachers and administrators diagnosed that the work of writing and developing a common curriculum to teaching and assessment is difficult because of time and scheduling constraints with the other district high school. When a common template is used consistently among all departments for the purpose of curriculum formatting, students and teachers will be provided with a clear understanding of how the school's 21st century learning expectations can be achieved.

## Sources of Evidence

- self-study
- teachers
- department leaders
- Endicott survey
- Standard sub-committee

# Standard 2 Indicator 3

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## Conclusions

The majority of the written JLHS curriculum frequently encourages students to pursue a depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking in many courses and levels, authentic learning opportunities in and out of school, and informed and ethical use of technology.

Approximately 72 percent of parents, 81 percent of students and 81 percent of staff members agree that the curriculum at JLHS emphasizes depth of understanding and higher order thinking. This emphasis on depth of knowledge is apparent in curriculum documents and in student work. Using Bloom's Digital Taxonomy as a framework, 89.6 percent of observed instructional methodologies employed reflect higher order or middle order thinking and depth of understanding. In classroom observations, many students were provided with opportunities for practicing inquiry and problem solving, but inquiry was not present in written curriculum. This expectation for teaching and learning is inconsistently represented in existing curriculum documents among and between departments, classes, or levels.

JLHS acknowledges that cross-disciplinary learning is a weakness in its curriculum. Approximately 49 percent of students and 51.8 percent of staff do not believe that the school places an emphasis on this type of learning opportunities. Curriculum documents do not illustrate connections made from one content area to another. Teachers and students provide only anecdotal, informal examples of when this takes place at the school.

Approximately 87 percent of teachers indicate that the curriculum emphasizes authentic application of knowledge and skills. Only 46.4 percent of students feel that what they learn in classes is applicable to other courses and to life outside of the school. Across multiple disciplines and levels, ranging from level 3, to level 2 (college preparatory) to level 1 (honors) and Advanced Placement (AP), there is evidence that students are provided with opportunities for authentic learning. Written curriculum in social studies, visual arts, technical education, and family and consumer science, provide students with such opportunities, as well as the multitude of AP courses. Currently, one course allows students to have dual enrollment at Housatonic Community College.

Approximately 94 percent of staff agrees that the curricula at JLHS promotes the effective and ethical use of technology and 81.3 percent of students believe they are knowledgeable about the ethical use of technology. The Acceptable Use Policy is written in the student handbook and all students and parents/guardians must sign prior to being able to use the district grading program, PowerSchool, and any computer used by students. When there are consistent and widespread opportunities for students to apply inquiry, problem solving and higher order thinking skills, to experience cross-curricular and authentic learning opportunities, and to demonstrate the informed and ethical use of technology, students will be able to demonstrate a depth of understanding and application of knowledge that assist them in achieving the school's 21st century learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- student work
- teachers
- students
- Endicott survey
- school website
- Standard sub-committee

# Standard 2 Indicator 4

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## Conclusions

There is limited alignment between the written and taught curriculum. In content areas in which curriculum is written, 69.8 percent of the staff agrees that the written and taught curricula are aligned. However, not every course has a written curriculum and formal reviews of alignment between written and taught curriculum are not in place. There are no conditions in place to ensure the written curriculum is taught. Benchmark assessment results and classroom observations are the only apparent means for reviewing alignment. It is not apparent that many departments analyze data collected from common assessments to measure student progress toward mastery of the skills and concepts identified in the curriculum guides. Across the school, some teachers post learning objectives and essential questions taken directly from the written curriculum, but classroom visits revealed this to be an inconsistent practice due to lack of written curriculum in some areas. Some teachers informally collaborate and share curriculum resources in support of the written curriculum and other resources for courses without a written curriculum. When the high school's written and taught curricula are fully aligned, students will be assured equitable opportunities for practicing and mastering JLHS's 21st century learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- teachers
- students
- department leaders
- central office personnel
- Endicott survey
- Standard sub-committee

# Standard 2 Indicator 5

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## Conclusions

While effective coordination and vertical articulation is evident within most departments, it does not exist uniformly between content areas or with the sending schools in the district. According to the self-study, four of the five academic areas at JLHS have effective curricular coordination. There are efforts by some department heads to establish vertical curriculum review and alignment. Especially notable are the inclusion of world languages courses at the middle schools, as well as the re-adjustment of the sequence of mathematics courses. Teachers and department heads do not feel that vertical articulation exists K-12. Although 70 percent of staff report they are directly involved in curriculum evaluation, review, and revision work, approximately 50 percent believe they have insufficient time on a daily or weekly basis to be formally engaged in the process. Teachers have the opportunity to engage in three days of summer curriculum writing and revision, but report that this time is insufficient for this task.

Department heads express a desire for vertical curriculum alignment, but there are currently limited opportunities for formal communication regarding curriculum articulation among the district's sending schools and other high schools. There are few formal opportunities for staff to spend in activities across content areas for the purpose of coordinating curriculum in high schools across the district. The district has begun to create opportunities for teachers from sending schools and high schools to collaborate for the purpose of vertical alignment. This process is in its early stages and seems well received by school staff. The administration of sending schools demonstrated minimal knowledge of the JLHS 21st century learning expectations. When effective curriculum coordination exists within and among all academic areas within the school as well as with sending schools in the district, students will be able to meet the 21st century learning expectations.

## Sources of Evidence

- self-study
- teachers
- department leaders
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 2 Indicator 6

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## Conclusions

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are mostly sufficient to support JLHS's ability to fully implement the curriculum, including co-curricular programs and other learning opportunities.

Class sizes at JHLS are set to a maximum of 30 students, however, the observable average number of students per class is much lower. The self-study states a class average of 19 students, while the Strategic School Profile indicates a class average of 13 students. Class sizes at this level provide many opportunities for curriculum to be implemented through personalized learning. Approximately 67 percent of staff reports that the school has sufficient professional staff, and 62.4 percent agrees that the school has sufficient instructional materials to implement the curriculum, including co-curricular programs and other learning opportunities. Additionally, 81.6 percent of students and 86.6 percent of parents report that the school provides the instructional materials students need for each of their courses. Over \$82,000 was allocated for instructional supplies across departments in the 2016-2017 budget. Parents, administration, and students report the athletic department is well funded. Additionally, the athletic department benefits from a newly re-established booster club led by parents and community members. The athletic budget ensures that every team is provided the equipment, supplies, and uniforms to perform at high levels. There is a clear and concise uniform replacement plan that ensures teams have adequate uniforms for multiple seasons.

Approximately 62 percent of students state that their teachers assign work that requires them to use the library/media center, and 65.6 percent of parents agree the library and media resources adequately support their students' learning. Additionally, freshman students are not permitted to spend their study hall period working in the library/media center.

Staff members cite the school's technology and electrical infrastructure as mostly sufficient to support teachers and students in using technology consistently and effectively. Approximately 75 percent of parents report that the school's technology resources are adequate. Most departments have access to Chromebook laptop carts, iPads, and multiple computer labs throughout the school building. There are many classrooms that have SMART Board interactive whiteboards installed and the district has a plan to install a SMART Board in classrooms, upon teacher request. While there is an abundance of technology throughout the building, technology components are rarely written into the curriculum. Teacher's note there is insufficient classroom space thus causing many teachers to share classrooms. However, observations and student enrollment numbers do not support these findings and reveal adequate space for class sizes and location.

Ensuring that the curriculum is supported with sufficient staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center is critical to helping students develop 21st century learning expectations and to providing opportunities for students to apply these skills to co-curricular programs and other learning opportunities.

## Sources of Evidence

- classroom observations
- self-study
- facility tour
- teachers
- parents
- Endicott survey
- Standard sub-committee

# Standard 2 Indicator 7

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## Conclusions

The district provides the school's professional staff with limited personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using limited assessment results and limited current research. JLHS does not have an ongoing process in place to ensure that curriculum is reviewed and revised on a regular basis. District supervisors have focused on immediate needs for each department and prioritized these needs by most pressing, hence the inconsistency with curriculum documents across content areas. Of the 187 courses school-wide, only 21 courses had formal curriculum review and revision in the summer of 2016. Approximately 50 percent of teachers agree that they have sufficient time to be engaged in formal curriculum evaluation, review, and revision work, and 70.3 percent of staff reports that they are directly involved in curricular work. The lack of common district planning time to engage in this work is a concern that is repeatedly echoed by teachers and department heads. Budgetary provisions are allocated for curriculum development, evaluation, and revision during the summer only. Teachers report the only time for department members to engage in curricula revision and review is during the designated summer work sessions. While all teachers have the opportunity to engage in this process, the district limits participation by setting strict parameters, thus eliminating teachers from the sessions. Departments meet on a weekly or bi-weekly basis for approximately an hour to conduct department business, address initiatives, formalize instruction, and design assessment. Student performance data does not influence the development, evaluation, or revision of the curricula. Teachers are required to assess students through three benchmark assessments over the course of the school year and upload assessment results to the online portal. Reported results are rarely used to revise the curriculum. As the district includes more personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum, students' abilities to practice and achieve the school's 21st century learning expectations will be enhanced.

## Sources of Evidence

- self-study
- teachers
- department leaders
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 2 Commendations

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## Commendation

The prevalent inclusion of higher order thinking skills in the curriculum

## Commendation

The commitment to the informed and ethical use of technology

## Commendation

The support of student-athletes and coaches in the athletic department

## Commendation

The low class sizes in all academic and elective courses

# Standard 2 Recommendations

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## Recommendation

Provide adequate time and resources for developing and implementing a process to ensure curriculum coordination and vertical articulation between and among all academic areas within the school and within the district's sending schools

## Recommendation

Create a plan to fully revise existing curricula and create curriculum documents for courses in which they do not exist and ensure the curriculum is written in a common format that includes units of study with essential questions, concepts and skills, the school's 21st century learning expectations, instructional strategies, and assessment practices including use of school-wide rubrics

## Recommendation

Develop and implement a plan to ensure the written curriculum is the taught curriculum

## Recommendation

Incorporate school-wide rubrics within and across the existing and future content curriculum

## Recommendation

Develop and implement a process to ensure cross-disciplinary planning and learning is formally part of the curriculum

## Recommendation

Provide additional time, resources, and opportunities for teachers to participate in the curriculum revision process

## Recommendation

Create more opportunities for inquiry-based lessons in all curricula

## Recommendation

Increase opportunities for integration of technology in the formal, written curriculum in all subject areas and provide professional development for teachers to familiarize themselves with instructional strategies involving technology

# Standard 3 Indicator 1

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## Conclusions

Teachers' instructional practices are sporadically and informally examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. Sixty-four percent of teachers report that they continuously examine their instructional practices to ensure consistency with the school's core values and beliefs about learning. Instruction reflects core values and 21st century learning expectations in 73.1 percent of classroom observations and shows a connection to school-wide expectations 64.2 percent of the time. Teachers are currently reviewing and aligning their instructional practices with the 21st century learning expectations, which were recently adopted; teachers sometimes use scheduled professional learning community (PLC) sessions for reflection, collaboration, and peer review. Within some departments, instructional practices are examined to ensure consistency with the school's learning expectations. There is a formal plan for instructional rounds at the district level in which teachers from JLHS have participated. JLHS administration is still in the process of developing and implementing a similar process at the building level with teachers. When the school fully implements the 21st century learning expectations, and formally examines instructional practices to ensure consistency, there will be a clearer connection between instructional practices and JHLS core values and beliefs.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- Endicott survey

# Standard 3 Indicator 2

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## Conclusions

Jonathan Law High School (JLHS) instructional practices often support the 21st century learning expectations by engaging students in inquiry, problem solving, and higher order thinking; challenging students in applying knowledge and skills to authentic tasks; and using technology in instruction; however, the instructional practices of personalizing instruction; engaging students in cross-disciplinary learning; and encouraging students to be active and self-directed learners, are only sporadically supported.

Seventy percent of the teachers agree that, as a whole, the teachers personalize instruction. Many of the teachers engage in one-on-one conferences with students, allow for student choice, and create interest-based assignments and assessments. However, only approximately 37 percent of students believe their teachers personalize instruction which was supported through classroom observations that revealed 45 percent of 67 classes visited contained personalization. Although fifty-five percent of students indicate they are given opportunities to choose topics based on their interests, there is limited evidence that instructional practice moves students to independent and self-directed learning.

Approximately 88 percent of the staff agree that they engage students in inquiry, problem solving, and higher order thinking. Teachers regularly use Socratic discussions, inquiry-based projects and problem solving tasks within their instruction. Approximately 90 percent of 67 classes across a range of subjects engaged students in middle and higher order thinking activities.

Ninety-five percent of the staff agrees that application of learning occurs within the classroom. In addition to students frequently applying their knowledge and skills to authentic tasks in the majority of core disciplines, students in the auto/power, app design, engineering, computer science, culinary, and child development classes learn and exercise real-world practical skills. Eighteen seniors will participate in a senior internship program, applying their skills within the local community after the AP testing window closes in May. Fifty-five percent of students report they have the opportunity to apply what they are learning outside of the classroom.

Self-assessment occurs occasionally across disciplines at JLHS. Eighty-four percent of staff agree that they encourage students to take an active role in their learning through various methods of self-assessment and reflection, but this process is implemented inconsistently. Teachers continue their efforts to integrate the school-wide rubrics into their instructional practices, but authentic implementation is limited. Some teachers have begun to ask students to reflect on what they have learned and how they have performed in the class according to the 4C academic school-wide rubric.

Teachers at JLHS often integrate technology into their lessons and student activities. Teachers use Google Classroom to provide materials and other relevant content online. Many teachers use online quizzing servers such as Quizlet, Pear Deck, Plickers and Kahoot in order to involve students in whole-group assessment while providing immediate individual feedback. The standard use of PowerPoint and Google Slides occurs across all disciplines. Computer labs, language labs, and departmental Chromebook carts are regularly utilized for instructional purposes. Most classrooms have SMART Board technology, which teachers use to create lessons that are more engaging and interactive.

When teachers consistently personalize instruction, engage students in cross-disciplinary learning, engage students as self-directed learners, integrate technology, and implement lessons that promote, inquiry, problem solving, higher order thinking, application of knowledge and skills to authentic tasks, and promote self-assessment, instructional practices will support the achievement of 21st century learning expectations at JLHS.

## Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers
- students
- Endicott survey

# Standard 3 Indicator 3

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## Conclusions

Although teachers occasionally adjust their instructional practices to meet the needs of each student especially during instructional time and provide additional support and alternative strategies within the regular classroom, there is limited evidence of teachers using formative assessment data to inform instruction to strategically differentiate or to purposefully organize group learning activities.

At Jonathan Law High School teachers often use some type of formative assessment. Some teachers provide immediate and specific feedback to help students improve, making it clear to students that the purpose of the assessment is improvement without a formal grade. In some departments, teachers use a variety of criteria in order to purposefully organize groups that provide effective learning opportunities for all students, increasing student engagement and collaboration. Ninety-one percent of teachers report adjusting their instructional practices by organizing group learning activities in their classrooms. This was confirmed in student panel discussions.

Teachers often provide additional support to students. The freshman academy program provides opportunities for students with and without IEPs to achieve academic success through a personalized team approach during the transition to high school. Additional academic support for information presented in the classroom is offered before, during or after school via the Law Academic Support Services (LASS) Center. JLHS also provides literacy assistance on a one-to-one basis as well as whole-class literacy instruction through a literacy coach. Co-teaching occurs in eight level 3 classes which provides additional support for both general and special education students. Invariably students report that teachers hold office hours for the purpose of assisting students who need additional time or supports to learn and are, in general, very willing to provide individual help.

While 65 percent of students believe their teachers use a variety of teaching strategies in their courses, some students feel that teachers do not take their learning styles into account when delivering instruction. There is limited evidence of teacher analysis of formative assessments to strategically differentiate or purposefully organize student grouping. When teachers use formative assessment to inform and differentiate instruction in conjunction with providing additional supports and alternative strategies in the classroom, the school will ensure it meets the needs of all students.

## Sources of Evidence

- classroom observations
- teachers
- students
- Endicott survey

# Standard 3 Indicator 4

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## Conclusions

While teachers occasionally use feedback from colleagues, supervisors, and students to improve instructional practices, there is limited evidence of systematic examination of current research, student assessment data, or student work.

Eighty-two percent of Jonathan Law High School teachers agree that they are provided formal opportunities to collaboratively examine student work to improve instructional practices. During scheduled departmental PLC time, teachers informally confer on issues of mutual concern and support one another; however, teachers and administrators report that this practice is infrequent and that this time is frequently used for dissemination of school or district information. Most teachers administer three benchmark assessments and record the scores using the district portal. Students complete an open-ended response three times a year during their advisory to reflect on goals and self-evaluate performance while commenting on class experiences. It is unclear to what extent departments utilize the data collected from these responses to inform teaching practices or to meet the individual needs of students.

Forty percent of students report that their teachers ask for their ideas on how to improve their instructional practices and this was supported in teacher and student interviews as well as through classroom observations. In addition student input is solicited via surveys and verbal discussion. While teachers report that they avail themselves of opportunities to communicate with parents via email, conferences and one-on-one visits, only 33 percent of parents report that teachers have asked for feedback about their instructional practices.

When teachers, individually and collaboratively, use student achievement data from a variety of formative and summative assessments, regularly examine student work, use feedback from a variety of sources, including student, other teachers, supervisors, and parents, and engage in professional discourse focused on instructional practice, they will improve their instructional practices and student learning.

## Sources of Evidence

- teachers
- students
- parents
- department leaders
- school leadership
- Endicott survey

# Standard 3 Indicator 5

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## Conclusions

The majority of teachers at Jonathan Law High School engage substantively in the practice of maintaining and evolving their expertise within their content area. Department heads, district supervisors, and building administrators sporadically share current research as new curriculum standards or instructional needs arise. JLHS teachers informally engage in professional discourse focused on instructional practices. Teachers are assigned to PLCs to discuss instructional practices such as peer editing, modeling, cooperative learning, analyzing student work, and reviewing academic language and vocabulary, but these meetings have no formal process for collaboratively reviewing professional research in best practices. Seventy-two percent of staff agree that teachers maintain expertise in their content area and in content-specific instructional practices. Eighty-two percent of students perceive that their teachers are knowledgeable about the subjects they teach. Some department chairs report receiving information on various professional development opportunities from district curriculum leaders. Teachers seek out opportunities, such as conferences and workshops offered through subject-specific professional organizations, summer AP training, workshops on data-driven instruction, changes to the various standardized tests, or personalization strategies offered at Regional Educational Service Centers. While weekly PLC time exists within the schedule, there is no formal plan in place to facilitate the dissemination of teachers' learning to their professional colleagues.

The district streamlines the documentation for the goal-setting portion of the teacher evaluation process using TalentEd. Within this software, teachers are able to reflect on their practice and to set appropriate goals to improve practices and support student learning outcomes. Although TalentEd is utilized to foster this reflection and practice improvement, many teachers across disciplines agree that the technology platform itself is not user-friendly, making it detrimental to the overall goal-setting and reflection process. When teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices, and are given opportunities and a clear process for sharing that learning, students will benefit from having knowledgeable and effective teachers.

## Sources of Evidence

- teachers
- students
- school leadership
- Endicott survey

# Standard 3 Commendations

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## Commendation

The instructional emphasis on middle and higher order thinking skills to support student achievement

## Commendation

The freshmen academy that provides additional support for students transitioning from middle to high school

## Commendation

The commitment to lifelong learning by many teachers who pursue professional learning opportunities

# Standard 3 Recommendations

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## Recommendation

Provide recurring formal opportunities for teachers to examine instructional practices to ensure consistency with the school's core values and beliefs

## Recommendation

Expand opportunities for students to direct and self-assess their own learning progress

## Recommendation

Provide a formal process to analyze assessment data to inform and differentiate instruction

## Recommendation

Develop a formal process for cross-disciplinary and interdisciplinary collaborations to improve student learning

## Recommendation

Develop and implement a process with a recognized protocol to regularly examine student work collaboratively and to discuss best practices and current research

# Standard 4 Indicator 1

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## Conclusions

The professional staff is in the beginning stages of employing 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. JLHS is beginning to formalize a process for assessing whole-school and individual student progress in achieving the academic 21st century learning expectations. A formal process for assessing civic and social 21st century learning expectations has been created and initiated. Approximately 42 percent of staff agree with the statement that they understand the formal process, based on the use of school-wide analytic rubrics, to assess school and individual student progress in achieving learning expectations. In November 2015, a committee of teachers from both high schools in the district developed analytic rubrics to assess student progress in achieving the 21st century learning expectations. The JLHS faculty approved the rubric in January 2016, and have since started to implement it in assessing the academic expectations: collaboration, critical thinking, communication, and creativity, followed by the social and civic expectations: community, citizenship, and character. These are collectively referred to as the 7Cs. According to the 7Cs Monthly Assessment Plan, each teacher assesses their students for two pre-determined academic expectations which can be done during formative or summative activities. The social and civic expectations are included in advisory activities once a quarter. Only 40 percent of staff agree with the statement that they use the school-wide analytic rubrics when assessing student work. When all teachers consistently use a well-developed and sustained process using the school-wide rubrics to assess individual student progress and whole-school progress in achieving the school's 21st century learning expectations, teachers and students will be able to track students' progress throughout their school careers and the school will be able to more effectively assess its programs.

## Sources of Evidence

- classroom observations
- self-study
- student work
- teachers
- students
- department leaders
- central office personnel
- school leadership

# Standard 4 Indicator 2

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## Conclusions

The school's professional staff has not yet begun to communicate individual student progress in achieving the school's 21st century learning expectations to students and families. JLHS's 21st century learning expectations have been developed and are in the initial stages of implementation. Beginning this year, each academic department has begun to measure student progress on academic expectations from the 21st century learning expectations following the 7Cs Monthly Assessment Plan, with two areas selected for assessment each month. A formal process has yet to be developed to analyze this data. This year, students have begun to self-assess their level of progress in achieving all 21st century skills during four advisory sessions. There are few examples that individual students are apprised of their progress toward 21st century learning expectations. When a formal reporting mechanism is in place to report progress on all of the school-wide learning expectations to students, families, and the school community, JLHS will have a clear idea of how well the students are progressing toward the school's 21st century learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- student work
- teachers
- students

# Standard 4 Indicator 3

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## Conclusions

Professional staff collects various forms of student data, but inconsistently analyzes this data for disaggregation to identify and respond to inequities in student achievement. While teachers informally review student work and discuss data in professional learning communities (PLCs), there is no evidence that a formal process for data analysis to inform and drive their instruction is in place. One way data is collected is through content-specific common assessments which are created during the district PLC meetings and professional development days. The common assessments are given to all students at the beginning, middle, and ending of their courses. Teachers, individually and collaboratively, score these assessments using common rubrics and record results in the district data portal. However, it is not clear how this data is further used to improve instruction. From interviews with teachers and department heads, formative and summative assessment results are informally discussed in the district PLC sessions. Evidence was not provided to show a formal process of data analysis of inequities, that can be identified through standardized testing including PSATs, SATs, and NWEA, exists to address these issues beyond a student case-by-case basis. When teachers regularly collect, disaggregate, and analyze data to identify inequities in student achievement, they can modify their curriculum and instruction to reduce inequities in student achievement.

## Sources of Evidence

- classroom observations
- self-study
- teachers
- students
- department leaders

# Standard 4 Indicator 4

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## Conclusions

Prior to each unit of study teachers often communicate to students the applicable unit-specific goals, but infrequently refer to the school's 21st century learning expectations to be assessed. According to the self-study, a protocol for including 21st century learning expectations into the unit goals of the curriculum is currently under development by district instructional supervisors. Unit-specific goals and standards are conveyed to students at the beginning of each unit. While teachers express these goals in a variety of ways, a faculty survey found that 47.7 percent of teachers convey these goals by either providing students with a unit overview or by displaying them on a whiteboard or bulletin board. Some of these teachers pose the objectives in the form of essential questions and enduring understandings. In addition, approximately 55 percent of staff agree that prior to each unit of study, teachers communicate to students the school's learning expectations and corresponding rubrics to be used, while 62.7 percent of students and 62.5 percent of parents agree teachers communicate to students the school's learning expectations and corresponding rubrics to be used. When the school's 21st century learning expectations more consistently are used along with the applicable unit-specific goals, students will be more aware of the criteria on which they will be assessed which will help them as they strive to meet the learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- student work
- teachers
- students
- department leaders
- school leadership
- Endicott survey

# Standard 4 Indicator 5

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## Conclusions

The vast majority of teachers across academic departments provide assignment-specific scoring guides and tools that detail point values to communicate specific requirements to the assignment. JLHS teachers across all academic departments commonly provide various rubrics prior to the summative assessments. Teachers give summative assessments regularly to evaluate students' understanding of content, as well as their ability to perform specific skills. This includes individual teacher's course-specific tasks, as well as their district common assessments. Teachers are also beginning to incorporate sections of the 21st century learning expectations rubrics into their district-wide and individual rubrics. Teachers provide common rubrics for most district common assessments in their discipline to inform students of performance expectations. In addition to providing students with rubrics for district common assessments, teachers also provide students with rubrics for their individual summative assessments. Seventy-nine percent of students agree that teachers use rubrics to assess their work. Teachers review rubrics with students before beginning work in order to help students understand expectations. Eighty-one percent of students agree that they understand in advance what work they had to accomplish to meet their teachers' expectations. Sixty-nine percent of students agree that they understand the rubrics their teachers use. Student work samples from a diverse array of subjects including English, math, science, social studies, and world languages, show assignment-specific scoring guides being used to assess work. Every member of the faculty abides by school-wide dates for administration and grading of common assessments. Since teachers regularly provide students with assignment-specific scoring guides prior to their administration, students can have confidence that summative assessments will accurately determine their proficiency in their courses.

## Sources of Evidence

- classroom observations
- self-study
- student work
- teachers
- students
- department leaders
- school leadership
- Endicott survey

# Standard 4 Indicator 6

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## Conclusions

Teachers at JLHS regularly employ a wide range of assessment strategies, including formative and summative assessments, for each unit of study. Approximately 99 percent of teachers at JLHS agree that teachers use a variety and range of assessment strategies including formative and summative assessments. Examples include students conducting experiments, completing individual and group projects, solving problems or questions of the day, taking quizzes, or responding to quick prompts both at the beginning and end of class periods. Certain technology-based assessment tools like Kahoot are used as well to respond to questions. In addition, teachers also employ other informal methods of assessing students' understanding through questioning and modeling. Student work and reports from multiple courses show an assortment of performance-based assessments as well. Teachers from multiple courses report the use of frequent formative assessments, including “do-nows” and exit slips to assess students' understanding of the day's lesson. The use of formative assessments was observed in several academic classes. Teachers encourage student reworking of assignments and provide exemplars for assignments and projects, classroom observations, and student work samples. The incorporation of a variety of assessment strategies, especially in the core academic courses, allows students to demonstrate their learning in multiple ways.

## Sources of Evidence

- classroom observations
- self-study
- teachers
- department leaders
- Endicott survey

# Standard 4 Indicator 7

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## Conclusions

Teachers regularly collaborate on the creation and revision of formative and summative assessments, but the analysis of these assessments is limited. Approximately 87 percent of teachers agree that teachers meet formally to discuss and improve both formative and summative assessment strategies, and 75.3 percent of teachers agree that they collect and analyze data from these assessments to respond to inequities in student achievement. Regularly scheduled meetings of school-based professional learning communities (PLCs) occur twice in a six-day cycle, and once a month after school at the district level. Most of these groups are formed by members of the same department so that teachers have the opportunity to collaborate. Agendas are set for the district level PLCs. They discuss and plan future assessments, including common assessments, and revise according to student performance. While the PLC sessions clearly allow teachers to discuss and create the assessments, there is minimal evidence of any revisions to these assessments based on these meetings. Development of a more coordinated effort to align the common assessments to the school-wide analytic rubrics and to revise existing assessments based on student performance at JLHS will ensure that these formative and summative assessments are continually being updated and modified while providing students with a consistent learning experience.

## Sources of Evidence

- classroom observations
- student work
- teachers
- students
- department leaders
- central office personnel
- school leadership
- Endicott survey

# Standard 4 Indicator 8

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## Conclusions

The vast majority of feedback is timely, specific, and corrective to ensure students revise and improve their work. Teachers across content areas consistently provide specific, timely, and corrective feedback to ensure that every student has ample opportunity to revise and improve his or her work. This is an ongoing process and can be frequently observed across many units of study. Students are frequently given verbal and written feedback, along with checked off rubrics, to help them revise and improve their craft and to meet or exceed mastery. All teachers are in compliance with the district policy that requires them to record grades in PowerSchool within ten days of submission of student work. Several student interviews reveal that most teachers actually provide feedback within five school days regardless of the assignment. Feedback is written on student papers and digitally on Google Docs and similar assignments submitted online. Students are encouraged to review this feedback and utilize it in assessments moving forward. In addition, 57 percent of the students agree to the statement that their teachers offer suggestions to help them improve their school work. Approximately 64 percent of parents agree that their children's teachers provide timely and corrective feedback to assist them in revising and improving assignments. Examples of student work display this type of specific and corrective feedback that is provided to students across academic departments. The self-study indicates that teachers grade assignments in a timely fashion and encourage students to meet course standards. Teacher feedback takes multiple forms. These include commentary provided on scoring guides and rubrics, suggestions written directly on assignments, and digital comments submitted through Google applications. Some teachers allow multiple opportunities for students to improve their performance. Since teachers provide feedback that is timely, specific, and corrective, students are better able to identify and address their weaknesses.

## Sources of Evidence

- classroom observations
- self-study
- student work
- teachers
- students
- Endicott survey

# Standard 4 Indicator 9

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## Conclusions

Teachers inconsistently use formative assessments to inform and adapt their individual instructional practices for the purpose of improving student learning. Teachers report that the results of these assessments inform them of their students' progress toward building skills and understanding. The results also allow teachers to adapt short- and long-term plans that include re-teaching, revisiting skills and information, and otherwise adjusting their own instruction to meet students' needs. A variety of formative instructional strategies like fish bowls, exit slips, "do nows", guided questions, and reading checks are demonstrated through student work examples and classroom observations. There is limited evidence that a formal system exists to assist teachers in qualitatively creating and assessing formative assessments to improve student learning. When teachers consistently use formative assessment data to adapt their individual instruction, student learning is improved.

## Sources of Evidence

- classroom observations
- self-study
- student work
- teachers
- department leaders

# Standard 4 Indicator 10

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## Conclusions

Teachers and administrators of JLHS examine a range of evidence of student learning for the purpose of improving instructional practice, including student work, common assessments, and standardized assessments; however, the use of this process to revise curriculum is not evident. Teachers and administrators have not formally reviewed individual and school-wide progress in achieving the school's 21st century learning expectations, data from sending schools, post-secondary institutions, or survey data from current students and alumni. In adherence to a district goal, all core academic courses conduct three common assessments per year. Assessments can be common formative and/or summative and are assessed using a common district-wide rubric. However, some departments reported that the common assessment rubric, such as the SBAC argumentative rubric, is not aligned to the common assessment or the curriculum used. The assessment data is gathered, examined, and recorded in the data portal. These common assessments are used as part of the teacher's professional goals and evaluations. However, the data from the data portal is not formally analyzed for the purpose of improving instructional practices or curriculum revision. Teachers meet in PLCs twice every six-day cycle and in department meetings. According to the self-study, data from NWEA, PSAT, SAT, and Science CAPT guide teachers to identify areas of strength and weakness for instructional adjustments, allowing teachers to differentiate for groups and individualize course work to address students' needs. The submitted PLC agenda forms reveal that departments occasionally discuss evidence of student learning, but the range of this evidence is limited to the formative and summative assessments, and it is unclear how this information is used to change curriculum and instructional practices. When teachers and administrators collaboratively examine and analyze evidence of student learning for the purpose of revising curriculum and instructional practice, targeted changes can be made which will enhance the quality of instruction and student performance.

## Sources of Evidence

- classroom observations
- self-study
- teachers
- students
- department leaders
- school leadership
- Endicott survey

# Standard 4 Indicator 11

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## Conclusions

Grading and reporting practices are reviewed and revised to ensure alignment with the school's core values and beliefs about learning. Approximately 73 percent of parents agree that grading and reporting practices at JLHS are reviewed and periodically revised to meet the needs of faculty, students, and community to maintain alignment with the school's core values and beliefs about learning. The grading practices rubric is reviewed annually by a district-wide committee of teachers and administrators. The grading practices rubric was revised in 2015 and then again in 2016 to include best practices and professional expectations for teachers, including an update in regard to retakes. Currently, tenth, eleventh, and twelfth graders are allowed one retake on an assessment per marking period, while ninth graders are allowed two. In order to retake an assessment, students must first complete a plan of action outlining what they will do to increase their mastery of the assessed skills and content within five days of the grade being posted. One strategy teachers use to involve parents and students in monitoring grades more often is to email home when a student's grade falls below a C-. Grading and reporting practices are regularly reviewed and revised and should continue with the incorporation of the 21st century learning expectations as they are developed to ensure alignment with the school's core values.

## Sources of Evidence

- classroom observations
- self-study
- teachers
- students
- Endicott survey

# Standard 4 Commendations

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## Commendation

The use of specific criteria for success prior to many assignments and summative assessments

## Commendation

The variety of assessment strategies used by teachers

## Commendation

The specific and corrective feedback that is evident across disciplines throughout different units of study

## Commendation

The review and revision of grading and reporting practices

# Standard 4 Recommendations

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## Recommendation

Finalize and sustain a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations

## Recommendation

Develop and implement a formal system to assess individual student and whole-school progress in achieving the 21st century learning expectations

## Recommendation

Develop and implement a formal reporting system to communicate individual student and whole-school progress in achieving the 21st century learning expectations to students, their families, and to the community at large

## Recommendation

Provide professional learning opportunities on data analysis and disaggregation

## Recommendation

Develop and implement a formal process of collecting, disaggregating, and analyzing data to identify and respond to inequities in student achievement

## Recommendation

Develop protocols to communicate the pertinent 21st century learning expectations prior to each unit of study

## Recommendation

Ensure that the common assessments are aligned to the school-wide analytic rubrics

## Recommendation

Develop a school-wide system to analyze formative and summative data

## Recommendation

Create a formal system whereby teachers use the results of their formative assessments

## **Recommendation**

Provide professional development and supports to increase the capacity of teachers and administrators to develop and implement quality analytic rubrics and common assessments

# Standard 5 Indicator 1

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## Conclusions

The Jonathan Law High 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. Approximately 69 percent of students, 94 percent of staff, and 85 percent of parents feel that JLHS is a safe and supportive place. Approximately 93 percent of parents feel the school encourages students to take responsibility for their learning. Teachers state that a majority of the faculty in the building works well together and there is a strong sense of pride belonging to the JLHS community. There are 28 co-curricular clubs that give students the opportunity to explore a wide range of interests. Approximately 55 percent of the student body participates in interscholastic athletics; choosing from 25 sporting teams throughout the school year. The Milford Community Internship provides students with the opportunity to become productive and responsible citizens by enabling students to extend their learning beyond the school while offering an opportunity to apply their knowledge and skills to career exploration in an area of personal interest. Law Academic Support Services are available to support student academic success during study halls. Many teachers commented that building administration is fully supportive, approachable, and promotes a positive working environment. The Jonathan Law High School community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning, a positive climate, and shared pride and high expectations for all.

## Sources of Evidence

- self-study
- teacher interview
- students
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 5 Indicator 2

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## Conclusions

The school promotes equitable and inclusive practices, deliberately ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body fostering some heterogeneity, and supporting the achievement of the school's 21st century learning expectations. Course offerings include AP classes and classes at levels 1 through 3. JLHS provides students with the opportunity to move up or down levels and allows them to take classes and subjects they excel in at an appropriate level. For example, due to varying levels of need, students may have a higher-leveled math class and a lower-leveled English class. The course selection process includes student self-selection and teacher recommendation with parental preferences as an override process. School counselors meet individually with every student to ensure the students' schedules meets graduation requirements and student interests. Courses with fewer leveling options are more heterogeneously grouped while courses with more leveling options are more homogeneously grouped. Approximately 81 percent of students agree that they have a number of opportunities to take courses in which students of varying levels and abilities are enrolled. When the school offers more core courses that are heterogeneously grouped, all students at JLHS will benefit from the opportunity to participate in core courses that reflect the diversity of the student body.

## Sources of Evidence

- self-study
- teacher interview
- students
- Endicott survey
- Standard sub-committee

# Standard 5 Indicator 3

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## Conclusions

There is a limited 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 students in achieving the school's 21st century learning expectations. The advisory program at Jonathan Law High School is intended to foster positive relationships based on the needs of the school community and the student as an individual. Administration reported one of the strongest indicators for student success is the development of positive relationships between adults and students in the school. Advisory meets every other "F" Day for 33 minutes. Students are grouped heterogeneously, and with the same advisor from freshman through senior year. Topics include positive decision making, creating healthy relationships, transitioning between school and careers, and creating Student Success Plan activities. Although the advisory program has been implemented for the past four years, inconsistencies in effective implementation and accomplishment of the intended goal of the program are evident. Students report using advisory to do homework and touch base with teachers on class expectations. Several teachers report that advisory could be more useful with stronger lessons, more consistency, teacher buy-in, and input in lesson development. Approximately 67 percent of staff agree that they actively participate as an advisor/mentor in the school's advisory program to personalize each student's educational experience. Approximately 70 percent of students agree that the school provides them with an adult in the school, in addition to the school counselor, with whom they meet regularly. When schools provide a consistent, formal, ongoing program that provides teachers with purposeful lessons that are developed based on teacher input and student feedback, adults will foster positive relationships with students in achieving the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- teacher interview
- students
- school leadership
- Endicott survey

# Standard 5 Indicator 4

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## Conclusions

The principal and professional staff inconsistently and informally engage in professional discourse for reflection, inquiry, and analysis of teaching and learning in order to improve student learning through professional development. Faculty and staff inconsistently use resources outside of the school to maintain currency with best practices. Formal time is sometimes dedicated to implement professional development. Opportunities to apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment are scattered. Staff and administration report that there is no formal process to set agendas or to take minutes for the PLCs. Staff report that there is a willingness of administration to approve outside professional development opportunities. While the school is provided with time for school-based professional development, it is not uncommon for this time to be re-allocated for district priorities. Some teachers report that district and school-based professional development could be more valuable for many teachers with input on topics and areas of various. When the principal and staff engage in consistent formal professional discourse for reflection, inquiry, and analysis of teaching and learning, student learning will improve.

## Sources of Evidence

- teacher interview
- central office personnel
- school leadership

# Standard 5 Indicator 5

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## Conclusions

School leaders regularly use research-based evaluation and supervision processes with a focus on improved student learning. The purpose of the Milford Public Schools Professional Learning and Teacher Effectiveness and Performance Evaluation (PL/TEPE) system is to ensure all students have access to the highest quality teachers. The Milford Public Schools Instructional Framework was developed to establish a shared definition of effective instructional practices while providing a set of parameters that contribute to the improvement of individual and collective practice across five domains: classroom environment, planning and preparation, instruction, assessment and professional responsibilities. District administrators feel sufficiently trained in practices of evaluation calibration through co-observations, post-observation conferences, and instructional rounds. The district has monthly administrator meetings focused on student learning, problems of instructional practice, and best practices. All administrators attended Connecticut's System for Educator Evaluation and Development (SEED) training. The instructional framework attempts to accurately assess the skills required to be a highly effective support service provider. There is not an alternative assessment for service providers, as the evaluation rubric is the same for all certified staff. Most teachers at JLHS feel supported in pre- and post-observation meetings with their building administrator, and find it beneficial to create student learning objectives (SLOs) based on common formative assessments to drive instruction and student learning. The use of a research-based evaluation and supervision process equitable for all faculty provides a focus on improved student learning that permeates the culture of learning in the school.

## Sources of Evidence

- self-study
- teacher interview
- school leadership
- Standard sub-committee

# Standard 5 Indicator 6

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## Conclusions

The organization of time sporadically supports research-based instruction, professional collaboration among teachers, and the learning needs of all students. During the past four years, four different master schedules have been implemented. While scheduling committees have been created, data to support these annual changes is limited, thereby making it unclear as to how the schedule supports the school's core values and beliefs. Many staff find the schedule confusing and report limitations, such as gaps in instruction created by missed instructional days due to student absences or weather, which negatively impact teaching and learning. The Law Academic Support Services provides time for students during the school day to receive additional academic support. School-based PLC time occurs within the school day. However the use of this time to analyze data and review student work is inconsistent and informal. When time is organized to support research-based instruction and purposeful collaboration among teachers, the learning needs of all students will be addressed and support the school's core values and beliefs about learning.

## Sources of Evidence

- teacher interview
- students
- school leadership

# Standard 5 Indicator 7

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## Conclusions

Student load and class size across the school enable teachers to meet the learning needs of individual students. Although this district limits class size to 30, the average class size at JLHS is 13. Approximately 67 percent of students agree that class size in their courses are reasonable. Class size provides adequate space for student collaborative grouping. The class size at JLHS allows teachers to meet the learning needs of individual students.

## Sources of Evidence

- classroom observations
- self-study
- Endicott survey

# Standard 5 Indicator 8

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## Conclusions

The principal, working with other building leaders, provides minimal instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. The district job description for the principal role explicitly articulates the responsibilities of the principal as the instructional leader for the school. While there are several opportunities within the school structures, such as PLCs, monthly school-based PD, and regular leadership team meetings, there is little evidence to demonstrate that the principal leverages these structures to prioritize instructional leadership. No formal process exists to develop meeting agendas or to collect meeting minutes. Common expectations for the PLCs or accountability processes to ensure fidelity of implementation of these structures have not been formally established. The assistant principals, dean, and secretarial staff are responsible for multiple administrative tasks including, but not limited to, teacher evaluations, student discipline, PowerSchool data collection and entry providing the principal with a significant opportunity to act as an instructional leader to integrate teaching and learning into the school's core values, beliefs and learning expectations. When the principal effectively collaborates with other building leaders to effectively develop and articulate common expectations, accountability processes and progress-monitoring of the current collaborative and professional learning structures the instructional leadership will be rooted in the school's core values, beliefs, and learning expectations.

## Sources of Evidence

- teacher interview
- central office personnel
- school leadership
- Endicott survey

# Standard 5 Indicator 9

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## Conclusions

Teachers, students, and parents are somewhat involved in meaningful and defined roles in decision making that promote responsibility and ownership. The school's leadership boards include, but are not limited to, a leadership team, consisting of ten teachers who serve as department leaders and three administrators; student government, consisting of one teacher advisor and twenty-four students; and One Voice PTSA, consisting of parents, educators, community members and students. The Jonathan Law Booster Club is comprised of parents and the athletic director to raise funds to support athletics and provide scholarships for student athletes. Jonathan Law has over 28 co-curricular clubs in which students meet during the school day and after school hours. Co-curricular clubs consist of students and a teacher advisor, and are actively involved in community service and school-sponsored activities and events. Approximately 47 percent of the students agree they have input in important decisions made at the school. Two students serve as board of education representatives, and speak at board of education meetings once a month. Students elected as class officers meet with an advisor and take part in the decision making of important school sponsored events. Approximately 59 percent of parents agree to having opportunities to be involved in important decisions made at the school. When all students, parents, and staff are invited to be involved in meaningful and defined roles for decision making, responsibility and ownership for core values and 21st century learning expectations are promoted.

## Sources of Evidence

- self-study
- teachers
- students
- parents
- Endicott survey

# Standard 5 Indicator 10

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## Conclusions

A limited number of teachers are encouraged to exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. The district-funded PLC facilitation training for selected teachers. Some department heads facilitate district-level PLCs, but this is dependent on the individual relationships established between the school department heads and supervisors for curriculum and instruction resulting in inconsistent expectations of department heads. Additionally, department heads are responsible for facilitating school-based PLCs. However, no formal processes or expectations such as common agendas or minutes exist resulting in an inconsistent focus on improving the school and increasing student engagement in learning. A leadership team consisting of the principal, two assistant principals, dean and ten department leaders meets two times per cycle to discuss issues at the school. This group also meets a few days in the summer and a few times throughout the school year to work on the School Continuous Improvement Plan. There are no formal agendas or minutes for these leadership team meetings. The department head is a stipended position that affords the principal with an opportunity to select different teachers for this role year to year. When a variety of teachers representative of the school community have ongoing and formal opportunities to exercise initiative and leadership essential to the improvement of the school, students' engagement in learning will increase.

## Sources of Evidence

- teacher interview
- central office personnel
- school leadership

# Standard 5 Indicator 11

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## Conclusions

The school board, superintendent, and principal are not consistently collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. Central office administration value the principal's ability to make social and emotional wellness of students and staff members a focal point for JLHS. The principal reported feeling the board of education and superintendent of schools are supportive of JLHS becoming a community school. The principal has autonomy in decision making involving management of day-to-day procedures within the building, and community outreach. However, the staff communicated that the principal and central office are not consistently on the same page in achieving the school's 21st century learning . District supervisors and central office staff, independent of the principal, are writing courses and curriculum, JLHS Program of Studies, and making decisions regarding renewal of employees. When school and district leaders effectively collaborate, communicate, and participate in reflective and constructive decision making, the school community will be better poised to support all students in achieving 21st century learning expectations.

## Sources of Evidence

- self-study
- teacher interview
- central office personnel
- school leadership

# Standard 5 Indicator 12

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## Conclusions

The school board and superintendent provide the principal with sufficient decision-making authority to lead the school. The formal job description of the Milford Public Schools Principal states that the goal of the position is to provide instructional leadership in the development, improvement and administration of the educational program of the school. Essential tasks of the position include leadership in instruction, staff evaluation, staffing, school operations, parents and professionalism. Specifically mentioned are the expectations that the principal provides leadership in the development, implementation, monitoring and evaluating of the Academic Improvement Plan; assumes responsibility for the quality of the instructional program of the school, determining goals and objectives and areas of needed improvement; provides for the continuing development of instructional techniques and assists staff in improving their methods and techniques; encourages innovation in instructional practice based upon appropriate research; and works with staff to implement the characteristics of effective schools. There is a communication barrier between building administration and district supervisors reported by all parties. Approximately 66 percent of the JLHS staff and approximately 77 percent of the parents agree that the school board and superintendent provide the principal with sufficient decision-making authority to lead the school. Since the board of education and superintendent give autonomy in decision making, the principal can lead the school in achieving 21st century learning expectations.

## Sources of Evidence

- teacher interview
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 5 Commendations

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## Commendation

The positive, respectful, safe, and supportive culture

## Commendation

The direct intervention strategies available to all students through Law Academic Support Services

## Commendation

The staff's dedication to students and their pride in the school

## Commendation

The professional development provided for administrators in calibration and reflective practices

## Commendation

The ability to maintain small class size that allows teachers to meet the learning needs of students

# Standard 5 Recommendations

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## Recommendation

Develop and implement a process to ensure the advisory program clearly provides strategies to show that it establishes a relationship with another adult in the school community and how this process assists students in achieving the school's 21st century learning expectations

## Recommendation

Develop a formal process to ensure consistent professional discourse for reflection, inquiry, and analysis of teaching

## Recommendation

Formally seek teacher input for professional development

## Recommendation

Create an ongoing process to monitor and review impact of time on teaching and learning

## Recommendation

Develop formal communication systems between central office and building administration to achieve 21st century learning expectations

## Recommendation

Ensure the principal has the sufficient authority to provide instructional leadership with the school

## Recommendation

Develop a formal process to ensure that a variety of teachers representative of the school community have ongoing formal opportunities to exercise initiative and leadership essential to the improvement of students' engagement in learning

## Recommendation

Develop formal collaboration processes between and among building administration, district supervisors and central office personnel in decision making

# Standard 6 Indicator 1

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## Conclusions

Jonathan Law High School (JLHS) 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. Approximately 86 percent of staff agree that the school provides timely, coordinated, and direct interventions, and 67.5 percent of parents feel that the interventions that exist meet the needs of all students. Teachers provide Tier I instructional strategies for students identified as unfocused and inattentive as well as all grade 9 students within the freshman academy. Teachers also meet with students after school and during common periods both individually and in small groups to further enrich learning.

School-wide academic supports include opportunities to access tutoring within the Law Academic Support Services (LASS), and the Zeroes Aren't Permitted program (ZAP). The ZAP program allows students with missing assignments to meet with a paraprofessional for assistance in completing work. The LASS is staffed with a full-time English teacher and math teacher every period of the day for both student drop-in visits and for students referred by a classroom teacher. In addition to content tutoring in all academic levels, teachers assist with the writing process of the college essay. During marking period one of 2016-2017, students have visited the LASS 849 times. These visits were made by 243 students from all grade levels; this represents 29 percent of their school population. Approximately 37 percent of grade 12 students visited the LASS in marking period one.

Freshman academy teachers support students in their core required subjects in a separate wing of the school. A team of dedicated teachers are assigned to mentor and monitor the progress of grade 9 students, and address the specific needs of students transitioning to high school. During the first period of the day, the freshman academy teachers have a common planning time to collaborate, meet as a team with an administrator, a counselor, and a special education teacher, as well as schedule parent and student meetings. This common meeting time provides students, parents, teachers, school counselors, and administrators with the opportunity to conference during the school day to coordinate strategies for at-risk students.

When school-wide supports are attempted but deemed unsuccessful, students are referred to the student assistance team (SAT). The SAT is newly established to systematically address behavioral and academic issues for underperforming students. SAT meets once every six-day cycle. Members consist of a school counselor, an assistant principal, three classroom teachers, school psychologist, and the dean of students. The SAT model makes recommendations for Tier 1 and 2 interventions and shares them with teachers for implementation. As a result of the school's timely, coordinated, and directive intervention strategies, all students, including identified and at-risk students, are provided support to achieve the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- teachers
- students
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

# Standard 6 Indicator 2

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## Conclusions

Jonathan Law High School routinely provides information to families, especially to those most in need, about available student support services. This is accomplished through various individual and group presentations to students and families. Explanations of student support services are identified on the school's website. Teachers routinely give feedback regarding grades to students and parents through PowerSchool, within ten days of when the assignment was assigned. At all grade levels, teachers are mandated to contact parents through email, phone calls and/or a letter mailed home when the student's overall average grade drops below a C-. Parent-teacher conferences are offered twice a year, during both afternoon and evening hours to help provide an additional opportunity for communication between the school and the families. The school estimates that an average of 25 percent of families attend conferences during the year, but no formal system to track parent participation is evident. JLHS provides translators for non-English speaking families at parent-teacher conferences, IEP meetings and 504 meetings.

Freshman academy teams are available to all freshmen and meet regularly to review strategies to create lifelong learners in a supportive environment. Collaboration with staff and ninth grade parents are addressed in morning meetings to meet the needs of parents whose work schedules may not permit them to meet after school. All families receive a weekly phone message and an email notifying them of upcoming events. In order to reach those families most in need, the school takes a team approach by conducting home visits to connect and encourage participation; the team is made up of administration, school resource officer, school social worker, school counselor, and the dean of students.

Some examples of programs which inform families of student support services include an annual Open House, an Informational Night presentation with the principal, and Junior Planning Night with parents and students to review the overall post-high school planning process. The Jonathan Law College and Career Center is staffed by a full-time college and career coordinator who is a resource for all students and their families as they begin to plan their futures. Students state overall positive interactions with the college and career center coordinator, reporting that she provides a wealth of knowledge to assist students with post-high school planning. Information through email, handouts to students and tweets from school counselors regarding college searches, scholarship opportunities, employment opportunities, community service options, assistance with filling out the common application, as well as visiting guest presenters on topics of financial aid, military options, and the college fair are shared with all students. The coordinator also tracks all community service hours for students, identifying those seniors who will be awarded graduation distinction for having completed 200 hours or more of community service. JLHS provides many supports for students and families in financial need. The school provides fee waivers for students on free/reduced lunch program to take SAT/AP exams, attend field trips, and apply to colleges. Through the Milford Food 2 Kids Program, the health clinic supports eligible students in receiving non-perishable food for the weekend if they choose. Backpacks of school supplies and donations of clothing are also offered through the health clinic to students in need.

As part of their responsibilities, school counselors regularly reach out to parents and students. School counselors consistently communicate with administrators, special education teachers, general education teachers, psychologists, social workers and school nurses to review counseling needs and to monitor student progress. In collaboration with the social worker, grief groups were created in response to the recent loss of two students. The school counseling department is notified of students with a high number of absences. In addition, school counselors are responsible for reaching out to parents to notify them when their student reaches a specific number of absences in each class as well as sending letters of loss of credit in a class due to high absenteeism. As a result of various communication tools, families are well informed about available student support services.

## Sources of Evidence

- self-study
- teachers
- students
- parents
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

# Standard 6 Indicator 3

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## Conclusions

Support services staff use technology to deliver an effective range of coordinated services for each student supporting the integration of 21st century skills. Support services staff at JLHS use technology to deliver an effective range of coordinated services. School counselors monitor students' progress through PowerSchool, which is a web-based management system. Parents of all students are able to access information regarding grades and attendance through the PowerSchool parent portal. School counselors tweet information, send email communication to parents, and contact students through their school email accounts. The JLHS website also provides the program of studies, student recognition, explanations of support services, access to teachers' webpages, as well as the school newsletter, *The Guardian*, which informs the community of upcoming events. The school counseling website provides access to information on topics such as post-high school planning, community service opportunities, college testing, scholarships, a monthly newsletter and a calendar of upcoming events. The school counseling department utilizes Naviance, a web-based program which houses a variety of tools related to post-secondary planning and makes the college research and application process more efficient. Every student has a Student Success Plan which is tracked through Naviance. Special education teachers utilize IEP Direct for the purposes of systematic documentation of Individualized Education Plans. School counselors utilize their own electronic form to document meeting notes and accommodations for students who are identified under Section 504 of the Rehabilitation Act. Some teachers post assignments on web pages; however, not all teachers' webpages are updated regularly. Teachers are required to update a student's overall grades every ten days on PowerSchool. Other modes of communication include "Fran Calls," which are weekly phone messages and emails from the principal sent to all families indicating school news information for the week ahead. Special education teachers and paraprofessionals utilize data tracking sheets to collect data for behavior intervention plans for each student in their program. Sufficient delivery of technology-based communication supports the integration of 21st century skills and ensures an effective range of coordinated services for all students.

## Sources of Evidence

- self-study
- teachers
- students
- parents
- school leadership
- school support staff
- Endicott survey
- school website
- Standard sub-committee

# Standard 6 Indicator 4

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## Conclusions

Jonathan Law High School's 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.

The school counseling department includes a director of school counseling who carries a caseload of 112 students; however, her duties do not include supervision of the four additional school counselors. Additionally, there are four other school counselors, three of whom carry a caseload of 180-200 students and one school counselor who has a reduced caseload of 165 students and has an assignment to the self-contained special education population, in order to provide a consistent delivery of services as well as to address the specific needs of the students with the label of emotionally disturbed. There is one school psychologist whose responsibilities include ongoing counseling for students with IEP goals and psycho-educational evaluations. In addition, there are 1.5 social workers that do direct service with students and collaborate with school counselors and special education teachers. The school counseling department also consists of 1.5 administrative assistants and a full-time college and career center coordinator. School counselors regularly collaborate with the social workers, special education teachers and the school psychologist. School counselors collaborate with assistant principals, and the dean of students when referrals are needed. School counselors communicate data in the form of conversations and observations through two different professional learning communities (PLC), one within the school counseling department and one within a content area as well as monthly department meetings. The JLHS counseling department delivers collaborative referrals to community and area mental health issues and social service providers. All students can seek out their counselor on an as-needed basis; many report that they see their counselor primarily for course selection. Students (27.9 percent) agree that they meet with their counselor regularly; however, 67.2 percent of students report that they are comfortable going to their counselor. Some students report that depending on the time of year, there is sometimes a wait to meet with their counselor. School counselors have implemented several new initiatives to assist with the post-secondary planning services including a College Jump Start program to promote starting the college application process earlier. A developmental guidance curriculum was redesigned in 2015 and lessons are delivered to all students through advisory. Advisory lessons are often created based on needs assessments as well as pre- and post-surveys. Although, the dean of students is primarily charged with the organization of the advisory program, school counselors facilitate many developmental lesson plans on specific advisory days. The school counseling department uses ongoing, relevant assessment data, including feedback from parents and students to improve services.

Due to the comprehensive school counseling program, there are an adequate number of school counselors to meet with students and provide personal, academic, career and college counseling; engage in individual and group meetings with all students; and deliver collaborative outreach and referral to community and area mental health 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.

## Sources of Evidence

- self-study
- teachers
- parents
- school leadership
- Endicott survey

# Standard 6 Indicator 5

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## Conclusions

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; and use ongoing, relevant assessment data to improve services and ensure that all students achieve the school's 21st century learning expectations.

Jonathan Law High School is served by two full-time registered nurses, as well as one part-time health clerk to answer phones and direct visitors. Approximately 92 percent of the staff and 85 percent of parents believe that the school's health services program has sufficient certified/licensed personnel and support staff. The school nurses provide a wide array of preventative health services and direct intervention services. These services include vision screenings, influenza prevention, teaching breast/testicular self-examination, and blood-borne pathogen training for staff. The nurses also support the school's athletic coaching staff each year by educating them at the beginning of each season about topics such as anaphylaxis, asthma, and medication administration. Nurses provide access to community resources such as the Young Parent Program of Milford, Planned Parenthood, Milford Rape Crisis Center, and Milford Youth and Family Services. Just over 75 percent of parents and 67 percent of staff agree that the JLHS health services personnel provide preventative health and direct intervention services. Approximately 77 percent of the students feel comfortable visiting the nurse's office, where there are many small rooms that provide the students with privacy.

The school health personnel use an appropriate referral process and handle referrals in a time-sensitive manner. Both nurses follow the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and therefore, must keep much of the students' health information confidential. Teachers receive appropriate communication regarding students' health-related issues, but HIPAA laws prevent health professionals from disclosing confidential follow-up information. The health office staff conducts ongoing student health assessments and uses an online program (SNAP) to log visits to the clinic, track immunizations, document screening information, write and upload health plans for students, and flag life-threatening health conditions for students. Student health plans are written by the nursing staff to ensure that the appropriate accommodations are made using a team approach that includes the physician, parents, support staff, and input from the student. The school also supports a concussion team to assist students who may need academic accommodations following an injury.

The nurses at JLHS use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure that each student achieves the school's 21st century learning expectations. This data informs the school health personnel, and helps them identify and address student needs related to health issues. The school nurses provide teachers with a daily log of student visits to the clinic to track when students were seen. Nurses also teach hygiene skills to intellectually disabled students through the SELF program (Student Empowerment for Life Functions), and the health services office coordinates visits to the school-wide health classes from the Young Parent Program of Milford.

Due to the comprehensive services of the health office and its staff, students are provided with the necessary support to help ensure that each student achieves the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- facility tour
- teachers
- Endicott survey
- Standard sub-committee

# Standard 6 Indicator 6

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## Conclusions

Library/media services are have an adequate number of certified 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 before, during, and after school; 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.

The library media center at Jonathan Law High School is staffed by a full-time certified library media specialist and two full-time paraprofessionals, who guarantee that students and staff can access the media center from 7:00 a.m. until 3:00 p.m., which covers periods of time before school, during all school periods, as well as after school. Nearly 82 percent of students agree that the media center is available to them before, during, and after school. The media specialist serves as library manager, teacher, and information specialist, and also collaborates with teachers to ensure that information literacy skills are integrated into subject area curricula. The media specialist supports teachers with research and literature-based lesson planning and curriculum development and offers professional development to teachers as a certified Google Educator.

The media center at JLHS provides students and staff with a wide range of materials in many formats in order to support the school's curriculum. The media specialist selects materials based on student feedback and teacher needs, and the staff maintains the collection to present the most relevant and accurate materials for student research. The collection holds over 12,000 individual print titles, as well as audiobooks, DVDs, and print magazine subscriptions. The media center staff have weeded the collection extensively over recent years so that now the average age of their print materials is 15 years, down from an average age of 27 years when the current media specialist was hired. The library media center also provides students access to 17 online databases and many e-books that allow the students to access reliable resources from any computer 24 hours a day/7 days a week. Ninety-two percent of staff agree that the media center provides them with a wide range of print and non-print materials, and only 8.3 percent of students feel that the library's resources are not meeting their needs. The media center also provides staff and students with access to technology, including desktop computers, laptops, printers, copy machines, scanners, document cameras, and digital cameras.

The media specialist and the media center staff are responsive to students' interests and needs, and therefore provide an extensive list of programs to engage students and to support independent learning. These programs are both active and passive, such as a monthly Book Club for students, book talks with English classes, contests, displays, and a partnership with the local public libraries and bookstores. The media specialist is integral in implementing the grade 9 health curriculum, having designed several guaranteed research experiences that provide the students with the opportunity to learn information retrieval, website evaluation, and resource citation skills while learning about topics in the area of health and wellness.

The library media center staff conduct ongoing assessments, using relevant data to improve their services and guarantee that students achieve the school's 21st century learning expectations. The media specialist assesses all grade 9 students' knowledge of two key research skills, selection of resources and determination of website quality, before the students complete a research assignment for health class, and then scores the students on a rubric that measures their ability to locate and evaluate online resources for research. Students in grade 9 take the assessment three times during the semester in order to prove that they have made progress in their understanding of research. Feedback is also gathered by the media specialist through surveys and interactions with students, staff, parents, and alumni via phone, email, social media, and department and club meetings.

As a result of the extent to which the library media services and resources are provided to students and staff and the media specialist has been able to integrate research into the school's curriculum, the school community enjoys access to many academic benefits.

## Sources of Evidence

- self-study
- facility tour
- student work
- teachers
- students
- school support staff
- Endicott survey
- Standard sub-committee

# Standard 6 Indicator 7

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## Conclusions

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; and perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the 21st century learning expectations.

Jonathan Law High School is served by 11 special education teachers, a special education department leader, one K-12 English language learner (ELL) teacher, 1.5 therapists providing speech/language services, a district level pupil personnel director, a high school level special education supervisor, 1.5 school social workers, and one psychological service provider. District occupational and physical therapy, behaviorist and assistive technology services are available as needed through the IEP process. A .5 FTE transition coordinator and a .5 FTE paraprofessional job coach are available as well for special education students. There are also 20 special education paraprofessionals and one ELL paraprofessional who work with students within mainstream classes and special education programs. The current student population includes 75 students with 504 Plans and 124 students with IEPs. The caseload for JLHS special education teachers range from 8-15 students with IEPs. The school counselors manage cases for approximately 10-13 students with 504 Plans. Approximately 78 percent of the staff agree that the school has sufficient certified support services personnel for identified students, including special education, 504, and English language learners.

The special education teachers at JLHS collaborate and communicate regularly with general education teachers and 74 percent of the staff believe that support services personnel collaborate with all teachers, counselors, targeted services, and other support staff to achieve the school's learning expectations. Special education teachers regularly meet with the freshman team and communicate through email with other teachers. Teachers often leave assignments for students with special education services in the staff mailboxes, so that students can complete assignments in the learning center. Special education paraprofessionals take detailed notes in subject area classes which are distributed daily to special education teachers and students with that accommodation.

Special education teachers at JLHS provide extensive inclusive learning opportunities for students through a number of supports. These supports include, but are not limited to, classes co-taught by a special education teacher and a general education teacher in English, mathematics, science, and humanities, peer-assisted classes, and learning center classes for credit. Students also have access to additional supports through advisory/common time, the Law Academic Support Services Center (LASS), or individual counseling. Students with disabilities are also offered the opportunity to visit local area community colleges along with life skills training on how to use public transportation. There are self-contained classes for students with autism, as well as students with emotional disturbance.

The staff of the special education department at JLHS regularly perform ongoing assessment using relevant data to improve services and to ensure that students with special education services achieve the school's learning expectations. Behavioral intervention data is gathered by a paraprofessional through a tracking chart, which can be used to monitor student progress. The special education teachers are sometimes able to meet and collaborate during PLC time to analyze baseline data and collaborate on goals; they find this time extremely valuable. Teachers also use curriculum-based summative and formative assessments in conjunction with reading and math scores from the Northwest Evaluation Association (NWEA) assessment to identify students in need of additional support and to place students in appropriately leveled classes. Nearly 72 percent of staff agree that all support services personnel use assessment data to improve services and to help students achieve the school's learning expectations.

Through the support services offered by the extensively qualified staff of the special education department, students receive the benefit of numerous comprehensive supports, addressing both academic and emotional needs.

## **Sources of Evidence**

- self-study
- teacher interview
- teachers
- school support staff
- Endicott survey
- Standard sub-committee

# Standard 6 Commendations

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## Commendation

The variety of intervention strategies that support the achievement of all students, including identified at-risk students

## Commendation

The variety of methods used to inform families about available student support services

## Commendation

The efforts of the college and career center counselor to support students' transitions to post-high school life

## Commendation

The effective use of technology to deliver a range of coordinated services

## Commendation

The delivery of a comprehensive program by the school counseling department which systematically meets the career, academic, and personal/social needs of students

## Commendation

The commitment of the health services staff in supporting the physical and mental well-being of all students

## Commendation

The many high quality resources and technology offered by the media center to support student learning

## Commendation

The focused instruction on strategic research skills lessons embedded in the grade 9 health classes, during which they are assessed multiple times to ensure that all students receive the foundation of an information literacy curriculum

## **Commendation**

The numerous supports that provide inclusive learning opportunities to help students achieve success

# Standard 6 Recommendations

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## Recommendation

Provide opportunities for the media specialist to formally integrate research skills into the curriculum in major subject areas

## Recommendation

Ensure all support services have opportunities to receive feedback from the school community to improve services

# Standard 7 Indicator 1

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## Conclusions

Jonathan Law High School community and the district's governing body has provided adequate funding for the school's programs and services. Although there has been a slight reduction in teaching staff over the past few years, there is an increase in the variety of programs and services that are offered at JLHS. Due to declining enrollment, the school has sufficient professional and support staff to meet the needs of the JLHS school community, despite the reduction of staff. Class size data from student management system for the current school year indicates that over 90 percent of classes fall well below maximum capacity, with an average class size of 13 of the non-physical education classes. Funding is provided for ongoing professional development, including support for in-house professional development and out-of-district conference attendance; however, teachers report that professional development provided is not always targeted to meet their individual and collective needs. Funding for curriculum revision has varied over time, at times limiting the number of course curriculum documents that undergo revision each year, resulting in a combination of outdated and absent curricula across multiple disciplines. While there is sufficient equipment available to students and staff, specialized technological training, such as training on new software and SMARTBoard use, is needed to maximize the impact of technology on instruction. There is more than adequate funding for instructional materials and supplies. From fiscal year 2014 to fiscal year 2015, this budget increased by 30 percent. Due to the dependable funding provided by the community and district, programs at JLHS continue to grow and flourish.

## Sources of Evidence

- classroom observations
- self-study
- panel presentation
- facility tour
- teachers
- school board
- Endicott survey

# Standard 7 Indicator 2

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## Conclusions

JLHS has adequately developed, planned, and funded programs that ensure the maintenance and repair of the building and school plant, the maintenance, cataloging and replacement of equipment, and consistently provided a superior level of cleanliness in the building on a daily basis. The school administration has worked with central office to successfully improve conditions within the school that includes asbestos abatement, roof repair of the original structure, and a generator upgrade to provide greater emergency service. In addition, the school is fully ADA compliant with 30 egresses, wheelchair accessible doorways, and an elevator to ensure equal access for all students and stakeholders. Although teachers and administrators express concern about the HVAC system and lack of air conditioning on the second floor, and requests have been made in the past to address the concern, no capital improvement requests for the 2017-2018 school year were made to address the issue. JLHS currently employs ten custodians who are responsible for daily cleaning and building maintenance. JLHS benefits from the services of a city-wide building facilities manager who oversees the entire school district. The four full-time day custodians are also responsible for regular upkeep of the grounds and athletic fields. Two custodians are responsible for snow removal and mowing. All requests for needed repairs are submitted electronically to the head custodian who coordinates and prioritizes requests with the director of facilities. Currently, there is a five-year plan in place to replace school-owned desk top and laptop computers at JLHS. Each computer is inventoried, catalogued and replaced when necessary. Additionally, repair tags for technological devices are processed and logged at central office. Networked copy machines prove to be a challenge for the demands of the JLHS community. They are in the last year of their lease and upgrades are scheduled to occur within the next twelve months. Seventy-six percent of staff and 80 percent of parents feel that JLHS is cleaned and maintained on a daily basis. Due to the efforts of the custodial staff and facilities manager, the staff and students at JLHS enjoy a clean and safe working environment.

## Sources of Evidence

- classroom observations
- self-study
- facility tour
- teachers
- students
- parents
- community members
- Endicott survey

# Standard 7 Indicator 3

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## Conclusions

The district has a long-range strategic plan to address programs and services to support student learning, as well as plans to address some facility and technology needs through capital improvements, but the community does not engage in long-range planning to address enrollment changes. Professional development reflecting school and district priorities, such as the training of teachers to increase the number of Advanced Placement class offerings is supported for individual teachers. The turf football field and surrounding track have received upgrades over the past two years; additionally, money is allocated for the installation of turf baseball fields between 2018 and 2020. The asbestos abatement plan will continue through 2018. JLHS's wireless network was upgraded in the summer of 2016, greatly reducing the teacher and student connectivity issues; sixty-six percent of students feel that the school has a sufficient number of computers available. While enrollment trends indicate a declining student population, from 931 students in 2012 to 838 students in 2017, staffing has dropped by only .66 FTE since 2012, allowing the increased class offerings for students. Sixty-two percent of staff members either disagree or are undecided that the school has a long range plan that addresses facilities, future programs, services, staffing and capital improvement. When JLHS engages in long term planning with input from all stakeholders, the school community will be able to maximize the use of resources to support student learning and improvements that meet changing needs of the community.

## Sources of Evidence

- facility tour
- school board
- central office personnel
- school leadership
- Endicott survey

# Standard 7 Indicator 4

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## Conclusions

While few faculty members are involved in the development of the budget, building administrators and department heads are actively involved in the development and implementation of the budget. The process for developing the school budget begins with the department heads and their specific requests for instructional supplies. That information is relayed to the building principal who assembles the final budget that is submitted to the superintendent. Only 17.4 percent of the staff feel they have input into the yearly budget for their classes. Some departments order shared instructional supplies that are stored in the department head's office while teachers in other departments, are given a specific amount (\$175.00) to spend on instructional supplies at their discretion. Requests for textbooks are handled through the district level coordinators and not included in the building budget. A formal budget process that begins at the teacher level will ensure that all stakeholders have a voice in developing a budget to support the academic programming at JLHS.

## Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- school leadership

# Standard 7 Indicator 5

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## Conclusions

The school site and plant supports the delivery of high quality school programs and services. Seventy-six percent of students and 82.1 percent of parents are in agreement that the school plant is conducive to education and supports the delivery of high quality programs and services. While the original building was erected in 1962, there have been additions completed in 1978, 1992, 2004, 2008 and 2010. Although, teachers note concerns about the existing choral and band rooms providing adequate space for students, with current class enrollment and program design the existing rooms are sufficient for quality instruction. The school facilities provide the JLHS community with a vast and diverse range of classroom programs, co-curricular activities, athletic spaces, and faculty work spaces. JLHS has several support service areas including the guidance suite, the college and career learning center, the health office, computer labs, updated science labs, and the media center. The addition of a new computer lab in the media center has expanded the technological opportunities for students. The cafeteria and food preparation areas are sufficient, there are two service lines and a center serving area that are sufficient in meeting the demands of the population at JLHS. The size of the cafeteria including the senior cafe easily accommodates students for three lunch waves. The addition of a walk-in freezer accessible from the kitchen and loading dock expanded food storage capabilities have been created to help meet the demands of the JLHS community as well as food prep for other district schools. The auditorium was recently went through asbestos abatement and upgraded when reassembled. The two gymnasiums, weight room, fitness center, athletic fields, and locker rooms provide adequate space to meet the school's programming needs. Each full-time teacher has a dedicated classroom along with work spaces throughout the school. The science labs are sufficient in quantity and were recently upgraded to support 21st century learning skills. This included the addition of a central acid neutralization tank system and fume hoods in the chemistry classrooms. The school has technology classrooms as well as Chromebook carts and iPads that support effective instruction. The health office houses two nurses and a nurse clerk. The suite is adequate in size and provides suitable space for student privacy. Through a continued focus on the school plant and grounds, JLHS will remain a safe physical environment that supports the delivery of a quality 21st century educational experience to all students.

## Sources of Evidence

- panel presentation
- facility tour
- community members
- central office personnel
- school leadership
- Endicott survey

# Standard 7 Indicator 6

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## Conclusions

The school site maintains the proper documentation to ensure that the physical plant and facilities are in compliance with health regulations or meet all applicable federal and state laws regarding ADA regulations, however local fire regulations have yet to be addressed. JLHS is fully accessible to all students, faculty, staff, and visitors based on the commitment to ADA regulations. ADA requirements are met throughout the facility. Currently, the elevator complies with ADA regulations for width and access. Thirty student entry and exit locations accommodate students with handicapping conditions. Official documentation is housed at central office. The most recent 2015 inspection from the fire department listed 45 violations requiring corrective action; the same report identifies nine violations that had not been yet been corrected. New sprinkler systems were installed in the auto shop and wood shop in the summer of 2016. The inspection of the facility, elevators, boilers, and HVAC occur annually. The custodial supervisor and district facility manager keep records of state inspections, safety measures and maintenance reports. Students and teachers report that the classroom climate on the second floor is not conducive to teaching and learning due to excessive heat conditions during exceptionally warm and humid days. The last documented complaint was from November 2015. The Department of Health inspects the cafeteria two times per year and no concerns have been raised; the most current score was a 98 out of 100. Cafeteria workers monitor temperatures of refrigerated and dry storage to maintain temperatures necessary for safe food consumption. Custodial staff responds to maintenance issues in a timely fashion with staff reporting that 64 percent of all work orders are completed within a week's time frame. Tier Two Emergency and Hazardous Chemical Inventory reports are also available for public viewing. However, the garage door in the unused auto shop was observed open and unattended during the school day allowing people to enter or exit the building without supervision. Additionally there is access to the roof located in the fitness center; the ladder leads to a hatch for roof access which has been damaged and cannot be closed and locked at this time. The faculty and student overflow parking lot creates safety and security hazards for students and teachers during student drop off. Student drivers park their cars and walk to the building through the parent drop off lane. As JLHS works to ensure that the school is in compliance with local and federal regulations with more detail to the daily safety concerns, they will ensure that a safe environment is provided for all students.

## Sources of Evidence

- self-study
- facility tour
- teachers
- students
- Endicott survey

# Standard 7 Indicator 7

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## Conclusions

The staff actively and collectively engages many parents and families as partners in education. Access to the parent portal and the student handbook are posted on the school's website prior to the start of the school year and remain accessible throughout the year. PowerSchool data shows that 84 percent of students have had their academic records accessed by a parent/guardian during the 2016-2017 school year. In addition, the program of studies is located under the guidance tab on the school's website. Various faculty members have websites to assist with parent and student communication. JLHS offers a variety of opportunities for communication and parents to become involved in their children's education including Sunday night phone calls, monthly newsletters, school newspaper, eighth grade orientation, college planning fairs, Open House Night, Financial Aid Night and the parent grade portal. In addition, the guidance department utilizes Naviance, an Internet-based program used by both students and parents in career and college planning. Eighty-five percent of staff report that they actively engage parents and families as partner in each student's education while 67 percent of parents feel the same way. The teachers make targeted efforts to reach out to the families of students whose grade falls to C- or below; teachers typically email the parents and then follow up with phone calls and/or certified letters to ensure that families are aware of the low grade. As a result of the efforts to engage parents and families as partners in each student's education, the school benefits from many parents and families who support their children's academic success.

## Sources of Evidence

- classroom observations
- panel presentation
- teachers
- students
- parents
- school leadership
- school support staff
- Endicott survey
- school website

# Standard 7 Indicator 8

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## Conclusions

JLHS has adequate parent, community, business and limited higher education partnerships that support student learning. Seventy-four percent of parents agree that the school has effective partnerships with parents, community organizations, businesses, and higher education to support student learning. Eighty percent of students thought their parents have the opportunity to meet teachers, building administrators and school counselors. All students have an opportunity to access various existing partnerships. Senior students, with a B- or better, may participate in an end-of-year internship off-site. These students are required to complete the culminating senior project prior to graduation. Currently, there are 18 seniors utilizing the senior internship opportunity. There have been 45 student participants in total over the past three years. Parents are actively involved in the new athletic booster clubs to support the athletic teams. Community outreach includes parents soliciting businesses for support including an annual junior prom event, fundraising from local businesses is in excess of \$15,000 for this event. The town-wide Peace, Love and Music from Maren event takes place annually in April. Parents are invited to participate in various school based functions including, a financial aid night, sophomore symposium, PTSA and vibrant college fair with over 100 colleges in attendance. Students have the opportunity to participate in one dual enrollment program class with Housatonic Community College. No additional Early College Experience classes currently exist at JLHS. Although not listed in the 2017-2018 program of studies, ECE courses are slated to run in chemistry and environmental science. Formal and informal business partnerships support student-initiated community service projects. Additionally, the life skills program is an active outreach program where student receive on the job training from a job coach; some sites include Burlington, Carriage Green and Expect Drugs. As a result of the partnerships and opportunities within the community, including businesses and institutions of higher education, students have enhanced opportunities to reach beyond the walls of their school and to develop 21st century learning outcomes.

## Sources of Evidence

- student shadowing
- panel presentation
- teacher interview
- teachers
- students
- school board
- community members
- Endicott survey

# Standard 7 Commendations

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## Commendation

The commendable commitment to teaching and learning that is evidenced by increased funding for professional development

## Commendation

The increased funding to support teaching and learning including instructional supplies

## Commendation

The average low number of students per class

## Commendation

The responsiveness of the school in conjunction with the facilities department that provides for a clean environment ensuring maintenance and repair

## Commendation

The five-year replacement plan for both desktop and laptop computers that supports the integration of 21st century skills

## Commendation

The school site and physical plant that supports the delivery of high quality instruction and school programs

## Commendation

The efforts to engage the larger Milford community for continued investment and support of JLHS programs and activities

# Standard 7 Recommendations

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## Recommendation

Create and implement a formal process where all budgets and long-term plans are collaboratively developed within JLHS and address district, school and department goals

## Recommendation

Develop a plan to address safety concerns regarding school security, roof access, and parking lot concerns

## Recommendation

Explore the addition of Early College Experience courses through local post-secondary partnerships

# **FOLLOW-UP RESPONSIBILITIES**

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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 this 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 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 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 on the next page. 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 would like to express thanks to the community for the hospitality and welcome. The school community completed an exemplary self-study that clearly identified the school's strengths and areas of need. The time and effort dedicated to the self-study and preparation for the visit ensured a successful accreditation visit.

# **SUBSTANTIVE CHANGE POLICY**

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## **NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Secondary Schools**

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

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

# Roster of Team Members

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## Chair(s)

**Chair: Dr. Nicholas Spera** - Marine Science Magnet High School of Southeastern Connecticut

**Assistant Chair: Dr. Erin McGurk** - Ellington Public Schools

## Team Members

**Soraya Bilbao** - Danbury High School

**Joy Colon** - Academy of Information Technology and Engineering

**Chris Cosma** - Suffield High School

**Jeffrey Cronk** - Berlin High School

**John Dellapiano** - Stratford High School

**Mary Devaney** - Wolcott High School

**Kimberly Herwerth** - Glastonbury High School

**Casey LaPlante** - Granby Memorial High School

**Victoria Lassek** - Wilbur L. Cross High School

**Matthew Murray** - Enfield High School

**Erin Palonen** - Griswold High School

**Lisa Sepe** - Hartford Public Schools

**Holly Sulzycki** - Staples High School

**Angela Swanepoel** - Frank Scott Bunnell High School

**Sania Werner** - Fairfield Warde High School