

**New England Association of
Schools and Colleges**



Commission on Public Secondary Schools

**Report of the Visiting Committee for
Scituate High School**

**Scituate, Massachusetts
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STATEMENT ON LIMITATIONS

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

The Commission on Public Secondary Schools of the New England Association of Schools and Colleges considers this visiting committee report of Scituate High School, Scituate, Massachusetts to be a privileged document submitted by the Commission on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty (60) days 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 Scituate High School in terms of the school's stated mission and 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 team.

INTRODUCTION

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

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

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

- Teaching and Learning Standards
 - Mission and Expectations for Student Learning
 - Curriculum
 - Instruction
 - Assessment of Student Learning
- Support of Teaching and Learning Standards
 - Leadership and Organization
 - School Resources for Learning
 - Community Resources for Learning

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

Preparation for the Evaluation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Scituate High School, a committee of four members, including the principal, supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities and facilities available for young people. The self-study of Scituate High School extended over a period of 15 school months from September 2006 to March 2008.

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

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

The Process Used by the Visiting Committee

A visiting committee of 15 evaluators was assigned by the Commission on Public Secondary Schools to evaluate Scituate High School. The Committee members spent four days in Scituate, Massachusetts and reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students, and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Commission's Standards for Accreditation.

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

- review of the school's self-study materials
- 3 hours shadowing 15 students for a half day
- a total of 15 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 30 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work including a selection of work collected by the school

Each conclusion on the report was agreed to by team consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards sections of the report. The seven Standards for

Accreditation reports include commendations and recommendations that in the team's judgment will be helpful to the school as it works to improve teaching and learning and to better meet Commission Standards.

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

Overview of Findings

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

Quality of the Self-Assessment

The self-assessment completed by the professional staff of Scituate High School was clear and well structured and indicated that the staff understood the self-assessment process. The findings of the staff provided insight for the committee and assisted in the preparation of the final report. Each indicator was addressed and rated with significant documentation by the staff. Consequently, the visiting committee was able to come to an understanding of the strengths and needs of Scituate High School prior to the visit. The quality of submitted student work was excellent with multiple examples of student work from across the curriculum. The visiting team was pleased with the materials provided for review before the team's arrival at the school and with the ability of the school to procure and make available other information during the four-day visit.

Teaching and Learning at Scituate High School

The self-study of Scituate High School identified the school's accomplishments and needs. The visiting committee endorsed many, but not all, of the strengths and needs contained in the self-study documents, as well as adding comments and suggestions regarding areas of concern. The report will provide general recommendations to enable Scituate High School to move beyond its present accomplishments in a continuing quest for excellence. Prescribed activities will require further commitment by both the school and community.

Scituate High School has done extensive work in integrating its high school mission statement and student expectations into many daily classroom activities so that these expectations have a greater influence on key decisions made at the High School. It is quite clear that the spirit of the mission centered with its focus on providing an environment which allows all students to reach their fullest

possible development is inherent in the day-to-day operations of the school. Further, a number of initiatives currently in place help to move students towards achieving the mission. This focus will need to be continued and expanded in order to ensure that Scituate High continues to have a truly conducive environment which meets the needs of all students. For this to happen to the highest possible degree SHS will need to assure that all students are provided a varied and rigorous academic program so they may build lives as contributing adults.

In the area of curriculum, it is commendable that so many opportunities exist for students to extend their learning beyond the school through co-curricular offerings. This clearly helps to add to the positive school climate and purposeful culture that is prevailing at SHS. In addition it is also evident that the five-year cycle for curriculum review helps ensure the continued focus on school-wide expectations within both departments and individual courses. While there have been some opportunities for interdisciplinary work among staff more time should be dedicated to these pursuits to help students make key connections and strengthen learning.

In regards to instruction, the visiting team concluded that the staff employs a variety of instructional strategies and practices to meet the needs of students. It is commendable that the staff has made a concerted effort to regularly integrate the mission and academic expectations into instructional practices in order to provide students with unique instructional opportunities. However, more needs to be done to provide teachers with regular formal opportunities for collaboration in planning and implementing interdisciplinary instruction. If more formal opportunities are provided for staff to have constructive discourse across disciplines, SHS will assure that the variety of instructional strategies from classroom to classroom continues to expand across the curriculum.

In the area of assessment, it was concluded that Scituate High School teachers use a wide variety of school-wide, departmental and lesson specific rubrics with students. In addition, the varied assessment strategies employed to determine knowledge, skills and competencies reflects the student-centered philosophy of the staff. While the school has created a rubric for each of the academic expectations, and many teachers are using these rubrics, the school has not yet developed a clear process for the formal assessment of each student's achievement of these expectations; and therefore, it cannot communicate the results of this achievement to individual students and their families or to the school community.

Support of Teaching and Learning at Scituate High School

In the area of Leadership, the visiting team was pleased to note the inclusion of all major stakeholders at Scituate High in the leadership for school improvement.

In addition, the model utilized for faculty meetings which allows staff members to set the agenda based on their own perceived needs reinforces a culture which encourages and respects teachers as leaders within the school. However, there were concerns about the current grouping practices at SHS and the master schedule. It is clear that the number of levels offered in many courses does not reflect the current research which promotes access to the same high standards for all students. In addition, the master schedule needs to be reviewed to ensure that a schedule is in place which best fits the needs of all staff and students.

As a result of the visitation it has been determined that Scituate High utilizes school resources effectively. The visiting team was impressed by the wide range of technologies available for faculty and student use. SHS will need to ensure that the amount of support staff for this technology is adequate for both maintenance and teacher training.

In the area of Community Resources for Learning, this high school strives to engage students and their families as partners in their student's education. These partnerships have certainly been helpful in the recent budget overrides that have allowed SHS to obtain the funds that have allowed them to maintain and expand existing programs in order to fulfill its mission. In regards to the school site plant, the cleanliness and condition of the common areas, the classrooms, and restrooms is exemplary. In the area of school safety, however, SHS needs to spend some time reviewing building security plans to ensure a commitment to students in staff which take into account the safety concerns inherent in running a 21st Century schoolhouse.

SCITUATE HIGH SCHOOL SCHOOL AND COMMUNITY PROFILE

The Community

Scituate High School is located in Scituate, Massachusetts, a small coastal community located equidistant between Boston and Plymouth, Massachusetts. Scituate High School sits at the center of town, nestled behind the town hall, as well as the police and fire departments along Route 3A. With proximity to major highways I-95, Routes 3 and 93, the town is easily accessible to Boston and Cape Cod.

Scituate, incorporated in 1636, takes its name from the Native American word "Satuit" which means cold brook. The area's abundant salt marshes, sheltered harbor, the North River and hardwood forests made Scituate an ideal place for farming and fishing industries. In the 375 years since its incorporation, Scituate has evolved from a summer colony to a residential community. The community will continue to evolve and grow with the addition of the Greenbush Rail service. Its town pier accommodates a working fishing fleet, and coupled with three different business areas, represents the commercial interests in the town. Scituate has 18,233 residents, made up of 694 households. English is the primary language spoken by 98.5% of the total population. The majority of the remaining population speaks Cape Verdean Creole. The median household income is \$79,222 and the median housing price is \$550,000.

Scituate has long been known as a major contributor to the fishing industry. The major local business district is located seaside and consists of small retail shops, as well as several restaurants. No funds are provided for the school through participation in Title I. Scituate Concrete and Pipe serves as the largest construction industry in town. The town itself serves as an employer for many of the residents in the public service field. In 2006, the unemployment rate was 3.4%, with 2.6% of the families in the school community living below the poverty level.

In addition to Scituate High School with a population of 871 students, Lester J. Gates Intermediate school includes 480 students, and the four elementary schools; Jenkins, Wampatuck, Cushing, Hatherly house 574, 437, 423, 351 students respectively for a total of 3,243 in the Scituate School District.

The Scituate School District, expended \$7,441 per pupil compared to a state average expenditure of \$7,009 in 2004-2005, and \$7,961 in 2005 – 2006. Forty-six percent of local property taxes are allocated to the public schools. Sixteen students paid nonresident tuition fees of \$19,000 each to attend Scituate Public Schools in 2005-06. Seven percent of high school aged students attend non-public schools.

The School

Scituate High School includes students in grades 9-12 with a total enrollment of 871 students divided between 424 males and 447 females. The school population has remained stable over the past ten years. The ethnic, racial and cultural composition has remained constant with 2.4% African American students, .6% Asian students, .4% Hispanic students, .1% Native American, .6% Multi-Ethnic and 95.9% white students during the 2005-2006 school year. Scituate has participated in the METCO program for forty years and at the present time 20 METCO students attend Scituate High School. The average dropout rate for the past two years has been .5%, the average daily student attendance 91.9% and the average attendance rate among teachers in 93.9%.

There are 63 teachers at Scituate High School, creating a ratio of 1:14. Individual teachers carry an average load of 101.6 students with an average class size of 21.2 students. In those classes required for graduation, the average class size is 19.5 students. The SHS schedule allows for common planning time and attempts to meet the needs of students with diverse learning styles through the operation of a rotating block schedule (comprised of a seven day morning and afternoon rotation where five out of seven classes meet each day, with four of five classes being 57 minutes long and one block meeting for 100 minutes). In addition, faculty are provided common planning time during the seven early release days per year. Students attend school for 180 days and a minimum of 1020 hours.

Students in grades 9-12 are recommended for four levels of classes; survey, college preparatory, honors or Advanced Placement classes (where offered). After teacher recommendations have been made, students and parents are allowed to request further level changes. 29.3 percent of the students out of the total student population are taking 1 or more upper level courses. 66.5 percent are enrolled in all college preparatory classes, while 4.2 percent of the students are enrolled in one or more of lowest level of classes. Approximately ten percent of the students receive special education services and 1.7 percent of the total student body is enrolled in ESL services. All students are required to take four years of English, three years of social studies, science and math, two years of foreign language, and two years of health / wellness with the remainder of student programs filled from a variety of elective courses. All students are required to complete 50 hours of community service during their high school career.

Scituate High School offers a variety of co-curricular activities for its students including 22 athletic programs for boys and girls, a variety of intramural sports programs, student government, jazz band, pep band, jazz choir, men's and women's choir, drama club, art club, National Honor Society, The Scituation and 22 other clubs. Over 92% of students participate in at least one of these activities.

In the class of 2005, seventy-five percent of graduates attended four-year colleges, with four percent enrolling in two year colleges, 2.5% entering the military, and eighteen percent chose to pursue other post-secondary opportunities. Students take advantage of dual enrollment opportunities available as they choose from such local colleges and universities as Quincy College, Bridgewater State College, University of Massachusetts Boston, Massasoit and Johnson & Wales. Other educational opportunities include South Shore Vocational Technical High School, as well as adult and continuing education courses in SAT prep and Drivers Education. E-Learning and distance learning programs are also available to students at any of the above named colleges.

Scituate High School has engaged in a variety of school initiatives to improve student learning. The school has recently changed its schedule to include more contact hours with students, provide common planning time, and to allow for a morning and afternoon rotation to accommodate students that are participating in school to career activities. The school has also implemented EdLine, an online grade book that can be accessed by parents and students. Recently there has also been a change in the minimum grade requirement for participation in extra curricular activities. The school has changed the minimum from a D to a C- in five full time courses. The objective of these changes was to foster an environment conducive to the fullest possible development of each student. The new schedule allows us to better meet the needs of students with diverse learning styles. We have increased the number of course credits required for graduation and continued to set the standard of 50 community service hours as a graduation requirement. By implementing a new schedule that allows for school to career opportunities we are enabling students to start building lives as contributing adults. The graduation requirement increases align with our mission to encourage students to participate in a larger variety of courses and activities. The school has implemented an underclassman advisory program, and the New Teacher Support Program has undergone changes in an effort to assist and train its new teachers.

Scituate High School is currently working with several local businesses to enrich the school to career experience. School to Career allows students to intern at several local establishments including, local elementary and preschools, town hall offices, the Shipyard (school store), the Scituate Police Department, Historical Society, Highway Department, Recreation Department, The North/South River Watersheds, The Mariner Newspaper, and Marsh Accounting firm. In addition, our child development course curriculum utilizes the relationship we have established with the early childhood center housed within the high school. The Special Education department has also established relationships with several local businesses. The students in this program currently are working with Kennedy's Garden Center, The YMCA, Stop & Shop, Shaw's and Circe's Grotto.

Students are recognized for their accomplishments through a variety of means including departmental honor societies such as foreign language and history. Each spring the school honors students for academic and extra curricular accomplishments at a school wide awards assembly. These awards recognize individual achievement in the areas of academics, art, foreign language, music, and community service. In addition, local newspapers and community groups sponsor academic and athletic achievement awards and scholarships.

Scituate High School SAT scores compare favorably with state and local scores. The average SAT score for the class of 2006 was 507 verbal and 521 math. In addition, 67 students took the Advanced Placement tests in 2005-2006 and of those students 28.4% earned a score of three or better on the test.

The School Improvement Council which is comprised of seven parents, three students, one school committee member, five school representatives and the principal meets monthly to develop the school improvement plan. The primary source of assessment results that the district analyzes each year in order to set targets for improved school performance is the Massachusetts Comprehensive Assessment System. A second source of information is the Massachusetts Department of Education's annual yearly progress report, which helps determine if the high school has met its annual improvement goals as defined by No Child Left Behind.

The School Improvement Council has also identified other school improvement targets. The primary goal is to continue the ongoing review of the Scituate High School academic programs in order to develop recommendations for the NEASC accreditation evaluation. This includes assisting the school to develop alternatives to study halls to meet the state standard of 990 hours of yearly instruction. Another goal is to support the school in the Academic Advisory program, with the goal that each 9th and 10th grade student has an academic advocate in the building. A third goal is to support the implementation of the apprentice program that will provide School to Career connections for Scituate High School students and the SHS Showcase project.

The School Improvement Council has also determined that one of their main goals is to continue to encourage the ongoing implementation of the high school mission statement. To accomplish this the following actions have been taken; the council will invite each department to showcase best practices once a month, educate students, parents and the public regarding economic needs including the need for increased staff and course offerings; and continue with building and campus maintenance.

In order to prepare for the panel presentation for the visiting committee, Scituate High School has identified the following as the most critical challenges facing the school:

- Meeting the needs of all students with our current schedule
- Eliminating study halls and providing enough variety and options in our curriculum for students
- Developing and promoting more award and recognition opportunities for our students
- Planning for the growing population in terms of how our building and grounds are utilized by the school department and town
- Career planning and technical education for those students not planning to attend college

SCITUATE HIGH SCHOOL MISSION AND EXPECTATIONS FOR STUDENT LEARNING

MISSION

Scituate High School strives to provide an environment conducive to the fullest possible development of each student.

Our programs endeavor to meet the needs of all students with diverse learning styles and a wide range of abilities and goals.

The ongoing renewal of those programs is sustained by the belief that enabling students in the present is helping them build lives as contributing adults.

Our graduation requirements encourage students to participate in a program where they are exposed to a variety of courses, activities, and instructional approaches.

EXPECTATIONS FOR STUDENT LEARNING

The members of the faculty of Scituate High School offer to every student the opportunity:

- **To be an effective reader**

- **To be an effective writer**

- **To be an effective speaker/presenter/performer**

- **To be an effective problem-solver**

- **To be an effective information seeker/organizer**

- **To contribute to the community at large**

**COMMISSION ON
PUBLIC SECONDARY SCHOOLS**

**TEACHING AND LEARNING
STANDARDS**

**MISSION AND EXPECTATIONS
FOR STUDENT LEARNING**

CURRICULUM

INSTRUCTION

**ASSESSMENT OF STUDENT
LEARNING**

Teaching and Learning Standards

1. Mission and Expectations for Student Learning

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. The mission statement and expectations for student learning shall be developed by the school community and approved and supported by the professional staff, the school board, and any other school-wide governing organization.
2. The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.
3. The school shall define school-wide academic, civic, and social learning expectations that:
 - are measurable;
 - reflect the school's mission.
4. For each academic expectation in the mission, the school shall have a targeted level of successful achievement identified in a rubric.
5. The school shall have indicators by which it assesses the school's progress in achieving school-wide civic and social expectations.
6. The mission statement and the school's expectations for student learning shall guide the procedures, policies, and decisions of the school and shall be evident in the culture of the school.
7. The school shall review regularly the mission statement and expectations for student learning using a variety of data to ensure that they reflect student needs, community expectations, the district mission, and state and national standards.

CONCLUSIONS

The mission and expectations for Scituate High School were developed by the school community following the school's last New England Association of Schools and Colleges (NEASC) accreditation visit in 1998. These documents were approved by the faculty and board of education and are supported by the town. The mission and student expectations were presented by the principal to the Scituate High School Improvement Council—comprised of teachers, parents, administrators, and students—in October of 2001. Both the faculty and the school board approved the current mission statement and student expectations during the 2001-2002 school year, and the school formally introduced the current mission statement and student expectations in the fall of 2002. Faculty, staff, and students demonstrate ownership of the mission, ensuring that it becomes a driving force in the future of the school. (school board, school leadership team, teachers)

The mission statement represents the school community's values and beliefs about student learning. It is clear from student, teacher, and parent interviews that the school attempts to provide an environment conducive to the fullest possible development of each student. Students feel comfortable in their school, and teachers feel well-supported by the building leadership, fellow teachers and staff members. Similarly, students speak highly of the variety of courses, activities, and—in most cases—the instructional approaches they experience. In the Endicott Survey 90% of the faculty says the school mission embodies their core values, and 77% of parents says it embodies their values as well. Thus, Scituate High School is committed to ensuring that the community values articulated in the school's mission guide the school's decisions and offerings. (self-study, classroom observations, students)

The school does not delineate between its academic and civic and social expectations for students. However, there are five measurable academic expectations in place which reflect the school's mission and one civic and social learning expectation that, although measurable, does not reflect the scope of the school's mission. Clearly articulated expectations for reading, writing, speaking, research, and problem-solving are in place along with corresponding school-wide rubrics which are made available to all students and parents in the program of studies, the student handbook, and on-line. Teachers use these rubrics to guide and inform their instruction and assessment, sometimes modifying them to better suit the needs of a particular content area or task. The consistent use of these school-wide rubrics varies from teacher to teacher, but, in most cases, students understand the rubrics' relevance to the work and acknowledge their growth as learners. According to the self-study survey, 81% of the staff clearly understands the school's learning expectations, and 92% of parents say they know what is expected of their child. Although only 69% of students say they are familiar with the school's mission, almost all of those students interviewed demonstrated familiarity with and understanding of the learning expectations. Unlike the

academic expectations, the civic/ social expectation is measured by only one indicator, community service hours. In response to a spring 2007 meeting, in preparation for the accreditation process, the faculty has agreed to work on additional civic and social learning expectations and indicators. Continued work needs to be done in this area to ensure that specific measurable indicators for civic and social development can be part of the mission. Thus, individual and school progress in achieving the student learning expectations can be a driving force in on-going school improvement efforts. (self-study, teachers, students)

A targeted level of successful achievement, in the form of a rubric, has been identified for each academic expectation. School-wide academic rubrics clearly describe “proficient” and “advanced” performance—along with “needs improvement” and “unsatisfactory”—in the areas of writing, reading, speaking, research, and problem-solving. Students must achieve proficiency in half of the standards for each rubric to be considered proficient. Beginning in 2002, the faculty was involved in the creation and implementation of these rubrics. Along with the mission statement and expectations for student learning, these rubrics are available on the school website, on the teacher’s shared network, in the school’s library and in the program of studies/student handbook. Department chairs have dedicated professional development time to the effective use and ongoing review of these rubrics. The on-going development and regular use of these school-wide academic expectation rubrics provide targeted, detailed, and descriptive information to identify and measure successful achievement. (self-study, teachers, school leadership team)

There is currently one school-wide civic and social expectation which is measured solely by the students’ achievement of the school’s 50-hour community service requirement. The expectation stating that students will have the opportunity to “contribute to the community at large” is too vague to be applied clearly to the mission of the school. Although students are recognized for their contributions to the community, the school has not developed a system of personal responsibility guidelines to effectively assess appropriate civic and social expectations in a measurable format beyond community service. According to the self-study survey, only 52% of the faculty knows how the school assesses its overall progress in achieving its civic and social goals. Because the school has only one broad indicator which is focused on contributions outside of the school, the current system is not to assess student progress in regard to civic and social achievement. (self-study, school leadership team, teachers)

The mission statement and the school’s expectations for student learning guide the procedures, policies, and decisions of the school and are evident in the culture of the school, but how they do so is not always evident to all stakeholders, as they are not consistently referenced. Posted in all classrooms and throughout the school, the mission and expectations have become a distinct part of the culture. The mission guided the decision to change the school schedule, allowing more individual student choice, including those students

involved in the school-to-career program. Regular department meetings focus on curriculum, instruction, and assessment in an effort to better meet the needs of all students. The “One Book, One School” summer reading program was created to encourage students to become more effective readers and contribute to their fullest possible development. The institution of a new, minimum grade point average (GPA) requirement for participation in sports and extracurricular activities was also guided by the mission. Although school administrators and teachers see a clear connection between the school mission and these policies and procedures, many students are unclear about how some of these policies and procedures are relevant in helping them build lives as contributing adults in the future. Recent policy changes regarding proper school attire and limiting bathroom passes are two examples of such decisions. Continued communication between student leaders and administrators and teachers will ensure that all parties see how the mission statement and the school’s expectations for student learning guide the development and revision of school procedures and policies. (self-study, school leadership team, students)

The SHS Restructuring Committee is charged with the review of the mission statement and expectation, but there is no formal, regular review process in place. The restructuring committee is comprised of department chairpersons and interested teachers. The committee last asked the faculty to review the mission and expectations at a faculty meeting in 2006, at which time no one expressed concerns or found a need to change either document. Although department chairs do regularly review state curriculum frameworks to ensure alignment of the school curriculum with these standards, there is no similar, regular review process of the school’s mission and expectations currently. Data from the Massachusetts Comprehensive Assessment System (MCAS) and course-specific final exams as well as community service hours and other civic/social data are available to assist in this review process once one is established. Planned review and revision of the mission statement by a committee that represents all the stakeholders in the school community is necessary to assure the continued relevance and strength of the school’s mission and expectations for student learning. (self-study, school leadership team, teachers)

Commendations

1. The active support of school and district leaders, teachers, support staff, students, parents, and school committee members for the mission statement that allows the school to truly “live” its mission
2. The widespread posting of the school’s mission and expectations throughout the building to increase awareness of the school’s purpose and goals
3. The connection between the school’s mission and the development of school programs and policies

Recommendations

1. Ensure the mission and expectations for student learning meets the needs of all students with diverse learning styles and a wide range of abilities
2. Develop and implement additional indicators of student success in meeting civic and social expectations and a method for tracking their performance
3. Ensure the distribution, discussion and understanding of the newly-created civic expectation for student learning, the specific criteria for meeting this expectation, and its relevance to the school’s mission
4. Develop and implement an ongoing, formal review process for the mission statement and student learning expectations that involves the use of data
5. Ensure that student leaders are allowed a voice in the development and revision of school policies and procedures.

Standards for Accreditation Teaching and Learning Standards

2. Curriculum

The curriculum, which includes coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the professional staff's commitment to and involvement in a comprehensive, ongoing review of the curriculum.

1. Each curriculum area shall identify those school-wide academic expectations for which it is responsible.
2. The curriculum shall be aligned with the school-wide academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations.
3. The written curriculum shall:
 - prescribe content;
 - integrate relevant school-wide learning expectations;
 - identify course-specific learning goals;
 - suggest instructional strategies;
 - suggest assessment techniques including the use of school-wide rubrics.
4. The curriculum shall engage all students in inquiry, problem-solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills.
5. The curriculum shall:
 - be appropriately integrated;
 - emphasize depth of understanding over breadth of coverage.
6. The school shall provide opportunities for all students to extend learning beyond the normal course offerings and the school campus.
7. There shall be effective curricular coordination and articulation between and among all academic areas within the school as well as with sending schools in the district.

8. Instructional materials, technology, equipment, supplies, facilities, staffing levels, and the resources of the library/media center shall be sufficient to allow for the implementation of the curriculum.
9. The professional staff shall be actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.
10. The school shall commit sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.
11. Professional development activities shall support the development and implementation of the curriculum.

Conclusions

All curriculum areas have identified the school-wide academic expectations for which they are responsible and have aligned their curriculum with the learning expectations. Expectations are posted in classrooms, offices, and common areas. Academic expectations are also sent home to parents in the school newsletter, posted on the school website and included in the student handbook. As a result, most staff, students and parents can quote the expectations and provide examples of how they apply in each curriculum area. (self-study, teachers, students)

The curriculum guides explicitly list the school-wide academic expectations that apply to each one. The program of studies and the curriculum documents are designed to provide students with sufficient opportunities to practice and achieve each of the expectations in a sequence of learning experiences that strives to develop higher order thinking skills across ability levels. Curriculum guides show clear connections between course content and the expectations stated in the school's mission. The guides also describe specific learning experiences and opportunities designed to give practice in the academic expectations. A large number of elective courses strengthens and reinforces core curriculum skills. Multiple support systems are in place to help all students succeed such as the transitional learning center (TLC) and the academic research center (ARC). However, some department heads report that their departments have faced some degree of difficulty in achieving their curricular goals as a result of the daily drop of two periods and the movement of the long block through periods in the master schedule. In addition, "Survey" and "Gateway" classes, whose curricula are not accepted by some post-secondary institutions, hinder the ability of some students to achieve the school's academic expectations. Stringent pre-requisites in other areas discourage students from enrolling in some challenging courses. In order to ensure that all students can achieve the mission and expectations fully, and that the school's promise in the mission to meet the needs of all students, continued efforts need to be made to create curricula that prepare students to meet the school's requirement and to enable teachers to implement curricula effectively. (self-study, teachers, student work)

Scituate High School's curriculum documents effectively prescribe content. Most curriculum guides integrate relevant school-wide learning expectations, identify course specific learning goals and suggest instructional strategies and assessment techniques including the use of school-wide rubrics. Additionally, most core curriculum documents identify relevant state framework learning standards, appropriate resources, and pacing guidelines. The high school's written curriculum documents provide a clear and comprehensive guide for student learning experiences within each course. Ongoing efforts in applying a consistent format for all written curriculum documents and ensuring that curricular work is completed on new course offerings will allow for a fully developed curriculum. (teachers, meetings school leadership team, self-study)

Students engage in a wide-variety of inquiry learning and problem-solving activities across the curriculum. Research-based assignments are used in many disciplines including art, foreign languages, English, and social studies. A number of problem-solving activities are also available in business, consumer science, technology education, math, and science courses. High expectations are set in each course level with appropriate support for all students. In all levels, students are consistently asked to apply knowledge and are given opportunities for the authentic application of knowledge. Consequently, most students are engaged in inquiry, problem-solving and higher order thinking skills in most courses except in the survey and gateway courses. (teachers, classroom observations, self-study).

While most curriculum areas emphasize depth over breadth, the curriculum is not fully integrated. Many teachers make positive attempts to incorporate interdisciplinary learning opportunities in courses, units, and projects such as interdepartmental meetings between the English language arts, history, and social sciences departments. However, no formal mechanism is in place to ensure consistent integration of skills across the curriculum. Teachers cite the lack of common planning time as a deterrent to developing more interdisciplinary activities. The faculty emphasizes depth of understanding over breadth of coverage through project-based learning, courses and units organized around themes, and student participation in activities such as the National History Day project. Written curriculum documents articulate learning objectives that require students to apply skills they have learned to new situations, analyze concepts from a variety of perspectives, and evaluate ideas using multiple criteria. A more extensive and thorough use of essential questions in all departmental curriculum guides would ensure a broader range of depth of understanding over breadth of coverage throughout the school-wide curriculum. Thus, while many interdisciplinary and in-depth learning opportunities exist, the lack of an intellectual climate or of a formal mechanism to ensure their development limits the number of such experiences for students. (self-study, teachers, Endicott survey)

Students are provided with ample opportunities to extend learning beyond the normal course offerings and the school campus. The Scituate High School graduation requirements require all students to engage in community service activities. Juniors and seniors are given the chance to explore possible careers through the school-to-career course. Independent Study opportunities are also available across the curriculum. A small number of students participate in the dual enrollment program with area colleges. According to the Scituate School and Community Profile, co-curricular activities are abundant and appeal to a wide variety of students, with over 92% of students participating in at least one activity. These activities run the gamut from traditional sports, visual and performing arts activities to the Ultimate Frisbee team and the Dungeons and Dragons Club. Thus, Scituate High School is offering students opportunities to extend learning

beyond the campus and regular course offerings. (self-study, student shadowing, facility tour)

There are some formal mechanisms to ensure vertical curriculum coordination. Curriculum coordination and articulation in the district is primarily the responsibility of the high school department heads who also serve as K-12 curriculum coordinators. For curriculum work, the department heads meet regularly with the Assistant Superintendent for curriculum, instruction, and professional development, and the principal. The department heads and a teacher representative from each department sit on the restructuring committee to ensure that written curriculum documents are aligned with the school's mission. Department heads also meet regularly with the middle and elementary school teachers and principals, convene 7-12 department meetings, and facilitate visits between 8th and 9th grade teachers to align curricula. Informal efforts to coordinate the curriculum across disciplines do take place as well, and many teachers and administrators express a desire to formalize and expand this process. While, there is thorough curriculum coordination within subject areas at the high school, adequate time for regular and ongoing efforts to align the curriculum with the elementary schools and the middle school needs to be allocated. (teachers, self-study, school leadership team)

The Scituate High School resources support the implementation of the curriculum. As a result of the adoption of additional core textbooks and instructional materials over the past five years, there are enough texts and materials to provide for current needs. According to the self-study survey, 64.7% of the staff feels that the Scituate High School Library is adequately resourced to support the subject they teach. In addition, the librarian provides substantial support to teachers in the effective delivery of curriculum through the compilation of binders of resource materials related to topics of study. Resources in the school library are supplemented through access to online databases and membership in the Old Colony Library Network. Four computer labs that are accessible to staff also support curriculum implementation. While there is adequate classroom space for all subject areas, storage facilities are inadequate in the science and art departments. In addition, the effectiveness of the ventilation system in the chemistry lab has been questioned. A recent successful funding override voted by the community has also provided funding for significant expansion and upgrade of technology. Improvements such as new computers and other equipment in the art, business education, and music departments, and the renovation of the language laboratory have allowed teachers to more effectively integrate technology into the classroom. However, with this rapid addition of technology to the school a need has arisen for additional staff development in order to integrate this technology in order to support greater student use and to further enhance the delivery of the curriculum. Consequently, while there is some new technology to support instruction, full implementation of the five-year technology plan is necessary to fully realize its potential. (teachers, self-study, department heads)

The professional staff at Scituate High School is actively involved in the ongoing development, evaluation, and revision of the curriculum. This process is guided by the tenets of the “five-year curriculum cycle.” This plan clearly lays out the types of oversight activities that are required each year. The cycle requires the use of student assessment data to inform revisions to the curriculum. Departments accomplish this by analyzing standardized test results, departmental mid-year and final exam results, and the project-based assessment data produced when the same project is given to all students in a grade level regardless of instructor. Widespread use of rubrics, the display of the academic expectations, and a clear division of responsibilities for assessing school-wide academic expectations combined with the five year curriculum cycle ensure that the school is gathering and utilizing data on its academic expectations to inform curriculum revision. (teachers, self-study, department heads)

The recent override and funds from the Scituate High Opportunities and Resources for Education (SHORE) organization have provided financial support for the development, evaluation, and revision of the high school curriculum. In addition, Scituate High School teachers and curriculum leaders are committed to ongoing development and revision of the school’s curriculum. Department heads serve as K-12 curriculum coordinators and meet with staff members from the elementary, middle, and high schools to facilitate ongoing vertical integration of the curriculum. The assistant superintendent for curriculum, instruction, and professional development oversees the five-year curriculum review cycle and meets on a biweekly basis with the department chairpersons for ongoing discussions of curriculum issues. Most curriculum work is completed outside the regular school day. Department meetings and pilot study meetings are held after school and revision of curriculum documents is usually done on a paid basis during the summer, which does not allow for full department participation in these efforts. As a result, department heads feel that more professional development time during the school year needs to be allocated for curriculum work. (department heads, central office administrators, self-study)

Most professional development activities offered by the school support the development and implementation of the curriculum. Faculty members run summer workshops, develop courses, compose units, create independent studies (sometimes in concert with a student), and design departmental workshops based on needs identified in the curriculum review process. In some instances, work produced as a result of these efforts is shared with the central and main office staff as well as with the faculty and/or relevant departments. Additionally, some teachers receive professional development through Research for Better Teaching and training in differentiated instruction. However, there is some disagreement among faculty members regarding the relevance of some offerings, and many feel that necessary follow up is curtailed by a lack of consistency in the offerings. Most department chairs do not feel that professional development programs are planned in response to departmental needs they

have identified. While teachers are encouraged to attend discipline-specific workshops, the \$100 per teacher reimbursement limits off-site attendance. Additional coordination between faculty and administration would allow a closer match between district/school professional development needs and those identified by specific departments. (School Board, Central Office, Teachers)

Commendations

1. The comprehensive curriculum documents
2. The degree to which faculty members are involved in the ongoing development, evaluation, and revision of the curriculum
3. The alignment of the curriculum with the school-wide expectations for student learning
4. The abundance and diversity of co-curricular offerings
5. The extent of student participation in co-curricular offerings
6. The wide variety of inquiry learning and problem-solving activities in the curriculum
7. The widespread use of rubrics

Recommendations

1. Develop formal processes and procedures for integrating curriculum across disciplines
2. Maintain funding for the SHS "Five-Year Curriculum Cycle" plan
3. Ensure depth of understanding over breadth of coverage in all curricular offerings
4. Review the impact of the current schedule on effective delivery of the curriculum
5. Ensure that the professional development needs of the departments and faculty members are met
6. Increase technology support (staff development and support to ensure that the high school's technology supports the curriculum
7. Eliminate courses such as Gateway and Survey courses that hinder the ability of students to achieve the school's mission and academic expectations

Standards for Accreditation Teaching and Learning Standards

3. Instruction

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.
2. Instructional strategies shall:
 - personalize instruction;
 - make connections across disciplines;
 - engage students as active learners;
 - engage students as self-directed learners;
 - involve all students in higher order thinking to promote depth of understanding;
 - provide opportunities for students to apply knowledge or skills;
 - promote student self-assessment and self-reflection.
3. Teachers shall use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.
4. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.
5. Discussion of instructional strategies shall be a significant part of the professional culture of the school.
6. Technology shall be integrated into and supportive of teaching and learning.
7. The school's professional development program shall be guided by identified instructional needs and shall provide opportunities for teachers to develop and improve their instructional strategies.
8. Teacher supervision and evaluation processes shall be used to improve instruction for the purposes of enhancing student learning and meeting student needs.

Conclusions

The Scituate High School faculty uses instructional strategies across the school that align well with the school's mission statement and expectations for student learning. Teachers work to ensure that students are exposed to a variety of instructional strategies and assessment techniques. Teachers frequently evaluate their coursework and evaluation tools both formally and informally with their colleagues. Many teachers use self-assessment to be sure there is alignment with the stated mission statement. Consequently, the classes at Scituate High School provide students with a wide variety of teaching strategies that prepare them well for life outside of school. (teachers, parents, examination student work)

Scituate High School teachers often utilize techniques that personalize instruction, engage students as active learners, promote higher order thinking, promote opportunities for students to apply their skills, and promote student self-reflection and self-assessment. Parents report that they are very satisfied with the manner in which teachers adapt their presentations to the strengths of the students. Many classroom activities across disciplines engage students as self-directed learners. Students create publications, develop arguments, or solve problems with work that is open to peer review. Students were frequently observed helping one another with problems and assessing each other's skills. Classroom observations also showed that students are provided numerous opportunities to employ higher order thinking skills. Students noted that rubrics are used in all areas of the curriculum and that they have noticed continuity across the disciplines in how they are written. In many instances, students have been provided rubrics so they can assess their own work as they proceed. While Scituate High School faculty members make efforts to make connections across the curriculum, they note the informal nature of this activity as well as the fact that this practice is not widespread. There is some cross discipline work between the social studies and the English departments. Recognizing that cross disciplinary units can develop a greater depth of student understanding, the faculty has indicated an interest in professional development that is focused in this area. This focus would ensure that all students at Scituate High School are engaged in a course of studies that allows them to make connections across subject areas and therefore have more opportunities to demonstrate higher-level thinking. (classroom observations, teachers, student work)

Teachers at Scituate High School use feedback from a variety of sources to improve their instruction. Through frequent meetings with other teachers, both formal and informal, teachers reflect upon instructional techniques that are both successful and unsuccessful. Department heads offer new teachers feedback through frequent visits to their classrooms. The principal provides new teachers with feedback through formal evaluations and conferencing with experienced teachers. While a mentoring program is in place for new teachers, some faculty

remembers report that the time required for interaction between mentor and mentee is lacking. This can affect struggling new teachers who are not able to receive timely feedback in order to improve their teaching and classroom management skills. In addition, there is no formal method in place for students to provide teachers with feedback. Students report that, while some departments have a standardized method for collecting feedback, other do not. While there are many opportunities for teachers to receive feedback from other teachers and supervisors, feedback from students would ensure continual improvement in the area of instruction. (teachers, school leadership team, self-study)

Teachers at Scituate High School are experts in their content area and knowledgeable about current research on effective instructional approaches. Teachers reflect upon their instructional practices with their peers. All teachers are trained specifically for the courses that they are teaching. The district supports the attendance of teachers at a variety of programs that allow them to remain current in their field such as the South Shore Collaborative and "Becoming an Effective Teacher". Teachers also organize, run, and attend a variety of in-service workshops that involve sharing teaching strategies and approaches. There is frequent discourse, both on a formal and informal level, which allows reflection on teaching techniques. As a result, the Scituate High School faculty has many opportunities for professional development surrounding instructional best practices. (teachers, self-study, meetings with teachers, school leadership team)

The faculty at Scituate High School has made discussion of instructional strategies and student work a significant part of the professional culture of the school. The new teachers meet monthly to discuss successful instructional strategies. There are frequent conversations concerning different approaches to teaching topics within content areas. In monthly faculty meetings teachers will highlight a unit which demonstrates a best instructional practice. The special education department has many discussions with regular education teachers concerning appropriate adaptation of work and techniques most appropriate for their students. Therefore, there is both a formal and informal culture that encourages discussion of instructional strategies at Scituate High School. (teachers, school leadership team, shadowing of students)

The Scituate High School faculty and administration is committed to increasing the use of technology in the classroom. There has been a recent infusion of technology in the high school in the arts and music departments. Teachers make regular efforts to integrate new technology into their curriculum. The four existing computer labs are being used most periods for research and instruction. Many teachers are using PowerPoint presentations and have access to shared carts with projectors and Internet enabled computers. Within the school, there are ongoing discussions concerning the need for more professional development to help the staff utilize the existing technology. With only one technician available at the high school, teachers report that there is difficulty in getting technology

problems solved in a timely manner. Consequently, the faculty has difficulty using the existing technology to its fullest extent. (self-study, teachers, students)

The school's professional development program is not fully based on identified instructional needs and does not consistently provide opportunities for teachers to develop and improve their instructional strategies. Teachers are encouraged to attend workshops, and they collaborate on an informal basis. Best practices are highlighted at faculty and parent meetings. Teachers are encouraged to participate in classes such as "The Skillful Teacher" to develop instructional strategies. However, in the self-study survey, only 52% of the staff reported that professional development in the area of instructional strategies is based on instructional needs. At Scituate High School, there are many opportunities for professional development, but the focus of such development needs to be based more on the instructional needs identified by faculty members. (self-study committee, teachers, school leadership team)

The teachers and faculty members at Scituate High School strive to use the teacher supervision and evaluation processes to improve instruction. Currently, the evaluation process requires teachers in cooperation with department heads and the principal to identify annual goals for professional growth. During the course of the school year, teachers will have frequent informal visits and at least one formal classroom visit by the department head. The principal will visit non-professional status teachers at least twice during the school year and professional status teachers at least once. Following these formal meetings, teachers will meet with the principal for a post-observation meeting. Some teachers report that this process works well but in some departments they feel that the observation criteria are not tied into the yearly goals. In addition the year-to-year evaluations do not revisit goals from the prior year. While there is a mentor program, it does not provide formal time for meetings between the mentor and mentee. Some teachers express dissatisfaction with the mentor program as it now exists and the fact that it and the established evaluation process does not serve the struggling new teacher well. Thus, while the evaluation process works well for most teachers, it does not provide enough support and feedback for the struggling teacher. (self-study, teachers, school leadership team)

Commendations

1. The variety of instructional strategies and practices the faculty employs to meet the needs of students
2. The growing integration of the mission statement into the instructional methods employed by the faculty
3. The culture of collegial support and cooperation

4. The faculty's high expectation for student performance as evidenced in student work and instructional approaches
5. The faculty's efforts to reflect upon and improve their teaching practices
6. The varied opportunities for professional development activities afforded to the faculty
7. The many opportunities students have to reflect on their own learning

Recommendations

1. Provide time, necessary professional development, and resources for formal collaboration in planning and implementing interdisciplinary instruction
2. Develop more opportunities for students to provide feedback to teachers
3. Provide additional training and support for faculty and staff members so that the existing technology can be utilized to its fullest extent
4. Create and fund a more formal mentoring program that ensures regularly scheduled meeting time between mentor and mentee
5. Ensure the supervision and evaluation process is consistently employed for the purpose of enhancing instruction and meeting student needs

Standards for Accreditation Teaching and Learning Standards

4. Assessment for Student Learning

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

1. The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.
2. The school's professional staff shall use data to assess the success of the school in achieving its civic and social expectations.
3. For each learning activity, teachers shall clarify to students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
4. Teachers shall base classroom assessment of student learning on school-wide and course-specific rubrics.
5. Teachers shall use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
6. Teachers shall meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.
7. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies.
8. The school's professional staff shall communicate:
 - individual student progress in achieving school-wide academic expectations to students and their families;
 - the school's progress achieving all school-wide expectations to the school community.

Conclusions

Scituate High School does not have a formal process in its use of school-wide rubrics to assess both individual and school-wide progress toward achieving the academic expectations for student learning. The Scituate High School Program of Studies lists the school-wide expectations within in each course and department. Each department has adopted specific expectations which it feels are major areas of emphasis within its curricular area. Course and department-specific rubrics as well as school-wide rubrics are used to assess student learning in relation to these expectations. Some math teachers individually conference with students about rubrics and the skills assessed with them. The math department is initiating a plan to assess and analyze individual student progress through use of student portfolios beginning in grade 9, and following through to grade 12. All English teachers maintain writing folders which are used to chart student growth over time in order to customize writing. The language arts department from the intermediate school transfers composition books to the high school to assess and chart individual student growth. The fine arts department is implementing a digital portfolio beginning with fifth grade students. Standardized testing scores such as the Massachusetts Comprehensive Assessment Test, Scholastic Aptitude Tests, and Advanced Placement tests are analyzed, and data is used to redesign and modify the curriculum. The math department has joined units and placed them at alternate times of the year. The history and social sciences department uses MCAS data to align their curriculum with the MCAS to improve student performance. Despite these numerous assessments used to monitor student progress, a clearly articulated formal process for assessing student progress in achieving the academic expectations for learning is needed to ensure that student work is assessed and analyzed to modify and to improve curriculum and instruction. (teachers, self-study, student work)

The school's professional staff uses data to assess school success in achieving its one civic and social expectation. By monitoring the quantitative data, Scituate High School documents the required 50 hours of community service. This process is intended to insure that all students fulfill the academic expectation which states that all students will "contribute to the community at large." Attendance and truancy data are also used to monitor individual students for the purpose of ensuring that all students are responsible for their civic and social actions. In addition, the health and wellness department has designed a self-assessment rubric to monitor classroom demeanor and behavior. The school newspaper, *The Scituation*, recently highlighted the efforts of the student anti-defamation league's latest project, *Allies Not Bystanders*, whose primary goal is to create a safe environment within the high school and community at large. While there are examples of exemplary civil and social accomplishments across the school, the school needs to develop a formal plan to address the process of reporting and assessing the community service expectation which is currently in place and also review the need for additional civic and/or social expectations. (teachers, students, school leadership team)

Students, parents, and teachers agree that teachers clarify course-specific learning goals and school-wide academic expectations for students. This is accomplished through course expectations distributed at the start of the courses and materials distributed during open house, through EdLine, and the Scituate High School Program of Studies. Most teachers distribute unit outlines and unit study guides as well as weekly syllabi. Many teachers clarify the expectations of departmental and assignment-specific rubrics to aid students in assessing their progress in meeting the academic expectations. Unit study guides are used for preparation for mid-term and final exams in the math department. The fine arts department utilizes a departmental rubric with project-specific objectives, learning outcomes, and a self-assessment piece for each project. The use of exemplars, sample work, and models assist students in fulfilling the goals and expectations for learning activities in many classes. Some math classes reference exemplars for the “Tin Man Project” for evaluation purposes prior to introducing a unit-specific learning goal. Lab models in science are displayed around the classroom with graded attached rubrics. Display cases throughout the school show exemplars of student work across the curriculum. This high level of communication helps inform parents and students of the relevant school-wide expectations and course-specific goals that will be assessed. (teachers, students, student work)

Most teachers assess student learning using school-wide, departmental, and individual rubrics which are directly tied to the school-wide learning expectations. In the English and history and social sciences departments, teachers share departmental reading and writing rubrics as is evidenced in research papers and essays. The art department has a departmental rubric with project-specific objectives for each project as well as a self-assessment rubric. Social sciences and the English department employ departmental standards for each project. Some departments have adopted a school expectations rubric specific to the department’s needs. In addition, students are aware of all school-wide expectations and are able to model them collectively. Some departments collect a specific example of a school-wide rubric each term that is added to the student’s individual class portfolio. In math classes, rubrics are used to conference with students in goal-setting strategies. In technology, students assess their work using a problem-solving rubric with the teacher to obtain feedback in order to increase project performance. In science, departmental rubrics reflect the school-wide rubrics that address the information seeker/organizer expectation. Some departments maintain portfolios of work for each student. In Advanced Placement English, students select pieces to reflect yearly growth in writing on timed assignments. In math, student portfolios are reviewed by teachers and students to assess growth over a term. The fact that the majority of teachers understands and effectively implements classroom assessments that have a connection to school-wide rubrics helps ensure that there are many opportunities for students to meet the school-wide academic expectations. (teachers, students, parents)

Most teachers at Scituate High School use a variety of assessment strategies such as alternative assessments, performance assessments, authentic assessment portfolios, and exhibitions to assess and provide students with opportunities for authentic application of knowledge. The English curriculum meets each student's various talents, interests, and needs by incorporating dramatic presentations, student designed (textbook-based) board games, character diaries and musical scores for alternative assessments. Foreign language classes often engage in role-playing activities, and science students collaboratively design a field nature guide native to the Scituate community. Family and consumer sciences students create a menu that reflects a global perspective. In addition, projects such as power point presentations in business classes and video projects in English and history are examples of project-based assignments. Departmentally, common rubrics and assessments are utilized for most project-based learning assignments. Thus, the high school employs alternative learning activities to enhance content and understanding with opportunities to demonstrate skills and progress. (students, self-study, teachers)

Scituate High School teachers meet collaboratively to discuss and share student work and the results of student assessments to help improve instructional strategies. According to the self-study survey, 84.6% of the staff reports that they meet to discuss and share student work in order to improve instructional strategies. Some teachers indicate that limited time for common planning prevents them from engaging in more substantive discussions and department-wide improvements. Most departments meet by course level to share results on specific midterm and final test questions to incorporate individual techniques for strategies. The English department responded to the recent MCAS scores by requiring shorter, more frequent writing assignments in response to MCAS prompts. The fine arts department utilizes the self-assessment rubric to monitor individual and course progress. Teacher-led faculty meetings take place monthly, with considerable time devoted to small break-out sessions, discussing and analyzing the results from MCAS tests, midterm and final exams, and common assignments to assess instructional strategies and to address school-wide expectations for student learning. Many departments modify instructional practices in response to classroom assessment results. Some science classes analyze prior test questions in order to further curriculum review for unit tests. In math classes, test problems are reviewed in order to re-teach areas of weakness. Most teachers take opportunities to make adjustments as the course is being taught, by examining tests and quizzes for areas of weakness in student comprehension. Informal collaborative efforts regarding assessment take place among faculty members who teach the same subject. Assessments are evaluated for effective instructional strategies which translates into adjustments to departmental rubrics and instruction. In history and social sciences, this has resulted in modifications of unit instruction. While most teachers meet formally within their departments based on the level of their courses to review assessment data and curriculum data, additional opportunities to meet

collaboratively within and across departments will allow greater consistency for all teachers in all subject areas. (teachers, self-study, school leadership team)

The school's professional development programs provide some opportunities for teachers to collaborate in developing a broad range of assessment strategies. Two full days and eight half-days are built into the school calendar for professional development, and there are opportunities during professional development for faculty members to focus on assessment strategies. Department meetings, staff run faculty meetings, formal and informal mentor meetings, as well as teacher and administrator led workshops provide broad professional development opportunities. Despite this dedicated time, many teachers cite a need for more departmental-specific professional development offerings. Professional development workshops within the system include "Studying Skillful Teaching" and training in English as a second language. In addition, a year-long reflective practice workshop was offered to all Scituate educators. For those teachers interested, The Diversity Partnership program met on a monthly basis to study and discuss diversity issues, and teachers from six departments were approved for summer curriculum and rubric workshops. Each summer, one to two teachers participate in a week-long workshop on teaching the advanced placement courses. Project Adventure Training is also offered for physical education teachers over the course of three days. Other areas for professional development include a grant-sponsored workshop for humanities teachers and interdisciplinary work for English, history, and social science teachers. Funding for continuing education as well as one-hundred dollars per teacher for individual professional development is provided by the school district. Many teachers apply what they have learned regarding student assessment for the purpose of student achievement as is evidenced by new course offerings in electives, reflective writing pieces in English, and the attempt to implement student portfolios. (teachers, central office administrators, self-study)

Although the Scituate High School professional staff communicates individual progress in achieving course expectations to students and their families, there is currently no formal process for reporting individual progress or school-wide progress on academic expectations. Individual course grades are reported through EdLine, parent-teacher conferences, progress reports, report cards, and phone calls. Gradequick reports are issued to all students to chart progress meeting individual course requirements. Some teachers use EdLine to post syllabi, rubrics, and specific student assignments which reference school-wide and departmental rubrics. All teachers provide course guidelines at the beginning of each year to students. During the fall and spring, parents have the opportunity to meet with teachers during academic conferences in which they are able to analyze their student's academic progress. IEP meetings are held yearly to address student progress on individual goals and benchmarks. MCAS, SAT, and AP courses are analyzed to report student progress and adjust curriculum. Scituate High School also utilizes newsletters, press releases, and a school website to communicate school-wide activities. Press releases inform the

community of MCAS results and progress. Many parents speak highly of the effective and open communication between the school and parents; in addition, some parents remark that many teachers encourage students to challenge themselves to pursue higher levels in course offerings. Parents also report, however, that not all teachers are consistent in updating EdLine. Even though student grades are tied to the academic expectations through a variety of assessment strategies Scituate High School has not yet instituted a formal expectations-based reporting system which will help monitor the progress of all students in achieving the school's stated expectations and ensure the fulfillment of the school's mission. (self-study, parents, school leadership team)

Commendations

1. The use of assessments and data to improve curriculum and instruction
2. The use of school-wide, departmental, and individual rubrics as they relate to academic student expectations
3. The varied assessment strategies employed to determine knowledge, skills, and competencies.
4. The numerous opportunities for professional development
5. Communication of student progress to students and their families in a variety of ways

Recommendations

1. Develop and implement a formal process to use the school-wide rubrics to assess individual student achievement of the academic expectations for all students.
2. Develop and implement a procedure to formally assess civic and social expectations
3. Develop and implement a process to report achievement of the academic expectations to individual students and their families based on the use of the school-wide rubrics
4. Develop a formal process to collect and aggregate data based on assessment of the academic expectations to improve curriculum and instructional strategies

**COMMISSION ON
PUBLIC SECONDARY SCHOOLS**

SUPPORT STANDARDS

LEADERSHIP AND ORGANIZATION

SCHOOL RESOURCES FOR LEARNING

**COMMUNITY RESOURCES FOR
LEARNING**

Support Standards

5. Leadership and Organization

The way in which a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices, which supports student learning and well-being.

1. The school board and superintendent shall ensure that the principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning.
2. The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.
3. Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.
4. The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.
5. Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission and expectations for student learning.
6. The schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction, and assessment.
7. Meaningful roles in the decision-making process shall be accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.
8. Each teacher shall have a student load that enables the teacher to meet the learning needs of individual students.
9. There shall be a formal, ongoing program through which each student has an adult member of the school community in addition to the school guidance counselor who personalizes each student's educational experience, knows the student well, and assists the student in achieving

the school-wide expectations for student learning.

10. The professional staff shall collaborate within and across departments in support of learning for all students.
11. All school staff shall be involved in promoting the well-being and learning of students.
12. Student success shall be regularly acknowledged, celebrated, and displayed.
13. The climate of the school shall be safe, positive, respectful, and supportive, resulting in a sense of pride and ownership.
14. The school board shall support the implementation of the school's mission and expectations for student learning.

Conclusions

The school board and superintendent of the Scituate School District ensure that the principal of Scituate High School has sufficient autonomy to lead the school in achieving the mission and expectations for student learning. Being housed in the same building as the high school, the superintendent is often in the hallways, classrooms, cafeteria, and the high school office conferring with the building administrators on issues of instruction and student learning. All parties indicate a high level of trust and agree that the high school principal has the opportunity to administer with an appropriate level of site-based leadership. The principal is involved in the entire budget process, oversees the hiring process, and with the help of the department heads uses data to revise and update the curriculum as well as to design professional development opportunities. As a result of appropriate level of autonomy, the principal has autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning. (self-study, school board, school leadership team)

The principal uses the input of students, parents, and faculty and staff members to guide her decisions and articulates her vision to all parties through various communication methods. There are many venues for listening to parents, students, teachers, and department heads including faculty senate, student council, high school council, and faculty meetings. Faculty meeting agendas are driven by the teachers themselves with the support of the principal. By her strong presence in the building throughout the day and after hours, she models for faculty and staff members a commitment to her vision of increasing student learning. Her visibility and accessibility allow her to reinforce her vision. Numerous avenues are in place for student involvement in the decision-making process. As a result of numerous opportunities given to stakeholders at Scituate High School to provide feedback, a shared-vision has been developed that continues to be revised as necessary. (self-study, teachers, parents)

Teachers as well as administrators other than the principal provide leadership essential to the improvement of Scituate High School. Assistant principals, department heads, and teachers serve in several roles that contribute to the improvement of the school and implementation of student expectations. The principal delegates some of the responsibilities in the teacher evaluation process to the assistant principals and department heads. Assistant principals often participate in department meetings, contributing to discussion about improvements in the school. Assistant principals also participate in monthly faculty senate meetings and use data obtained from teachers to review changes that will positively impact instruction. Department heads and teachers participate in school improvement by serving on the restructuring committee, faculty senate, and high school council. In addition, members of the teaching staff have taken the responsibility of leading monthly faculty meetings. As a result of numerous opportunities afforded teachers and administrators to provide leadership,

improvement efforts at Scituate High continue to be successful. (teachers, school leadership team, panel presentations)

The organization of the school and the majority of its educational programs promote the school's mission and expectations for student learning. The educational course offerings at Scituate High School afford a variety of academic choices for most students. The academic courses are leveled as advanced placement (AP), honors, college preparatory I, college preparatory II, and survey. AP level courses are generally for seniors and some juniors. There is some discussion about eliminating the courses with designations of Survey and Gateway because they are not accepted by most colleges and universities and the National Collegiate Athletic Association (NCAA) clearing house. The elimination of these courses will achieve more heterogeneous grouping pattern in remaining course offerings. This will allow improved access to the curriculum and will assure that all students have the opportunity to achieve the school's mission and stated learning expectations. Faculty members report that there has been very little progress made in designing interdisciplinary instruction because insufficient professional development has been offered in this area. More heterogeneous grouping will allow Scituate High School to better fulfill its mission and expectations for student learning. (self-study, teachers, panel presentations)

Student grouping patterns do not reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, or support the achievement of the school's mission and expectations for student learning. Less than 5% of the students at Scituate High School belong to minorities. The largest minority group is African American, and most of the students are part of the Metropolitan Council for Educational Opportunity (METCO) program that brings lower socio-economic students from inner city Boston to suburban school districts. It is a voluntary program intended to expand educational opportunities, increase diversity, and reduce racial isolation, by permitting students in certain cities to attend public schools in other communities that have agreed to participate. METCO students at Scituate High School have advocates in the guidance department, the METCO office, the English language learners (ELL) program, and among individual faculty and staff members. According to the self-study, some faculty members feel that these students are clustered in their course sections and levels. There is an under-representation of these students in the higher level courses. Strict pre-requisites in core academic classes limit opportunities for access to many courses for these students. Thus, aside from the heterogeneously organized elective classes, Scituate High School groups students in core classes in levels based on ability and does not take advantage of heterogeneous grouping patterns and current research about best practices. (self-study, guidance staff, teachers)

The current schedule also falls short of promoting the school's mission and expectations for student learning. This has been acknowledged by the principal and many teachers and plans are being made to develop alternatives or

modifications to the present schedule. The principal is currently open to listening to the needs of each department with regard to the schedule. Some departments definitely want to continue with one long block in some form while other departments would like to see greater continuity of classes than is possible with the current schedule. Teachers and students in the survey level classes find that the long block makes maintain focus difficult. Although there has been some professional development geared toward teaching in an extended period, many newer faculty who were not involved in these past professional development opportunities should be given equal preparation for use of this form of schedule. The restructuring committee comprised of department heads, principals, and teachers will make recommendations on the best form of schedule that will take into account the needs of all of the departments in order to deliver the curriculum to best meet the school's mission and expectations. Because many have observed that the current schedule is inefficient, the school must make an effort to resolve this problem to better achieve its mission. (self-study, teachers, school leadership)

Students, parents, and all members of faculty and staff are provided many opportunities to provide critical input in the decision-making process at Scituate High School. Teachers develop the agenda and then lead monthly faculty meetings. Teacher leaders also serve on the restructuring committee, join the monthly SHS Teacher Talk, or volunteer to participate in the faculty senate to discuss and resolve important school-wide issues. Scituate High School parents can give input through the Scituate High Opportunities and Resources for Education (SHORE), an independent school support and funding organization, the handbook revision committee, and the high school council. The availability and visibility of the principal allows teachers, students, and parents the opportunity to have a positive influence on decision-making, although only a small number of students currently take advantage of this opportunity. The student council is very active and interacts frequently with the administration. The continued empowerment of the teaching staff along with additional opportunities for parents and students to provide feedback will allow for the inclusive decision-making process to continue. (self-study, teachers, students)

Teachers at Scituate High School report that their teaching load enables them to provide attention to individual students. The recent successful passage of the Proposition 2½ tax override has allowed the district to improve the teacher student ratio in crowded classes, especially the high school. No classes currently exceed 30 students, and most are under the recommended maximums. Typical class loads are now between 18 and 25 for most core subjects. The school board and superintendent were particularly concerned about teacher overload and have been able to add new faculty members to lower class sizes through an increase in regular sections and the addition of important electives. The funding of adequate staffing makes certain that students have greater access to teacher support, and a wider selection of courses. (self-study, classroom observations, teachers)

Many students at SHS benefit from a formal program that matches an adult member of the school community with students. Three years ago, a monthly academic advisory program was initiated, and the size and scope of this advisory program has grown each year. During the first year, the program involved only the incoming class of 2009, and with each year, an additional grade has been added. In one more year the advisory will include all classes in the school. The advisories meet during school hours once a month for twenty minutes to discuss a specific topic or theme which is pertinent to the student and/or student body. At present, this program involves the first three years and those teachers who volunteer to be advisors. There is also a number of informal opportunities for students to get this individual attention. Sports teams, clubs, theater, music, and community service activities usually take place after school and are often directed or supervised by staff members. Many teachers also adjust their schedules to allow meetings with students before and after school to assist students with their homework, assessments, or study skills. The continued efforts to create a formal advisory program for all students will help assure that, eventually, all students receive personal attention and guidance in achieving the school-wide expectations for student learning. (students, teachers, self-study)

There is significant collaboration within departments in support of learning for all students, but there is much less cross-departmental collaboration. Formal structures for collaboration within departments that supports learning for all students include monthly department meetings for content-specific discussions and monthly faculty meetings to consider more general issues such as best practices. One recent initiative has been monthly volunteer gatherings of staff called "Teacher Talks" that give staff members a chance to share successes in the classroom. There is little significant cross-department collaboration, however aside from a workshop attended jointly by English and Social Studies teachers in 2007-2008 and some informal discussions, there are few formal across department initiatives that aim to support learning for all students or to view project work creatively and holistically. An increased focus on providing formal structures for staff members to collaborate will allow them increased success in supporting interdisciplinary learning for all students. (self-study, teachers, central office administrators)

All school staff members are involved in promoting the well-being and learning of students. Scituate High School has a broad base of programs aimed at promoting the emotional and academic well-being of students. In a building that is well-maintained and generally up-to-date, the adults who come to work every day have a genuine regard for the students and each other. Office staff personnel (administrative assistants, secretaries, clerks, etc.) support each other practice an "open door" school policy, often establishing personal interest in the students they serve. The guidance department staff helps students with schedule changes, career exploration, college search and applications, and emotional counseling and social guidance. Many school staff members serve in

unpaid positions such as coaches, club advisors, and chaperones for field trips and dances. In addition, there processes in place to identify students who may be academically, emotionally, or socially at-risk, including Monday Morning Guidance Meetings and the child study team. The academic resource center (ARC) takes advantage of scheduled study hall time to work with students on homework, study skills, and accountability matters. There are MCAS remediation programs in math and English available to students in danger of failing. Along with the Principal, the high school council, comprised of students, parents, and teachers is responsible, for drafting the high school's school improvement plan and presenting it annually to the school committee for approval. Programs and organizations like METCO, the Gay Straight Alliance (GSA), and the anti-defamation league (ADL) are active at Scituate High School to address the concerns of students and to promote diversity awareness and acceptance. In November, the ADL sponsored the national Mix it Up Day 2007 (changing the lunch routine) at SHS, and club members also attended the Allies not Bystanders workshop. The investment of time and genuine interest and care put forth by staff members at Scituate High School allows the well-being and learning of students to remain a top priority. (self-study, school support staff, teachers)

The success of Scituate High School students is regularly acknowledged, celebrated, and displayed. Student success is recognized through regular newsletters to parents, the school newspaper, and local newspapers. SHS Awards Day for underclassmen and SHS Awards Night for seniors provide opportunities to recognize outstanding academic achievement. Spring for the Arts is an annual day to celebrate the art work of students in elementary, intermediate, and high school. In addition, hallway display cases and bulletin boards showcase a variety of student work and accomplishments. Recognition and celebrations of student success instill pride in many students at Scituate High School. (observations, teachers, self-study)

The climate of the school is safe, positive, respectful, and supportive, resulting in a sense of pride and ownership. Despite the profound differences of opinion illustrated in the self-study survey concerning safety and respect, there appears to be a strong sense of pride and ownership among members of the Scituate High School community. In the results reported in the self-study survey, teachers were the most positive subgroup in the school. They reported feeling safe at school (89%), feeling supported by colleagues and administrators (94% and 83% respectively), and having pride in their contributions to the school (97%). To a much lesser extent, students feel safe at school (58%), feel teachers care about them as persons (50%), feel teachers respect them (54%), and respect each other (29%). Parents' trust for the safety of their students was 77%, and they gauged their child's good relationship with teachers at 76%. These dramatic differences in results for teachers and students have been recognized by the school leaders and they have pledged to conduct further investigation into these results. Information gained from teachers confirms their positive outlook on

Scituate High School. They have direct input to the agenda of the faculty meetings, report an effective faculty senate, report that they get mentoring support, and generally find good support from the parents. They appear enthusiastic and prepared for their classes and were praised in meetings of different school constituents for their extra work and guidance of students. Parents were generally positive about the school climate although some expressed concerns for the physical safety of their children. The most common reason for this is the many unchecked outside doors at the school. With other offices housed in the building, (superintendent and central office staff, a pre-school, and the Scituate Recreation Department), the number of unmonitored guests coming in and out of the building is consistently high. The fact that there is no system of tracking visitors is a point of concern for many in the SHS community. Continued work in the areas of both security and respect will allow SHS to offer a safer climate for all. (subcommittee on leadership and organization, self-study, Endicott Survey , students)

The Scituate School Committee supports the implementation of the school's mission and expectations for student learning by providing necessary funding for programs and sustaining the revision and implementation of an updated curriculum. The recent successful passage of an override and school board targeting of this funding to the high school has resulted in a reduction in class sizes and an increase in course offerings, especially in the core subject areas. According to the self-study, the school board has approved the district's five-year plan to align the district's curriculum with state frameworks and assure it meets the needs of all SHS students. The assistant superintendent along with department chairs and faculty has seen to the revision and implementation of an updated curriculum reflecting the school's mission and expectations. The support of the School Board engenders a positive means for achieving the school's mission and expectations for student learning. (school board, central office administrators, self-study)

Commendations

1. The support of the school board in the budgetary process
2. The degree of autonomy afforded the principal
3. The inclusion of all major stakeholders in the decision-making for school improvement
4. The visible and frequent celebration of student success and achievement

Recommendations

1. Examine the current schedule and assess its impact on learning and performance of all SHS students

2. Increase the opportunities for more students to gain access to the whole curriculum
3. Assess the appropriateness of Scituate High School's grouping practices in light of current research and best practices
4. Create additional opportunities for inter-disciplinary collaboration
5. Develop and implement a plan to address student concerns regarding teacher respect for them, student respect for each other, and reasons for students' feelings of not being safe.
6. Develop and implement a process for monitoring all guests entering and exiting Scituate High School

Support Standards

6. School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

All Student Support Services

1. The school's student support services shall be consistent with the school's mission and expectations for student learning.
2. The school shall allocate resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.
3. Student support personnel shall enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.
3. All student support services shall be regularly evaluated and revised to support improved student learning.
4. There shall be a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.
6. Student records, including health and immunization records, shall be maintained in a confidential and secure manner consistent with federal and state law.
7. There shall be sufficient certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media services.

Guidance Services

8. The school shall provide a full range of comprehensive guidance services, including:
 - individual and group meetings with counseling personnel;

- personal, career, and college counseling;
- student course selection assistance;
- collaborative outreach to community and area mental health agencies and social service providers;
- appropriate support in the delivery of special education services for students.

Health Services

9. The school's health services shall provide:
- preventive health services and direct intervention services;
 - appropriate referrals;
 - mandated services;
 - emergency response mechanisms;
 - ongoing student health assessments.

Library Information Services

10. The library/information services program and materials shall be fully integrated into the school's curriculum and instructional program.
11. Library/information services personnel shall be knowledgeable about the curriculum and support its implementation.
12. A wide range of materials, technologies, and other library/information services that are responsive to the school's student population shall be available to students and faculty and utilized to improve teaching and learning.
13. Students, faculty, and support staff shall have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.
14. The library/information services program shall foster independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
15. Policies shall be in place for the selection and removal of information resources and the use of technologies and the Internet.

Special Education Services

16. The school shall provide special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.

Conclusions

The school's mission and expectations are supported by most programs offered through student support services. Collectively, the guidance, special needs, and library services meet the needs of most students. However, the staffing in the health services department makes it difficult for the dedicated staff to accomplish the mission because the nurse oversees both the high school and an on-site pre-school program. The library provides students with a wide range of materials representing diverse populations and people with a wide range of abilities and goals. All support service areas are handicapped accessible according to federal law. Health programs support all students regardless of physical and developmental disabilities. The guidance department formally meets with students to explore career, social, and emotional issues so that they may build lives as contributing adults. School administration ensures that support services connect with the mission and expectations through observation and evaluations. As a result, student support services aide the majority of students in furthering their success with the mission and expectations. (students, self-study, teachers)

The school provides students with resources, programs, and services so that they have an opportunity to achieve the expectations for student learning. A school adjustment counselor, guidance counselors, a school nurse, a librarian, a library aide, an ELL specialist, a METCO coordinator, a psychologist, special needs teachers, and a social worker all work together to further student achievement with the school's expectations for student learning. The academic resource center, transitional learning center, school to career program, child study team, and crisis team offer opportunities to help students further that achievement. Consequently, the majority of students has numerous opportunities to achieve the schools expectations for student learning. (school support staff, parents, facility tour)

Student support personnel enhance student learning by interacting and working cooperatively with professional and other staff members and by utilizing some community resources to address the academic, social, emotional, and physical needs of students. There is a strong connection between support personnel within the school, but communication between these staff members and community resources is limited. School support personnel communicate effectively with students' families through newsletters, telephone conversations, e-mails and meetings. Community self-defense classes, drug and alcohol awareness programs, a smoking cessation program, mental health workers, and local police are also utilized to address student needs. A stronger connection between community resources and the school-based resources would ensure that student needs are met more completely. (teachers, facility tour, support staff)

All support services are evaluated at various times of the year by the school administration. The guidance department director meets frequently with her staff

members one-on-one as well as occasionally observing sessions between counselors and students. The guidance department conducts freshman and senior exit surveys although the results of these surveys are not studied by staff members to improve student learning. Faculty and staff members and students have the opportunity to evaluate the guidance department through surveys. The librarian evaluates services through staff and student suggestions. The special education department meets with its building coordinator throughout the year to discuss pressing issues. It is not clear, however, how different support services are regularly evaluated by the administration and how focused feedback has been used to improve these programs. Although there are some evaluations of school resources, the data collected does not obviously lead to program revisions to support student learning. (self-study, support staff, teachers)

There is a strong communication system in place at Scituate High School to circulate information concerning available student support services. Support services strive to connect students, parents, and faculty members with valuable information and resources in an attempt to increase awareness of the school's support services. Such connections are made via Connect Ed phone messages, EdLine, librarian newsletters, the school website, notices, phone calls, and progress reports. Parents comment on how impressed they are with the communication procedures that are in place for crisis situations. The school crisis team had a recent event where it connected the school community with appropriate resources during a time of need. According to the self-study survey, 67.7% of parents agrees they know what support services are available for their child. As a result of the communication efforts of the support services staff, students, parents, and faculty members are kept aware of available resources. (parents, self study, support staff)

In compliance with state and federal law, the school maintains the confidentiality of student records, including student health and immunization records. Physical files are kept in locked cabinets that are housed in locked areas. When staff members are not present in the area, the door to the filing area is locked. When discussing confidential information, staff members remove themselves to private areas where students or other staff members are not present. Staff members avoid e-mail when sharing students' personal information, because of the possibility of the correspondence being read or duplicated by unauthorized parties. According to the self-study survey, 63.4% of parents believes that their child's health and medical information will remain confidential. Past student transcripts are housed in secure areas for up to sixty years. The guidance, health, library, and special education offices are orderly and organized, with visible paperwork attended by clerical staff. Scituate High School faculty members maintain a high level of confidentiality when communicating with other staff members and with parents and students, making sure that students feel comfortable within their school services environment. (support staff, Endicott survey, observations)

Support services are sufficiently staffed with licensed professionals to meet the counseling, health, special education, and library media needs of students. The librarian and library aide work as a team to provide research assistance, pleasure reading choices, and enrichment to students. The special needs department offers sufficient support to students with six special education teachers, ten aides, two full-time and one half-time secretaries, and four specialists. The full-time school adjustment counselor provides counseling services to students in need. She is available throughout the day and after school to meet with students and to discuss issues relating to their well-being. Groups of students meet periodically after school with the school adjustment counselor for anger management, stress reduction, and drug/alcohol education and support. They are referred to the special education department when necessary. All support departments have sufficient licensed staff members to provide their specialized services. (support staff, self-study, students)

The school provides comprehensive guidance services to the majority of students at the school. Students are able to meet briefly with their guidance counselors to discuss career and college goals. A crisis team, including guidance counselors, meets once per month to review crisis plans. Counselors are available during times of emergency or emotional need. The guidance staff serves students by providing them with PSAT and SAT materials, transcripts, written recommendations, schedules, referrals, and college applications. They occasionally work with outside agencies such as South Shore Mental Health as well as local law enforcement. Several programs are offered on a yearly basis including: SHS Meet and Greet, parent nights, orientation, and scholarship night. Freshmen meet with a professional guidance staff member in the fall of freshman year and take part in a freshman orientation night. Juniors begin to plan for college in the spring with the help of the guidance department, while seniors who are further along in the process, are provided with documentation necessary for furthering their college/career planning and placement. Other than through these avenues, students do not often meet individually with guidance counselors, unless the meeting is requested by a student. According to the self-study survey, 57% of students said they feel comfortable going to their guidance counselor. The guidance department meets the school's basic career planning and placement needs, but many of the more individualized counseling needs of students are met through other support services. (self-study, students, Endicott survey)

The health department provides some of the health services necessary to the health and well-being of students within the school. The nurse is the only staff member in the health services department. There is no other professional, paraprofessional, or secretarial person in the health services office although this service is responsible for several students with serious medical problems who often require daily care away from the office. The nurse leaves the office periodically to care for the needs of preschool students in an on-site program. When her presence is required in other areas of the building because of

emergencies, or duties that only she can perform, the health services office is closed. The nurse completes scoliosis screenings, vision and hearing exams, maintains immunization and health records, takes part in the crisis team, and responds to daily student health issues. The nurse provides students with many comprehensive health services, but the lack of support staffing in the department often makes adequate coverage of student needs unattainable. (facility tour, students, self-study)

The library program and its materials are an integral part of the school's curriculum and instruction. Teachers come to the library throughout the day and after school seeking information resources for their students. The staff is seen as knowledgeable and as key in the development of students as information seekers. The information literacy skills curriculum is available to all staff faculty and staff members. The librarian participates in curriculum meetings with all departments to ensure that critical materials are available to students. The librarian often collaborates with staff members to incorporate information literacy. The librarian connects materials to the Massachusetts Curriculum Frameworks. The library supports the mission and expectations by offering a variety of materials on a variety of subjects from a variety of perspectives. The library program furthers the expectations of students, helping them become effective readers, writers, speakers/presenters/performers, problem-solvers, and information seekers/organizers. These expectations are furthered through the offering of pleasure reading, the opportunity to write, perform, present, speak, and seek information while engaging in research projects. The librarian frequently requests faculty and staff input in the acquisition of materials. The library provides students with opportunities for community service by pairing high school and preschool students in reading and storytime programs. The library offers literature that highlights examples of contributing adults in society and in history. This is evident in the biographies, the fiction collection, and displays throughout the library that highlight individuals who contribute to the larger world. Throughout the library are teachers and staff members from several classes engaged in a variety of information literacy activities. The library is viewed as the information hub of the school and is fully integrated into the school's curriculum. (support staff, self-study, teachers)

Library/information services personnel are knowledgeable concerning the curriculum and fully support its implementation. Library personnel attend and participate in all department chair meetings, faculty meetings, and faculty in-service meetings where the library personnel occasionally present information to the staff. The library media specialist also participates on the summer reading committee. Library personnel are present to assist and instruct subject classes that utilize the library computer lab or other resources. The librarian provides Internet-use policies to both faculty and students as well as other computer-based etiquette. The librarian has purchased new materials based on the changing curriculum of each academic subject and the social and emotional needs of the students. In addition, the librarian recently collaborated with the

guidance department on a bibliotherapy project through which students were offered titles specific to problems they were dealing with. According to the self-study survey, 94% of the staff agrees and 0% disagrees that the library personnel support the implementation of curriculum. Consequently, it is understood and appreciated that the Scituate High School library staff has an understanding of how to help students in their various curriculum needs. (self-study, support staff, Endicott survey)

A wide range of materials, technologies, and other library/ information services that are responsive to the school's student population is available to students and faculty members and utilized to improve teaching and learning. The school provides a range of materials, especially technologies that are available to both students and faculty members for the purpose of improving teaching and learning. Various print materials present a variety of viewpoints, settings, characters, and issues. In addition, computer workstations are available in the library for class use. Faculty members and students also have regular access to the use of TVs, DVDs, overhead LCD projector carts, video cameras, printers, scanners, and sets of newspapers and educational videos. Kurzweil reader is also available for special education students. According to the survey, 65.1% of staff members feels the library and technology resources are adequate, but, 26.1% indicates they use the library often during classes. Although many relevant resources which support the school's curricular offerings are available, the fact that many teachers do not take advantage of them limits the opportunity for all students to maximize their learning. (self-study, facility tour, teachers)

Students and faculty members are able to access the library and its facilities from early morning before school starts until late afternoon after the official school day has ended. The library opens everyday at 7 am and closes at either 3 pm or 4:15 pm depending on the day, and the library hours of use are clearly posted on the door and publicized in school publications and announcements. The library is also open and available for students and faculty members during lunch and study hall periods. Teachers from a wide variety of subjects including English, science, history and health as well as special needs teachers have booked time for classroom use. The library can accommodate up to three classes during one period and also have room for study hall and lunch students who need computer access. Self-study survey information indicates that 72% of students agrees that the library provides sufficient hours before, during, and after the school day. High level of student access to the to the school's library resources support the academic success of all students who use it. (self-study, facility tour, teachers)

The library/information services program fosters independent inquiry by enabling students and faculty members to use various school and community information resources and technologies. The library program encourages students and faculty members to feel comfortable using the various resources and technologies through its information literacy curriculum. The librarian gives all freshmen an orientation during history classes regarding library policies and

expectations of all users. She discusses what types of materials are available in addition to internet resources and how to access those resources that include databases, videos, encyclopedias, and interviews. The library connects to community resources such as the public library and state-wide databases. Entire classes as well as individual students are encouraged to utilize the library to foster more personalized, one-on-one interactions with the curriculum. Despite this access, many staff members do not incorporate the library and its resources into their curriculum. Promoting greater access to the library and its resources would ensure that independent inquiry is promoted for all students at SHS. (self-study, school support staff, facility tour)

The school has policies in place for the selection and removal of resources and for the appropriate use of technology especially the Internet. The librarian also uses suggestions from teachers, administrators and students as well as her own professional opinion to acquire new materials. The school has an acceptable use policy for Internet and school computers which is posted in all computer areas as well discussed in the freshman library orientation. To make room for the newly acquired materials, the librarian has policies in place for removal for outdated and/or rarely used resources. Through the implementation of the acceptable use policies and selection policy, proper use of technology and library materials is furthered. (self-study, support staff, facility tour)

Scituate High School provides special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws. The school complies with all laws and mandates at the local, state and federal levels regarding special education services. The child study team is the pre-referral source for faculty members to address initial concerns regarding individual students. Parental requests for evaluations also take place occasionally to access the pre-referral process. The progress of special education is monitored by both numerical grades and written evaluations from meetings with liaisons and participation in either ARC or TLC classes. The liaisons are also responsible for co-teaching in survey and CP2 level courses primarily in the 9th and 10th grades. Regular communication between special education staff members and regular education staff members as well as communication with parents ensures that the progress of students with special needs is being monitored at an appropriate level. (self-study, support staff, teachers)

Commendations:

1. The availability of library media services including after school hours
2. The wide range of technologies available in most departments for faculty and student use
3. A library selection policy that incorporates faculty and staff input and student needs
4. The opportunities for students to become information seekers and organizers as described in the mission
5. The efforts of the METCO program to increase diversity and expand educational opportunities

Recommendations:

1. Ensure a full-time high school nurse to meet the needs of high school students and staff
2. Implement a process for students not on individualized education plans to get academic assistance
3. Provide focused feedback regarding support services based on regular program evaluation that is used to improve programs
4. Investigate the need for additional clerical support for the guidance department
5. Utilize library resources to effectively enhance teaching and learning across the curriculum

Standards for Accreditation Support Standards

7. Community Resources for Learning

Active community and parent participation, facilities which support school programs and services, and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

1. The school shall engage parents and families as partners in each student's education and shall encourage their participation in school programs and parent support groups.
2. The school shall foster productive business/community/higher education partnerships that support student learning.
3. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.
4. The physical plant and facilities shall meet all applicable federal and state laws and shall be in compliance with local fire, health, and safety regulations.
5. Equipment shall be adequate, properly maintained, catalogued, and replaced when appropriate.
6. A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair, and cleanliness of the school plant.
7. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
8. The community and the district's governing body shall ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning.
9. Faculty and building administrators shall have active involvement in the budgetary process, including its development and implementation.

Conclusions

The school engages many parents and families as partners in each student's education and encourages their participation in school programs and parent support groups. The parent organization, Scituate High Opportunities and Resources for Education (S.H.O.R.E.), has augmented many educational activities by purchasing items such as wrestling mats, microscopes, reference books, psychological testing kits, a telescope, and a video camera. There is a great degree of respect between this organization and the teachers who receive needed items purchased by S.H.O.R.E. Another parent organization, Scituate Friends of Music, has helped to fund trips for the music program.

Communication between home and school has been enhanced through the use of ConnectEd and EdLine, technological programs that automatically dial the home to report a student's absence from school and keep parents and students informed of ongoing academic progress by posting grades regularly. The school website, monthly newsletters, and a multitude of evening events such as SHS Financial Aid Night, Junior/Parent/Guardian Night, Freshman Coffee Hour, Sophomore Hour, SHS Meet and Greet Night and SHS Curriculum Night further improve the relationship between the school and home. By housing programs such as the recreation department, preschool and kindergarten programs, and the alternative evening program, the school is a vital center well used by the community. Thus, Scituate High School has successfully engaged many of the parents and families of its students in a strong partnership beneficial to all stakeholders. (students, school support staff, self-study)

Scituate High School frequently fosters productive partnerships with local businesses and agencies that enhance student learning. Through the school to career program, students have been able to make connections to the world of work with work assignments at a myriad of Scituate businesses and programs such as the recreation department, retail shops, a dentist office, a hair salon, an engineering firm, and the police department. The popular and respected school choral program has performed alongside the Plymouth Philharmonic, Josh Groban, Michael Crawford, Kenny Loggins, and Bare Naked Ladies. The 50 hours of community service required for graduation is yet another way in which Scituate High School students are connected to their community. Forming a partnership with the food pantry, students in the service learning, consumer science, and art classes have worked cooperatively on the Empty Bowls project. This collaborative project ultimately raised money for the area food pantry. Consequently, the variety of business and community partnerships fostered by Scituate High School has supported and extended the learning experiences of its students. (teachers, school support staff, students)

The school site and plant support and enhance all aspects of the educational program and support services for student learning. A supportive community paired with a school system cognizant of the importance of allocating adequate funds for education, has resulted in a \$16 million renovation completed in 2002 and the recent success of two Proposition 2½ overrides. The facility, with 52

classrooms, four computer labs, a media center, fitness center, two gymnasiums, science labs, an auditorium, two music rooms, three fine arts classrooms, school store, a foreign language lab, consumer science lab, machinery/technology lab, cafeteria, nurse's suite, copy center, multipurpose room, guidance suite, administrative offices, secretarial space and conference rooms includes the components necessary for full implementation of the educational program and support services. Although no aspects of the educational program or support services have been compromised by this, there is still a shortage of storage space exists. The staff has been creative in its attempt to compensate for this shortage. The continuous upgrading of technology also shows foresight. Equipment such as the portable LCD carts, the new foreign language lab equipment, music technology stations, and spinning bicycles in the multipurpose room are a few examples of equipment available to teachers for their students. The overall maintenance of the building reflects diligence on the part of the maintenance staff and contributes to an overall respect for the building. Consequently, Scituate High School provides adequate space and equipment for the enhancement of its educational program and support services for student learning. (self-study, facility tour, teachers)

The physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. With the \$16 million renovation of the high school, completed in 2002, the entire facility is handicapped accessible. There are two lifts and an elevator that are regularly maintained. Bathrooms are up to code, as well. Through this renovation, the building received a full sprinkler system (tested annually), smoke detectors, a fire alarm panel, an emergency generator, an emergency power grid, and emergency lighting. Because the building is used for several different programs in addition to the school, at least two of the 26 entrances to the school remain unlocked and unmonitored during the school day. Although this leaves the school vulnerable to intruders, some in the school and community feel the unlocked doors create a welcoming environment where students feel safe. Others, however, feel a proactive approach is needed and want alarms for monitoring. Despite this difference of opinion, the facility has met all applicable federal and state laws and is in compliance with local regulations. (Facility tour, self-study, school leadership team)

Equipment is adequate, properly maintained, catalogued, and replaced when appropriate. Scituate High School uses a five-year cycle to replace equipment. Inventory catalogs and repair request logs are used to identify equipment in need of repair. The head librarian and technology professional are responsible for the maintaining, cataloguing, and identification of equipment that needs to be replaced. Throughout the building equipment is visible and utilized by students and teachers. There is a five-year technology budget for the upgrade of software and computer workstations. Technology equipment has been purchased to equip the majority of classrooms, the library/media center and computer laboratories. In addition, shared carts with projectors are available for teachers

to requisition on a short-term basis if their classrooms are not equipped with carts. Classrooms are furnished with clean, comfortable, well kept, and neat equipment. As a result, students have an opportunity for a variety of learning experiences, and teachers are able to design a variety of lessons and assignments to meet the needs of the students. Department heads work with the assistant superintendent to identify program and equipment needs during the budget preparation cycle. The senior custodian is responsible for monitoring the maintenance of equipment. As a result of policies in place, well maintained and easily accessible technology equipment at Scituate High School is available to enhance instruction and student learning. (teachers, observations, facility tour)

A planned and adequately funded program of building and site management ensures the appropriate maintenance, repair, and cleanliness of the school plant. School and district level personnel plan and collaborate to develop a budget that adequately provides for appropriate maintenance, repair, and cleanliness of the building. Other than a flat roof that occasionally leaks causing stained tiles, the building is in good condition. The senior custodian is responsible for developing the custodial budget, and the district's facilities manager is responsible for developing and overseeing a budget for the maintenance and repair of the facility. The custodial staff is scheduled in overlapping shifts to ensure that there is a custodial presence throughout the day. The school is cleaned daily, and faculty and staff members report that maintenance issues are addressed promptly. As a result of the diligence of the custodial and maintenance staff, Scituate High School is a pleasant environment for students, faculty, and parents. Thus, the cleanliness and attention to the maintenance of the building contributes to the overall environment and climate in the building. There is respect for and pride in the school on the part of the entire school community. (support staff, observations, self-study)

(LEAK) Although there is ongoing planning to address future programs, staffing, facility, and technology needs as well as capital improvements, current planning to address changes in enrollment are needed. There is a concern about space, particularly with the central office, the town recreation department, and an early childhood program being housed at the high school which is currently operating near capacity. Scituate High School has developed a technology plan and budget that provides for the repair and replacement of technology and computer software. Technology is present throughout the building, with additional technology available for short-term use through the library/media center. The school and the district utilize a five-year technology plan. The restructuring committee meets several times throughout the year and examines trends in enrollment, staffing needs, course offerings, technology, and the high school schedule among other issues that affect school life. There was a \$16 million renovation project at the high school between 1999 and 2002. The results of a report from the study of facility needs have been incorporated into the long-term planning and financing of the district. The district uses the Rediker program to gather current information and generate predictions. This program is also used

for course programming and scheduling. Although there are long-term plans to address, staffing, facilities, and equipment needs, further planning is needed to address enrollment changes to ensure that the facility's space considerations continue to meet the instructional needs of the students. (self-study, school leadership team, district leadership team)

The community and district's governing body have ensured in most areas that an adequate and dependable source of revenue is available to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, and supplies for student learning. In March of 2007, the community passed two budget overrides to increase the budget allocation for schools. Teachers and parents credit the budget overrides as playing a significant role in funding increases in staffing for the current year. The Scituate community has provided a commendable amount of support to the schools. Facility needs are addressed and equipment and supplies provided to create a clean, comfortable environment for the school community. Although all classrooms are equipped with at least one teacher computer and one student computer, there is a recognized need for more. There are twelve LCD projector carts for instructional purposes shared among department members. The technology coordinator is responsible for training faculty members, servicing technology equipment, installing software, and trouble-shooting for the entire district. The technological support is limited by the broad responsibilities associated with the position. Currently families are assessed fees for transportation, student parking, and student activities to balance the school budget. Various governing groups and committees meet bi-monthly to identify long-range needs and goals and to develop a financial plan to ensure that programs continue to be offered and the facility properly maintained. As a result of the commitment of the community and the collaboration between district's governing body and the community, there is a financial plan to ensure the continuance of a level of funding that meets the educational and facilities needs of the students. (parents, department heads, self-study)

The building administrators and teachers are actively involved in the development and implementation of the school's budget. Teachers and department heads verify that building level staff members are given an opportunity to express their equipment and supply needs during each budget cycle. Department heads and the principal work closely to present and justify their budget requests at the annual town meeting. Once the final budget is approved at the district level, department heads are given the authority to generate orders that reflect the needs identified by teachers. Consequently, supplies and materials which reflect the needs of the faculty and building administrators are purchased to maximize the use of resources. (self-study, school leadership team, teachers)

Commendations

1. The enhancement of students' educational experiences through valuable partnerships with S.H.O.R.E. and Scituate Friends of Music
2. The use of ConnectEd and EdLine for communication between the school and home
3. Partnerships formed between students and businesses through the school to career program and the 50-hour community service graduation requirement
4. The partnerships created through the choral program that have enriched the educational experiences of many of its students
5. The collaborative efforts of the service learning, art, and consumer science classes connecting students to community and global issues
6. Two recent Proposition 2 ½ overrides enabling the school to add five teaching positions and additional equipment
7. The 5-year technology plan enabling the school to keep equipment up to date in an affordable manner
8. The \$16 million renovation project that has ensured that the building has met applicable federal and state laws is in compliance with local fire, health, and safety regulations
9. The cleanliness and condition of the common areas, the classrooms, and restrooms

Recommendations

1. Ensure that space and storage are adequate to support future enrollment and the need for additional classrooms, office, and instructional areas
2. Provide an immediate plan for monitoring and securing the access of visitors to the building
3. Ensure that the fees assessed for transportation, student parking, and participation in activities are regularly reviewed to ensure equal access for all students
4. Investigate the need to increase the technology staff to maintain equipment and support the faculty and support staff
5. Provide an immediate plan to address leaks in the roof in shipping and receiving and the multi-purpose room

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-assessment 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 Scituate High School. The faculty, school board, and superintendent should also 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 evaluations report be made public in accordance with the Commission's Policy on Distribution, Use, and Scope of the Visiting Committee Report.

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

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring the principals of member schools to report to the Commission, within sixty (60) days of occurrence, any substantive change that 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 that the change has had on the school's ability to meeting CPSS Standards. The

Commission's Substantive Change Policy is included in the Appendix. All other substantive changes should be included in the Two- and Five-year Progress Reports and/or the Annual Report. Each member school is required to submit an Annual Report form 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-assessment and valid recommendations identified in the visiting committee 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-assessment. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

In closing, the members of the Scituate High School Visiting Team wish to express their appreciation to the entire school staff, students, and community of Scituate, Massachusetts for the hospitality that was extended to the team during its visit to the school. The team found all members of the school community welcoming and eager to participate in the work of the visiting team and unified by their common goal to improve Scituate High School.

Appendix A

ROSTER OF TEAM MEMBERS

Elisabet Batista
Dedham High School,
Dedham, MA

Kevin Blanchard
Barrington High School
Barrington, RI

Mary Clare Casey
Bourne High School
Bourne, MA

Jay Chandler
Wayland High School
Wayland, MA

Lois Chavez
East Greenwich High School
East Greenwich, RI

Timothy Coyle
Triton Regional High School
Triton, MA

Cheryl Gomes
Classical High School
East Providence, RI

Patrick Larkin (Chair)
Burlington High School
Burlington, MA

Jessica Linehan
Rockland High School
Rockland, MA

Janet McGinnis
Smithfield High School
Smithfield, RI

Thomas Mead
Andover High School
Andover, MA

Richard Pearson
Medway High School
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Hopkinton High School
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