



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

VISITING TEAM REPORT

Brewer High School

79 Parkway South
Brewer, ME 04412 USA

Mr. David Wall
Principal

Tony Gasper
Wolcott Public Schools
Superintendent
Chair

Tom McDowell
Yarmouth High School
Special Education Teacher
Assistant Chair

04/10/2016 - 04/13/2016

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

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

STANDARDS FOR ACCREDITATION

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

Teaching and Learning Standards

Core Values and Beliefs About Learning

Curriculum

Instruction

Assessment of and for Student Learning

Support Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Teaching and Learning Standard

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

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

CURRICULUM

Teaching and Learning Standard

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

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

INSTRUCTION

Teaching and Learning Standard

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

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

ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard

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

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

SCHOOL CULTURE AND LEADERSHIP

Support Standard

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

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

SCHOOL RESOURCES FOR LEARNING

Support Standard

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

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
 - deliver a written, developmental program
 - meet regularly with students to provide personal, academic, career, and college counseling
 - engage in individual and group meetings with all students
 - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
 - provide preventative health services and direct intervention services
 - use an appropriate referral process
 - conduct ongoing student health assessments
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
 - are actively engaged in the implementation of the school's curriculum
 - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
 - ensure that the facility is available and staffed for students and teachers before, during, and after school
 - are responsive to students' interests and needs in order to support independent learning
 - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
 - collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
 - provide inclusive learning opportunities for all students
 - perform ongoing assessment using relevant data, including feedback from the school community, to

improve services and ensure each student achieves the school's 21st century learning expectations.

COMMUNITY RESOURCES FOR LEARNING

Support Standard

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

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

School and Community Summary

School and Community Summary

Brewer High School (BHS) is located at 79 Parkway South in Brewer, Maine. Brewer is a city with a population of approximately 9,482 citizens according to the 2010 census. It is situated in the central part of the state. BHS also serves some students in the neighboring towns of Orrington, Eddington, Holden, Dedham, Amherst, Aurora, Clifton, Glenburn, and Veazie along with other smaller towns of Maine.

The median income for the city of Brewer is \$46,029. The percentage of the population living below the poverty level is 25% and the unemployment rate is presently 5.6%. No identifiable minority group comprises the population of this community, and English is the primary language spoken by its residents.

Local business and industry includes many manufacturing companies such as Cianbro, Dead River Company, Transtech Industry, Highland Shoe Company, and Bedworks of Maine. Some of the major retail stores of the community are Wal-Mart, Hannaford Supermarket, Lowe's Home Improvement, and Marden's Surplus & Salvage. Other business activity in Brewer involves small businesses that provide a variety of services (medical services, restaurants, convenience stores, automotive services, sports shops). In the healthcare field, Eastern Maine Medical Center recently constructed the Lafayette Family Cancer Center in Brewer.

The State of Maine's average per pupil expenditure for 2013-2014 was \$10,021.47. Brewer's expenditure was \$9,240.69. Local resources provide for 33.9% of the funding, 45.3% comes from the state, 4.7% comes from federal resources, and the remaining 16.1% from other resources. Local property tax allocated to the school is 50%. Two hundred fifty-six full time tuition students provide \$8,407 each, while an additional 63 part-time students provide \$5,605 each. The part-time tuition students spend part of their day in vocational training at the United Technologies Center campus, and one-third of their available tuition dollars are collectible by UTC.

The total student population of the district is 1,640 as of January 2015. In its community, Brewer has the Brewer Community School, which educates pre-K, elementary, and middle school students, as well as Brewer High School. One private school, K-12, and one state-sponsored school, K-Adult, are also located within the community of Brewer. Less than 1% of high school age students in Brewer attend non-public schools.

The student population of BHS is comprised of 378 students from the community of Brewer and 310 students from outside the city limits. The grade configuration at BHS is 172 seniors, 179 juniors, 166 sophomores, and 171 freshmen for a total of 688 students. The identifiable ethnic/racial composition of the student body is less than 1%. BHS has seen a decline in enrollment that has paralleled the region's population decline.

The 45% non-resident students come primarily from middle schools in Orrington, Holden, and Dedham. A few students come from eight other towns and school districts located nearby.

Brewer High School has a faculty of 55 teachers. The average daily attendance rate of teachers is 94%, excluding professional days. The average teacher/student ratio is 12.5:1. The school schedule includes four 80-minute blocks per day, each class meeting every other day as part of an Orange Day/Black Day schedule. In most core subject areas, BHS does offer college preparatory, honors, Advanced Placement, and Bridge Year courses. All subject areas are departmentalized and most have a curriculum leader. There has been an established Freshman Team in place since the academic year 2012-2013, and there are two teams within this program, Team Dirigo and Team Penobscot. For the most part, teachers do not have common planning time, but each of the freshman teams does have common planning time as well as do the teachers with the Bridge Year program. BHS also has the Jobs for Maine's Graduates (JMG) program that successfully helps at-risk students be successful in school as well as in finding employment during high school and then in preparation for careers after graduation. There is also a Career and College Specialist at BHS, funded through JMG, BHS, and the

MELMAC Foundation.

Academic awards and recognition take place in a variety of ways. Student accomplishments are posted in the school, forwarded to the local newspaper, posted on Facebook and placed in school publications. Student successes are mentioned during morning announcements, on our lobby TV, through social media, and on the high school website. An all-school assembly is held in the spring to honor students for their academic performance during the year, and most co-curricular activities have banquets or gatherings at the end of their respective seasons to recognize organization or team members. In addition, accomplishments of the athletes are publicized through the same forums as those for academic recognition, including a new athletic newsletter, *The Witches Report*, created by the Student-Athlete Advisory Council.

Comparing standardized test scores, Brewer High School students generally score at the state average in all content areas tested by the Northwest Evaluation Association test (NWEA). Regarding national testing, our students generally perform above the state average on the SATs and generally slightly below the national average. Beginning in the spring of 2015, Brewer High School students will begin taking the Smarter Balanced test as prescribed by state mandate.

The average daily student attendance rate is 94%. The two-year dropout rate is 1.8%. For the Class of 2013 with 180 graduates, 75% of these students pursued a post-secondary education. In this graduating class, 54% attended a four-year college, 17% attended a two-year college, 3% entered the military, 1% entered a certificate program, and 25% entered directly into the workforce.

There are several nearby opportunities for students who seek further education. BHS is in close proximity to the University of Maine, Husson University, Beal College, University of Maine Augusta Bangor campus, Eastern Maine Community College, and the New England School of Communication (NESCOM) at Husson University. Many students choose to go into technical areas as a result of their program of study at the United Technologies Center in Bangor, of which BHS has an articulation agreement. At UTC students are exposed to many technical skill areas including health occupations, computer technology, automotive repair, business management, and culinary arts.

School-business partnerships take place in a number of ways. Through Jobs for Maine's Graduates (JMG) and internships, students can earn credits while receiving training and working in a local business. The JMG program sponsors a career fair at BHS where local businesses can connect with students for summer and career opportunities. Our special education students, through the Transitional Advantage Program, have partnered with different businesses for job training and for developing life skills. Summer internships offer another opportunity that BHS students may take advantage of to gain work experience. Due to articulation agreements with several post-secondary institutions in our area, students have been able to take advantage of a number of educational opportunities. These include students taking college courses for high school and college credit through Eastern Maine Community College, the University of Maine, and the University of Maine Augusta.

Core Values, Beliefs and Learning Expectations

District Mission Statement

The Brewer School Department challenges students to fully realize their potential by offering high quality educational experiences.

Our Vision

Within the next five years...

Our curriculum will be cohesive and seamless, providing smooth transitions between grades, with a variety of pathways suited to each child.

We will be recognized for our excellence in academics, athletics and arts, and a regional leader for supporting and promoting arts and critical thinking in education.

Every student will be well prepared to move to the next level of education on the path to lifelong learning.

Our faculty will be positive role models of the Brewer School Department's values. They will be known for their ability to inspire and bring out the best in every student.

Brewer's schools will be the "schools of choice" in our region—drawing people to move to Brewer to live and contribute to a vibrant community.

Parents and faculty will view communication and customer service as departmental strengths.

Introduction

Introduction

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

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

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

Teaching and Learning Standards

- Core Values, Beliefs, and Learning Expectations

- Curriculum

- Instruction

- Assessment of and for Student Learning

Support of Teaching and Learning Standards

- School Culture and Leadership

- School Resources for Learning

- Community Resources for Learning

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

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Brewer High School, a committee of 8 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 Brewer High School extended over a period of 11 school months from December of 2014 to February 2016.

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

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

The Process Used by the Visiting Committee

A visiting committee of 15 evaluators was assigned by the Committee on Public Secondary Schools to evaluate Brewer High School. The Committee members spent four days in Brewer, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Committee's Standards for Accreditation. Since the evaluators represented certified teaching staff, support staff, central office administrators, and school administrators, diverse points of view were brought to bear on the evaluation of Brewer High School.

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

- review of the school's self-study materials
- 45 hours shadowing 15 students for a half day
- a total of 12 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 in the report was agreed to by visiting committee consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the visiting committee's judgment will be helpful to the school as it works to improve teaching and learning and to better meet Committee Standards. This report of the findings of the visiting committee will be forwarded to the Committee on Public Secondary Schools which will make a decision on the accreditation of Brewer High School.

Standard 1 Indicator 1

Conclusions

The Brewer High School community has not yet engaged in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning. There is evidence that the school engaged in a process to create a mission and vision statement over a decade ago. There are separate mission statements for the district and the high school; there are also two vision statements, one for the high school and one for the district. A Strategic Planning Committee, headed by the superintendent, is in the process of revising the mission and vision of the district, which will be voted on by stakeholders. There has not yet been a process to identify and commit to a set of core values and beliefs about learning that are based on current research-based best practices for the high school. There is evidence of building blocks that might be used to develop a set of core values, including the Brewer High School Pledge, a palpable pride in the school's culture and activities, and a consistent community of caring for students by the faculty, parents, and administrators. Based on observations of teaching and learning, there appears to be a variety of beliefs about learning across the faculty. When the school community engages in a dynamic, collaborative, and inclusive process informed by current research to identify and commit to its core values and beliefs about learning, the school will be able to meet the needs of students by creating a learning environment that fosters growth in academics and 21st century skills.

Sources of Evidence

- classroom observations
- self-study
- teachers
- department leaders
- central office personnel
- school leadership
- school website
- Standard sub-committee

Standard 1 Indicator 2

Conclusions

Brewer High School has a set of learning expectations for all students which address academic, social, and civic expectations; however, they do not appear to be based on measurable 21st century skills and are not defined by school-wide analytic rubrics that identify targeted high levels of achievement. The academic, social and civic expectations for student learning were developed over a decade ago and appear in the student handbook. The faculty and students report that they are not aware of the academic, social, and civic expectations; thus, the expectations are not currently used as a foundation for measuring student progress. As a result, there are no school-wide analytic rubrics for measuring the academic, social, and civic expectations for student learning. Once BHS develops and implements challenging and measurable 21st century learning expectations for all students which address academic, social, and civic expectations, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement, the school will be able to measure the progress of students' achievement of the academic, social, and civic expectations.

Sources of Evidence

- classroom observations
- teachers
- school leadership
- Endicott survey
- school website

Standard 1 Indicator 3

Conclusions

Since Brewer High School's core values, beliefs, and 21st century learning expectations have not yet been collaboratively developed and agreed upon, they are not actively reflected in the culture of the school, do not drive curriculum, instruction, and assessment in every classroom, and do not guide the school's policies, procedures, decisions, and resource allocations. However, there are numerous examples of the ways in which the culture of Brewer High School reflects the school's unstated core values of caring, respect, and pride. BHS students report that teachers care about them as individuals and learners. Students and teachers report a culture of respect that pervades the school. Parents, alumni, students, and teachers consistently state their pride in their school. Although the school has yet to agree upon a set of beliefs about learning to drive curriculum, instruction, and assessment, some common principles appear to guide these areas. For instance, teachers commonly post an essential question or objective on the board at the start of class, reflecting a shared belief in the importance of communicating learning expectations to students. As soon as Brewer High School's core values, beliefs, and 21st century learning expectations are collaboratively developed and agreed upon, they can be actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.

Sources of Evidence

- classroom observations
- student shadowing
- student work
- teachers
- students
- parents
- school leadership
- school website
- Standard sub-committee

Standard 1 Indicator 4

Conclusions

Since Brewer High School has not yet developed its core values, beliefs, and 21st century learning expectations, the school has not revised or reviewed these documents based on research, multiple data sources, or the district and school community priorities. Work has begun in developing a district-level mission and vision using input from the community and feedback from the faculty. The school should use the outcomes of the district-level process as a starting point for school-level work in this area. There is evidence that data about student achievement on standardized testing is used for 9th grade placement and AP placement. Once the school has developed its core values, beliefs, and 21st century learning expectations, the school will be able to use research, multiple data sources and district and school priorities to inform the progress of this work and to revise and review the documents in the future.

Sources of Evidence

- self-study
- teachers
- central office personnel
- school website
- Standard sub-committee

Standard 1 Commendations

Commendation

The Strategic Planning Committee's pending revision of the district's mission and vision statements

Commendation

The ways in which the culture of Brewer High School reflects the school's values of caring, respect, and pride

Commendation

The use of input from the community and feedback from the faculty to inform the development of the district-level mission and vision

Standard 1 Recommendations

Recommendation

Identify and commit to a set of core values and beliefs about learning through a dynamic, collaborative, and inclusive process that is informed by current research

Recommendation

Develop and implement challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies and are defined by specific and measurable criteria, such as school-wide analytic rubrics, that identify targeted high levels of achievement

Recommendation

Ensure that the newly developed core values, beliefs, and 21st century learning expectations drive curriculum, instruction, and assessment in every classroom and guide the school's policies, procedures, decisions, and resource allocations

Recommendation

Develop and implement a plan to revise and review the school's forthcoming core values, beliefs about learning, and 21st century learning expectations

Standard 2 Indicator 1

Conclusions

The curriculum has not yet been purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. The school does not yet have a set of agreed-upon 21st century learning expectations, accompanying rubrics, or a document which identifies the learning expectations for which each curriculum area has assumed responsibility. There is a lack of evidence that the school has collected and reviewed data/results regarding the school's learning expectations for use in making decisions to add or delete courses or units from the curriculum. It is not clear in the curriculum by grade level or course level where students specifically practice the 21st century learning expectations. At this time, the vast majority of courses lack viable, up-to-date, useful curriculum guides that identify clear connections between course content and the learning expectations. Some individual teachers understand which learning expectations they are responsible for teaching. Although it is not part of the formal curriculum, some teachers do include the practice of 21st century skills in their courses, therefore some students are indirectly learning these skills. Brewer High School has yet to identify clear 21st century learning expectations for all students and to develop an understanding of how to achieve these expectations. Once Brewer High School has established clear written 21st century learning expectations, and they have been integrated into all courses, then students will be given an opportunity to practice and master achieving these skills.

Sources of Evidence

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

Standard 2 Indicator 2

Conclusions

Brewer High School does not yet have a common format for use in writing all curriculum documents, however some departments have created common curricula, although the documents are not consistent throughout the school, or even from course to course. Units of study in some content areas include essential questions and objectives, which can be seen posted in classrooms, however they are not common throughout the school. At this time, some departments have begun the process of creating content-specific rubrics for graduation standards. Some teachers are using rubrics and clear learning criteria on a regular basis, although this is not consistent in all content areas.

On Brewer High School's website, the course of studies includes a brief description of each course offered. Few departments have units of studies which outline the scope and sequence of a given unit including essential questions, formative and summative assessments, learning targets, learning expectations, and teacher reflection. The district has not yet established a clear and common template for the creation of curriculum. Once Brewer High School's common curriculum template has been created and curriculum documents thereby written, then all teachers will be able to plan, implement, and reflect on their teaching practices in order to ensure the curriculum has been met. Students will then be aware of the learning expectations and objectives in each course and each unit of study, and then will be able to self-assess their depth of knowledge.

Once Brewer High School has adopted a common curriculum template that includes units of study with essential questions, concepts, content, and skills, the school's 21st century learning expectations, instructional strategies and assessment practices; and curriculum documents have been written; then all teachers will be able to plan, implement, and reflect on their teaching practices in order to ensure the curriculum has been met and students will be experience an articulated curriculum designed to ensure achievement of the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- Endicott survey
- school website
- Standard sub-committee

Standard 2 Indicator 3

Conclusions

The curriculum in the majority of courses emphasizes depth of understanding and application of knowledge; however, cross-disciplinary learning opportunities, higher order thinking skills, and consistent use of technology are limited.

During classroom visits and student shadowing, approximately 66 percent of observations included lessons that engaged students in inquiry and problem-solving skills that required students to understand and demonstrate real-world applications of their learning. Fifteen percent of the observations noted higher order thinking skills (such as debating and evaluating the merits of ideas and concepts) utilized by the students at Brewer High School.

Some teachers have taken personal responsibility to create cross-discipline learning opportunities, such as collaborative projects between world languages and the fine arts. Some innovative courses are offered within the school such as the Bridge Year Program, Freshman Teaming, ROTC, Jobs for Maine's Graduates (JMG), integration with United Technologies Center (UTC), and APEX, among others, that provide professional staff with opportunities to explore and develop curriculum with one another. However, these deliberate opportunities are sporadic and not purposefully scheduled across the school's program. There are teachers within the building who informally develop curriculum with one another. In addition to courses offered at Brewer High School, United Technologies Center (UTC) and Brewer High School offer a variety of courses that challenge and engage students.

There are several classes that engage students in authentic learning opportunities both in and out of school. For instance, the finance class visited a bank, and in a social science class, students have had the opportunity to visit the courthouse. The creative writing class has had opportunities to engage with the elementary school children to collaborate on writing a children's book. Similarly, the students in the functional life skills course help out in the cafeteria on a daily basis learning job skills, as well as supporting office personnel with daily duties. There are also a handful of students who help run the school store and who help with maintenance in the building. All of these deliberately planned activities create authentic learning opportunities both in and out of school. Approximately half of class observations revealed opportunities where students were applying their knowledge to authentic tasks.

All students are given the opportunity to use a laptop through the school, for a nominal fee. Ninth graders are enrolled in a technology literacy course (iTech) in which they learn digital citizenship skills such as the understanding of the social, ethical, and human issues related to technology. During classroom observations, student use of technology was limited. Even though there are not mandated structures in place that require problem-solving, inquiry, and higher order thinking skills, many teachers do deliberately plan instructional opportunities and assessments that require these skills. While the school's informal curriculum includes depth of understanding, application of knowledge, and authentic learning opportunities both in and out of school; when the school implements a curriculum that consistently includes these skills as well as inquiry, problem-solving, higher order thinking, cross-disciplinary learning, and the informed and ethical use of technology, students will be able build 21st century skills.

Sources of Evidence

- classroom observations
- self-study
- student shadowing

- student work
- teacher interview
- teachers
- Standard sub-committee

Standard 2 Indicator 4

Conclusions

Due to the absence of a written curriculum, currently, it is not possible to have alignment between the written and taught curriculum. The vast majority of teachers have a clear vision and expectation of their courses, which are at times communicated to the students through syllabi or other similar documents. In conversations with students, students indicate that the syllabi in many of their classes are being followed. This is one way in which teachers hold themselves accountable to cover course objectives. Essential questions and/or objectives are posted in classrooms for students and teachers to reference. At this time the ability to assess, by administrators or teachers, whether or not the written curriculum is being taught is limited. However, with the current enrollment in the Maine Cohort Customized Learning, Great Schools Partnership, and the future use of Empower, there lies a clear potential for teachers to collaborate in curriculum development using common language. With the creation of a cohesive, seamless, common curricula among departments and courses, all teachers and students will have the opportunity to practice and master aligned skills, and the school will be assured that there is accountability of the breadth and depth of coverage.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- students
- school website
- Standard sub-committee

Standard 2 Indicator 5

Conclusions

Limited effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district. There is a strong desire among the faculty to meet within their departments to create vertical articulation. The infrequent scheduled meetings between teachers limits effective collaboration. The collaboration that is done is mostly done informally, although there are some instances of teachers having common planning periods to discuss curriculum, such as the freshman teams and the Bridge courses. Currently scheduled professional time has been focused around professional learning groups, although much of the time recently has been dedicated to multiple school-wide initiatives rather than focused on curriculum. Without a clear vision for the school, Brewer High School struggles with focused professional development time. At this time there is rarely any dialogue between Brewer High School and sending schools as to the academic skills required for success at the high school level in various content areas. Currently, Brewer High School does not have a clearly identified curriculum review cycle. However, with the addition of a full-time district-wide curriculum coordinator, there seems to be a goal to create a curriculum review cycle which is devoted to the development, review, and evaluation of curriculum in each department and throughout the district. Formal and informal observations are planned once Brewer High School has developed a vertically aligned curriculum in order to ensure that all teachers are effectively teaching their courses. Some content areas list prerequisites for courses or a progression of learning standards from one course to the next. It is not evident that there is vertical alignment per-kindergarten through 12th grade. When Brewer High School establishes a curriculum review cycle and when professional dialogue is supported, then the students at Brewer High School will benefit from opportunities to fulfill the school's stated expectations for student learning.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- central office personnel
- Standard sub-committee

Standard 2 Indicator 6

Conclusions

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities. The student-to-teacher ratio at Brewer High School is currently 12.5:1, although some classes are smaller and some are larger depending on the course. Based on the observations and the aforementioned ratio, staffing is adequate for the current student body. Although some departments in the building acknowledge that the building is overstaffed, the Essential Programs and Services report indicates that the staffing ratio is adequate. The one-to-one laptop program puts technology into the hands of the students and teachers, as well. Across the building a majority of the classrooms have interactive projectors and appropriate technology resources to implement the curriculum. The library has deliberate plans to add digital databases and subscriptions for student and faculty use. Currently, the technology department is content with funding while the library/media resources department believes it would benefit from more funding to support the addition of technology resources.

At the time of the visit, Brewer High School was on a budget freeze and some teachers expressed increased difficulty in receiving equipment, supplies, and instructional materials for individual courses. Some teachers experience some difficulty in getting necessary materials, and the process for requesting materials/purchases is not clearly understood by all. However, if a teacher speaks with administration and provides a defined and reasonable request, then instructional materials have been granted. The staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center adequately allow for the implementation of a curricula, including the co-curricular programs and other learning opportunities, which allows students and teachers at Brewer High School to have effective learning opportunities.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- students
- department leaders
- central office personnel
- Standard sub-committee

Standard 2 Indicator 7

Conclusions

The district rarely provides the school's professional staff with sufficient time for ongoing and collaborative evaluation and revision of the curriculum using assessment results and current research. However, personnel and finances are adequate for ongoing collaborative curriculum development, evaluation, and revision. Over the past few years, professional development time has been split among proficiency-based education and development of graduation standards, RTI, creating common rubrics and fulfilling other mandated initiatives. A deliberate plan is not in place for teachers to spend collaborative time creating a complete and aligned curriculum for each course taught in the school. Members of the professional staff are not adequately and effectively involved in the process of ongoing curriculum development and review in a guided way. The curriculum leaders of some departments do have monthly meetings with the curriculum coordinator and with the principal, however not all departments are represented. Departments do not have sufficient time to work together to create a curriculum, and, therefore, the vast majority of teachers individually create curriculum for the courses which they teach, but there is little alignment from course to course. Because the creation of curriculum has not been standardized, the district does not have a regular curriculum review cycle. With the addition of a full-time curriculum coordinator, the district has improved on the structures necessary to make progress in this area. The faculty has been presented with minimal opportunities to complete readings or training associated with best practices and the development, implementation, review, and revision of curriculum. However, active participation in meaningful discussions of readings and research, while not always present, are planned. When Brewer High School implements a curriculum plan and structure for evaluation and revision of curriculum documents that includes adequate time for teachers to collaborate, students will benefit from a cohesive high school educational experience.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- central office personnel
- Endicott survey
- Standard sub-committee

Standard 2 Commendations

Commendation

The cross-curricular activities occurring within the school that provide students with authentic learning opportunities

Commendation

The challenging and rigorous learning opportunities, such as the Bridge Year Program, UTC, JMG, ROTC, and Advanced Placement courses

Commendation

The learning opportunities enhanced through the one-to-one laptop program and other classroom resources

Commendation

The staffing levels, instructional materials, technology, equipment, supplies, facilities, and resources of the library/media center which are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities

Standard 2 Recommendations

Recommendation

Develop and integrate school-wide 21st century learning expectations to be implemented throughout the curriculum

Recommendation

Develop and implement a common curriculum template that includes units of study with essential questions, concepts, content, skills, 21st century learning expectations, instructional strategies, and assessment practices that include the use of specific and measurable criteria such as rubrics

Recommendation

Develop and implement a systematic professional development plan that allows teachers individually and collaboratively to create, evaluate, and revise a written curriculum for each course

Recommendation

Ensure that the written and the taught curriculum are aligned once curriculum documents are created for each course

Recommendation

Develop effective curricular coordination and vertical articulation between and among all academic areas within the school as well as with sending schools

Standard 3 Indicator 1

Conclusions

Teachers' instructional practices are not yet examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations because the school does not yet have these goals clearly outlined. Some teachers are able to articulate instructional strategies when discussing their personal beliefs about learning, however, the lack of an established, agreed upon, and clearly articulated, school-wide statement of core values and beliefs prevents the majority of teachers from making connections between these values and beliefs and instructional strategies. While there appears to be a commitment to certain instructional practices among teachers, these practices do not overtly nor consistently support common beliefs about learning. While some teachers build their lessons to emphasize clear and effective communication, self-directed and lifelong learning, creative and practical problem solving, responsible and involved citizenship, and integrative and informed thinking, many teachers report being unclear about the existence of established core values and beliefs about learning and 21st century learning expectations. While the school's supervision and evaluation process articulates the assessment of teachers' professional performance with regard to instruction (e.g., communicating clearly and accurately; using questioning techniques and discussion techniques; engaging students in learning; providing feedback to students; demonstrating flexibility and responsiveness), it does not appear to examine instructional practices in the context of the core values, beliefs, or 21st century learning expectations.

Although it is evident that most teachers individually reflect on their instructional practices, there is no established methodology to ensure, across the school, that all instructors are provided the time to reflect upon and continually improve their current practices around the beliefs about learning. While there are limited purposefully designed processes in place, teachers seek to examine their practices through informal networking with their colleagues. For instance, the fine arts department reports meeting during a common lunch to share information about their classes and to align their practices. Nonetheless, on the whole, teachers are not afforded sufficient, consistent, nor ongoing time to share their practices with each other, thereby diminishing teachers' capacity to have dialogues about current research in instructional practices. When the school formally identifies and commits to its core values and beliefs about learning and its 21st century learning expectations, the school will increase its capacity to ensure that instructional practices are aligned to these agreed upon components, and consistency within instructional practices will further ensure that students have equitable educational experiences across the school.

Sources of Evidence

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

Standard 3 Indicator 2

Conclusions

While it is apparent that teachers utilize a number of diverse instructional strategies, these strategies do not yet support the achievement of the school's 21st century learning expectations. There are some examples of personalized instruction for some students including the student choice of topics for study and projects. There is evidence that students are allowed to demonstrate knowledge and skills in various assessment modes (e.g., multimedia, written paper, art project, oral assessment) that best suit students' learning style.

There is some evidence that students engage in cross-disciplinary learning in various settings. English classes deliberately combine the analysis of literature with concepts explored in social studies classes; Spanish teachers and art teachers collaborate to teach the "disappeared portrait project"; and science teachers and English teachers have planned a field trip to Acadia National Park which combines the studies of the "man-versus-nature project" and environmental science. There are few formal expectations for teachers to collaborate to create cross-disciplinary learning experiences, and time has been limited, so the opportunity to prepare this type of work is not by design.

Some students at the school have opportunities to act as active and self-directed learners. There is opportunity for students, in some classes, to be involved in their learning by choosing their own style of assessment to demonstrate learning. Students report that teachers solicit feedback with regard to topics for units of instruction and/or specific classroom activities. Students were observed participating in a form of hands-on, project-based learning, and/or discovery lessons approximately 43 percent of the time. While not consistent school-wide, and largely teacher and/or content-area specific, student-centered learning (i.e., teachers as facilitators/coaches and students as workers) was observed in approximately half of the classroom visits. Students were observed conducting research both independently and in cooperative settings.

The school appears to be committed to students' demonstrating higher order learning, however, there is little evidence that these inquiry and problem-solving experiences are rooted in clearly articulated key themes, concepts, and/or essential questions. While it was observed that teachers use appropriate pacing during the course of a lesson, the pacing in terms of units/themes/topics/essentials is not clear at this time due to a lack of formal curriculum documents; therefore, the degree to which students have ample time to understand and pursue concepts in-depth is unclear.

Students are supported in acquiring real-life skills through the school's commitment to providing authentic learning tasks. In certain classes, students are regularly asked to apply knowledge to life experiences and situations. For example, the Bridge Program allows students to earn college credits, ROTC teaches life-readiness skills, and Outdoor Education (OE) provides a vehicle for learning cooperation and survival techniques. Teachers also ask students to write for audiences beyond the classroom through a project that requires students to share writings with students at the local hospital and elementary school. Opportunities exist for students to intern at local businesses, as well as in the main office at Brewer High School. There is also evidence that some students job shadow within the community, although the extent to which students participate in this is unclear.

Teachers regularly use appropriate technology to enhance instruction. All students are issued computing devices by the school. Both teachers and students report that technology support is easily accessed within the building. The use of Google Classroom, Google Docs, and Google Slides was observed in numerous classrooms; all of these programs were used appropriately and significantly enhanced student learning. While specific expectations around the integration of classroom technology are unclear, and not all teachers report receiving formal technology training, students report that the vast majority of teachers incorporate technology into lessons. More than 50 students are currently enrolled in online courses during the school day utilizing the APEX computer lab.

Because some students are given the opportunity to engage in personalized, cross-disciplinary, and applied learning it is evident that some faculty understand and can implement these methods. When each student experiences these more consistently the school will better ensure students' readiness for scholastic success and the world beyond the classroom.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- students

Standard 3 Indicator 3

Conclusions

Many teachers adjust their instructional practices to meet the needs of students through formative assessment practices, the organization of group learning activities, and in-class supports and strategies; however, the extent to which strategic, in-class differentiation is utilized is unclear at this time. Teachers adjust their instructional practices to meet the needs of each student by using a variety of formative assessments including classwork, homework, quizzes, informal observations and questioning, conferencing, and entrance/exit tickets. During classroom observations teacher feedback was specific and immediate. Teachers also use a variety of assessments (e.g., presentations, slideshows, essays, oral assessment, projects) to gauge students' knowledge and skills. Students report that many teachers offer opportunities for revisions and retakes of assessments; this practice indicates the philosophical movement toward using assessments for learning. According to district leadership, more professional development will be forthcoming in the area of assessment for learning so that it evolves to become established within the culture of the school.

While teachers utilize formative assessment data to inform and adjust instruction for individual students, the degree to which this data analysis translates into specific and intended differentiation strategies is unclear. Student interviews indicate that many teachers adjust instructional and/or assessment practices in response to informal requests by students. While teachers utilize formative assessment data to adjust instruction, due to the homogeneous, leveled nature of many classrooms, the extent to which students experience a variety of differentiated learning activities is inconsistent and varies by teacher. School leaders reported the need for increased professional development in differentiated instruction in the future.

Some teachers organize group learning activities within their classrooms. In English classes students were grouped by the teacher to collaboratively develop a working thesis statement in an analysis of a modern song as it related to the unit's theme of "man-versus-nature." Teacher interviews revealed that science classes commonly utilize group-learning activities during laboratory experiments. Student interviews also revealed that group-learning activities occurred within many classes; consistent with these findings, approximately 77 percent of students responded on the Endicott survey that they participate in group-learning experiences regularly. While it is clear that group-learning activities are common, it is less clear that these groupings are a strategic component to a purposefully employed differentiation strategy; although, these group-learning activities do provide students with opportunities to build skills around collaboration.

Students feel that teachers are exceptionally willing to offer assistance both inside and outside of class time. When differentiated instruction is thoroughly and consistently employed, the school's existing formative assessment practices, group learning activities, and in-class supports and strategies, will have a greater impact upon enabling the school to meet the individual learning needs of students.

Sources of Evidence

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

Standard 3 Indicator 4

Conclusions

While many teachers individually use feedback from a variety of sources to improve their instructional practices, structures for the collaborative review of feedback are limited. Additionally, while some individual teachers improve instructional practices by examining current research and engaging in professional discourse, these events are limited and sporadic. While the school collects and houses assessment data, such as PSAT, SAT, and NWEA scores, teachers report minimal formal, collaborative opportunities for the discussion and analysis of these data.

The school uses NWEA data to determine student placement when students enter the school in grade nine; however, the use of this data does not appear to lend to an impact on the school's assessment or instructional practices. Administrators and curriculum leaders report that resources have been focused on the pursuit and development of a number of other school initiatives; as a result, the review of assessment data and data-driven dialogue has not been a recent priority. Students and teachers report that homework assignments, written responses, in-class work, labs, tests, quizzes and a variety of formative and summative assessments are used to inform classroom practices; however, school-wide, analytic rubrics and common assessments have not yet been fully developed which limits the examination of assessment data/results in collaborative settings.

Many teachers regularly collect student feedback, through formal and informal means, as a way to inform instruction. Students report that some teachers offer formal means for the collection of feedback such as surveys or conferences, and there was evidence of the use of an end-of-year feedback by the art department; most students report that feedback from students about individual lessons, assessments, and teaching strategies is collected informally on a regular basis. The school's supervision and evaluation plan supports the collection and discussion of feedback from administrators, parents, and students. Curriculum leaders, teachers, and building leadership report insufficient formal departmental or PLG time for teachers to share and discuss instruction; however, these groups report being hopeful that developments in this area will be forthcoming.

Teachers, curriculum leaders, and building leadership report limited time for teachers to formally review current research and best practices; however, the school is moving toward models of instruction and assessment (i.e., proficiency-based education) that are grounded in current research and best practices. Teachers and curriculum leaders are optimistic that newly communicated expectations around improving instruction will lead to more focused discourse in the future. When teachers are provided sufficient time and direction for professional development, the examination of student work and current research, and the analysis/review of student assessment data, students will benefit from consistency and quality in instructional practices.

Sources of Evidence

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

Standard 3 Indicator 5

Conclusions

Teachers are knowledgeable about their content areas. While some teachers report reading content-specific literature, this opportunity appears to be on an individual basis. At certain times during district teacher workshop days, teachers review articles related to certain instructional practices; however, this practice is not yet ongoing throughout the school year and its association with instructional practices is unclear. While many teachers reflect about their practices with colleagues through informal meetings and through some scheduled times throughout the school day, the school does not have a formal process or structure for teacher reflection of current literature and best practices related to instruction. The school's plan for the supervision and evaluation of teachers includes opportunities for teachers to reflect on administrative feedback. Both pre-observation and post-observation guides contain a series of questions for teachers for response and reflection. The school's summative evaluation tool, based upon the Charlotte Danielson model, contains an expectation aligned with teacher reflection. When formal, ongoing structures for focused professional development are established and include time and direction for teachers to review and reflect upon research and best practices, teachers' capacity to maintain expertise in their content areas and student learning will improve.

Sources of Evidence

- self-study
- teacher interview
- students
- department leaders
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 3 Commendations

Commendation

The diverse instructional strategies used by many teachers that are designed to personalize learning, to engage students in self-assessment, and to integrate technology

Commendation

The commitment of the JMG, ROTC, and OE programs to provide hands-on, project-based, and cross-curricular learning for students

Commendation

The willingness of teachers to provide extra-help sessions for students who need additional time to learn

Commendation

The high percentage of students who perceive teachers as experts in their content areas

Commendation

The willingness of teachers to adjust their instructional practices to meet the needs of students through formative assessment practices, the organization of group learning activities, and in-class supports and strategies

Standard 3 Recommendations

Recommendation

Ensure that instructional practices are consistent with the school's core values, beliefs, and 21st century learning expectations

Recommendation

Articulate and implement a plan for all students to have equitable access to cross-disciplinary learning experiences

Recommendation

Ensure that teachers' professional development supports the effective implementation of personalized learning strategies across the curriculum.

Recommendation

Establish structures that ensure regular time for teachers to examine student work and research; engage in professional discourse; and analyze student achievement data to inform instructional practice

Standard 4 Indicator 1

Conclusions

The professional staff does not yet employ a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations. Because the school has not yet formally implemented 21st century learning expectations, it is not yet able to ensure that each student has regular opportunities to be assessed, formatively and summatively, on each of the school's learning expectations. Thus, the school is not yet collecting information on students' progress on the rubrics. Once the school adopts 21st century learning expectations and develops a process to assess whole-school and individual student progress, based on school-wide rubrics, towards meeting those expectations, teachers will be able to ensure every student's achievement of the school's learning expectations.

Sources of Evidence

- self-study
- panel presentation
- student work
- teacher interview
- teachers
- students
- department leaders
- Standard sub-committee

Standard 4 Indicator 2

Conclusions

Because the school has not yet identified 21st century learning expectations, it cannot communicate individual student progress or overall school progress in achieving them to students, to their families, or to the school community. Since the school has not yet identified 21st century learning expectations, it does not have identified benchmark dates/times throughout the school year when it communicates in writing to all students and their families individual student progress in achieving each of those learning expectations. Once the school adopts 21st century learning expectations and accompanying rubrics and develops a process to assess those expectations, it will be able to communicate individual student progress in achieving the school's learning expectations to students, families, and the school community.

Sources of Evidence

- self-study
- panel presentation
- student work
- teacher interview
- teachers
- students
- department leaders
- Standard sub-committee

Standard 4 Indicator 3

Conclusions

There is limited and inconsistent evidence to support that professional staff collects, disaggregates, and analyzes a range and variety of data/results, including both formative and summative assessments, to identify inequities in student achievement. Individual teachers sometimes review formative and summative assessment results and use this information in their individual classes, but this practice is more purposefully integrated into the ninth grade teams. District administration reviews standardized assessment results. The school does not yet convene regular discussions of any achievement gaps, however, isolated individual professional teaching staff does use data/results to inform changes and modifications in curriculum design and in instructional practices on an ongoing basis. When the professional staff has regular and formal discussions of data/results of both formative and summative assessments, teachers will be able to identify achievement gaps and modify curriculum and instructional practices to improve outcomes for students.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- Standard sub-committee

Standard 4 Indicator 4

Conclusions

Prior to each unit of study, teachers at Brewer High School do not communicate to students applicable 21st century learning expectations, however some teachers communicate related unit-specific learning goals to be assessed. Some teachers articulate to their students what they are expected to know and be able to do prior to each unit of study and often use task-specific rubrics. Some teachers explain to their students what will be assessed prior to each unit of study. However, as the school has not yet fully developed school-wide 21st century expectations, teachers are not able to consistently communicate these to students in advance of units of study. When teachers communicate the forthcoming applicable 21st century learning expectations and related unit-specific learning goals, students will better understand expectations and therefore learning will improve.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- students
- department leaders
- Standard sub-committee

Standard 4 Indicator 5

Conclusions

Prior to summative assessments the majority of teachers at Brewer High School provide students with corresponding rubrics and/or intended outcomes. While the school is lacking school-wide rubrics, the use of assignment-specific and course-wide rubrics is present across the school. Students express that rubric use is common throughout the school for specific assignments. They are aware of the criteria for success before beginning performance tasks and other measures of their knowledge and skill. These methods are most frequently seen in the ninth grade team and in the ROTC courses. Because teachers provide students with rubrics corresponding to summative assessments, students are able to gauge their progress toward the intended outcomes of specific assignments.

Sources of Evidence

- classroom observations
- student shadowing
- student work
- teacher interview
- teachers
- students
- parents

Standard 4 Indicator 6

Conclusions

In each unit of study, most teachers regularly employ a range of assessment strategies, including formative and summative assessments. Some teachers encourage student reworking of assignments in order to reflect on and better demonstrate what they have learned as seen in several writing assignments in English classes and in some mathematics classes. Most teachers use a range of assessment strategies in addition to traditional assessments. Many teachers incorporate performance tasks into their instruction and assessment practices. The vast majority of teachers at Brewer High School provide exemplars for assignments and projects. By using a range of assessments, encouraging reworking of assignments, and providing exemplars, students are given multiple pathways to success across their experience at Brewer High School.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- department leaders
- Standard sub-committee

Standard 4 Indicator 7

Conclusions

Brewer High School teachers rarely collaborate in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments. However, these practices are somewhat more embedded in the ninth grade team structure. In general, the school provides minimal designated time for teachers and curriculum leaders to collaborate about assessment practices. Individual professional staff members occasionally review summative assessment data/results and make modifications in both formative and summative assessments. Some departments engaged in developing common exams and assessments in order to comply with state initiatives in past years, but this practice was not common throughout the school. Teachers in the grade nine teams do collaborate in meaningful ways on decisions about instruction and assessment. When all teachers collaborate to develop and implement formative and summative assessments, including common assessments, students will be assured of consistency in achieving common learning targets and teachers will have data to guide teaching and learning.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- department leaders
- Standard sub-committee

Standard 4 Indicator 8

Conclusions

Some teachers regularly provide specific, timely, and corrective feedback to ensure students revise and improve their work. Teachers generally use formative assessment practices to monitor and assess students' work in the short-term and sometimes provide students with immediate opportunities to revise/resubmit their work before their work is formally assessed. It is evident that some teachers at Brewer High School provide students with timely feedback that is useful to students in improving their work prior to the formal summative assessment, and therefore, students are regularly informed as to how they can effectively meet learning outcomes.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- students

Standard 4 Indicator 9

Conclusions

Some teachers regularly use a wide variety of formative assessments and these teachers use the results to inform and adapt their instruction for the purpose of improving student learning. The use of formative assessment to drive instruction occurs throughout the school, but is most prevalent within the ninth grade teams. Many teachers use informal pre-assessment techniques such as entry slips, question and answer, and review of homework to inform the pace of the day's lesson and the need to review prior lessons. Teachers often make changes to their lesson plans based on what they learn through these informal pre-assessments. While many teachers use these methods to inform their practice, it is left to the decision of each teacher. The school has not yet developed a structure or system to ensure that all students benefit from their teachers' informed collaboration with colleagues. When all teachers more consistently and collaboratively use formative assessments to inform their practice, students will more uniformly benefit from instruction that is tailored to their strengths and needs.

Sources of Evidence

- teacher interview
- teachers
- department leaders

Standard 4 Indicator 10

Conclusions

Many individual teachers informally examine student work and administrators examine data from standardized assessments and from sending schools. Some teachers examine student work in order to improve instructional practices such as student groupings and the need to reteach concepts. Some teachers report difficulty gaining access to standardized assessments results for analysis in order to revise the curriculum and to improve instructional practices. The school has few common course-level assessments. Where common assessments are in place, such as in mathematics, teachers meet informally to discuss these and students' results on them. As the school has not yet established school-wide 21st century expectations for student learning, conversations on students' attainment of these are not yet possible. With the implementation of a systematic approach to formative and summative assessments and the review of the results, teachers and students will benefit from a deeper understanding of strengths and needs.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- Standard sub-committee

Standard 4 Indicator 11

Conclusions

At this time, there is not sufficient evidence to support that grading and reporting practices are regularly reviewed and revised. Professional staff does not review the school's grading practices to ensure they reflect the balanced use by all teachers of formative assessments and summative assessments. Changes to the school's grading practices are forthcoming based on transitioning to proficiency-based educational practices. Professional staff does not currently ensure that grading practices are consistent across all subject areas and by all teachers. Once the planned proficiency-based educational practices are in place and grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning, students will be assured of grading consistency across all subject and content areas.

Sources of Evidence

- classroom observations
- teacher interview
- teachers
- department leaders
- Standard sub-committee

Standard 4 Commendations

Commendation

The range of assessment strategies used by most teachers across the school

Commendation

The articulation by many teachers of what students are expected to know and be able to do prior to a unit and/or assessment

Commendation

The timely feedback regularly provided to students informing them of their progress

Commendation

The purposeful collaboration of teachers in the grade nine teams regarding decisions about instruction and assessment

Commendation

The incorporation of performance tasks into instruction and assessment practices by many teachers

Commendation

The practice of providing students with corresponding rubrics and/or intended outcomes prior to summative assessments

Standard 4 Recommendations

Recommendation

Provide time for professional staff to collaborate within curriculum areas to develop departmental assessments and accompanying rubrics in order to ensure consistent expectations and feedback to students

Recommendation

Provide time for professional staff to collaborate on developing and implementing school-wide rubrics connected to 21st century expectations for learning

Recommendation

Utilize forthcoming school-wide 21st century learning expectations as the basis for an assessment system in which teachers collaboratively assess student progress

Recommendation

Develop and implement systematic, formative and summative assessment practices to inform teaching and to increase student learning

Standard 5 Indicator 1

Conclusions

The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride and high expectations for all. More than seventy three percent of students report feeling safe at school. Brewer High School has many extracurricular activities that promote leadership, respect, community service, and community involvement, such as Student Council, Key Club, ROTC, Student Ambassador Program, GSA, food drives, and the Veterans Day Dinner, to name a few. In addition, classes such as Outdoor Experience, drama, and band foster a strong feeling of pride and community in many students. During a recent renovation of the school, steps were taken to ensure that the safety of the students and staff were considered. Cameras were installed, a security station was added at the main entrance of the building, and all classes are now housed in the main building. School pride is evidenced in school spirit weeks, Unified Sports, events led by the Student Athletic Advisory Council, and the first annual student walk to the homecoming football game. Since the school community has built a safe, positive, respectful, and supportive culture, parents in the community can be assured that the learning environment at Brewer High School supports the diverse student body.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- students
- parents
- school board
- community members
- central office personnel
- school support staff
- Endicott survey

Standard 5 Indicator 2

Conclusions

The school's course structure is inclusive and strives to ensure access to challenging academic experiences for students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations. Students and school counselors work together effectively to select classes of interest to students and families. Classes at Brewer High School are currently designated as resource room, co-taught general, college prep, honors, and Advanced Placement. However, most students believe that they have a number of opportunities to take courses in which students of varying levels of ability are enrolled such as ROTC and electives in the academic areas. Once Brewer High School moves toward a more heterogeneous grouping, all students will be provided a more challenging, equitable, and inclusive academic experience to support the achievement of the school's forthcoming 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- students
- school leadership
- Endicott survey

Standard 5 Indicator 3

Conclusions

There is not yet a formal, ongoing program or process through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the critical learning skills necessary for educational success. Despite the lack of a formal program or process, it is clear that many Brewer students have made meaningful connections with adults within the school community on their own. However, Brewer High School (BHS) is poised to launch a version of the Response to Intervention (RTI) program in May 2016 for a three week-long trial. It is expected that this program will provide each student with a consistent, identified mentor throughout his or her tenure at the school. The driving force behind the decision to implement this program was the BHS School Improvement Team (SIT) which is comprised of ten faculty members and the principal. The new program will allow students to meet with their advisor for 30 minutes once per week. At that time the mentor and mentees will review student needs and determine where and with whom the student will meet for each of the next four days in that 30-minute block. The intention is that students will meet with teachers or staff for the purposes of academic support and enrichment. Participants will have an opportunity following the three-week trial to discuss the experience. It is hoped that a full-scale program will begin in the fall of 2016.

Currently, a Freshman Seminar class is in place for all first year students. The freshman class is divided into two teams for all core academic classes. This program aims to provide support to students transitioning from the local middle school and from a number of sending schools. Additionally, the first-year students are given support in refining 21st century learning skills. The seminar meets every other day and includes learning experiences on effective study skills, critical thinking, and collaboration. Freshmen also have a daily, 40-minute supported study hall academic support, where they have access to teachers from their core academic classes as needed. Once BHS has the proposed mentor/mentee program in place, all students will have the connection with an adult in the building as well as a consistent network of support that will aid in the achievement of the school's goals for critical skills experiences.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- school leadership
- Endicott survey

Standard 5 Indicator 4

Conclusions

In order to improve student learning through professional development, the principal and faculty have endeavored to provide a variety of professional learning experiences including professional discourse, resources outside of the school, and the dedication of formal time to implement professional development, and the time and support to apply the skills, practices, and ideas gained. Although these efforts have been ongoing, recently they have not been consistent. Changes in funding and lack of common planning time have meant that time and other resources have not always been available. Despite that, there are some constants at Brewer High School that encourage the development of professional skills designed to improve student learning. The high school faculty and administration meet every first Thursday of the month. Recently, those meetings have been more focused on general management issues but during the 2014-2015 school year, many meetings were dedicated to presentations from faculty members who shared best instructional practices. The freshman team structure has dedicated time for collaboration among faculty, within and across content areas, for those teachers working within the team model. The teachers share a common planning time at least every other day and can focus discussions on best practices for supporting student success. In addition, the Bridge Year program, in its second year, provides a small number of junior and senior level teachers with a common planning time. This two-year program assists high school students in gaining skills and experience that will prepare them for college programs while earning dual high school and college credit. Each grade level group of teachers in the program meet at least once a week to discuss ways to better support their students and meet once a month with Bridge Year teachers from other schools. Professional Learning Groups (PLGs) are another means of professional development that has been put on hold during the last year. Previously, in the current principal's first year at BHS, he initiated the PLG model starting with training eight to ten faculty members to become facilitators of the groups. Each group determined its own goals and framework for study and met regularly throughout the year. A return of this program is planned for the 2016-2017 school year.

Professional development outside the school setting has been limited in the last year due to budgetary constraints. This has had an impact on the opportunity for faculty to take courses and attend conferences. However, the superintendent and the district curriculum coordinator have offered some in-house training on new evaluation procedures in order to expand professional development offerings this year. Six early release days will be included in the calendar and an additional workshop day has been added to the start of the next school year. Much of the three opening workshop days and the early release time will be devoted to providing staff with skills, practices, and ideas for improving student learning in a proficiency-based system. When the principal and professional staff dedicate sufficient formal time to professional development opportunities and resources, consistent and uniform improvement to student learning will be seen throughout the school community.

Sources of Evidence

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

Standard 5 Indicator 5

Conclusions

School leaders are in the early stages of using research-based evaluation and supervision processes that focus on improved student learning. Brewer High School has used the Danielson Supervision and Evaluation of Professional Staff model for several years to support, design, develop, and implement an effective teacher evaluation system in order to focus on professional growth and to improve student learning. Evidence that this model is being implemented with limited fidelity can be seen in some classrooms where an essential question is posted on the board. In other classrooms teachers state the essential question at the beginning of the lesson without writing it on the board. School administrators attempt to provide timely and meaningful feedback to teachers on evaluation activities. When a teacher support and evaluation model is implemented with fidelity, and teachers become more familiar with the model's expectations through professional development and direct supervision by school leaders, the supervision and evaluation process will become more focused on student learning and student learning will improve.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- school board
- school leadership
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 6

Conclusions

The organization of time at Brewer High School supports research-based instruction in some ways but does not fully support professional collaboration among teachers. When the BHS schedule was implemented four years ago, the change made was to a four-period, alternating day (A/B) schedule. This change to approximately 80-minute long classes has allowed teachers to focus on depth of understanding rather than breadth. The move was made after the consideration of research-based instructional best practices. Since the change was recent, a full review of the master schedule has not yet taken place. In general, the structure of the school is viewed as an opportunity to offer quality instructional experiences such as inquiry-based lessons. However, some teachers report that finding common planning time has been difficult. The exceptions to that are the freshman teams and the Bridge Year program. In both instances, teachers involved with these programs do share, at least weekly, common planning time. Both programs are also examples of smaller learning communities working within the larger high school community to encourage personalized learning experiences for those students. Students report that the A/B schedule works well for them and that course choices are rich and varied. A few course conflicts have arisen due to choices of course placement within the master schedule. That said, parents and students point to the willingness of both staff and administrators to work with individuals in order to meet their needs whenever possible. Those solutions, when found, are often outside of the structure of the master schedule. Some opportunities for professional collaboration exist and others are planned for the upcoming school year. Professional learning groups (PLGs) have been discussed at the school but are not yet implemented consistently. These groups met during the last three years at the design and encouragement of the principal. Each group was led by a staff member trained in facilitation methods, and the group set its own goals and framework for study, meeting regularly throughout the year. A return of this program is planned for the 2016-2017 school year. Another avenue for staff collaboration is the BHS School Improvement Team (SIT) which is comprised of ten faculty members and the principal. SIT meets monthly and often explores professional needs and programming. Plans are in the discussion stage at the superintendent level regarding more workshop time for professional collaboration. Six early release days are also planned for the 2016-2017 school year. With the school and district leadership, including teachers, willing to explore ways in which the framework of the master schedule can support collaboration, professional development, and student instructional needs, the school community members can feel confident that all students will have exceptional learning opportunities available.

Sources of Evidence

- classroom observations
- student shadowing
- teacher interview
- teachers
- students
- Standard sub-committee

Standard 5 Indicator 7

Conclusions

Student load and class size enable teachers to meet the learning needs of individual students. Brewer High School makes every effort to ensure that teacher-to-student ratios are such that teachers can meet the individual learning needs of their students. Most parents and students are confident that classes are a reasonable size and allow for teachers to meet the individual learning needs of all students. The average class size for core classes at Brewer High School is 18 students. The average student-to-teacher ratio at Brewer High School is 12.5:1. The typical student load carried by teachers at Brewer High School ranges from 66 to 106. The community can feel confident that the small class sizes and low student loads at Brewer High School allow teachers to meet the learning needs of all students.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- students
- school board
- central office personnel
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 8

Conclusions

The principal, working with other building leaders, aims to provide instructional leadership; however, without written, formal, agreed-upon and widely understood core values, beliefs and expectations, the principal's ability to provide instructional leadership for the school is limited. Currently, the BHS community is in the beginning stages of aligning curricula and teaching methods with a standards-based educational model. The school has joined the Maine Cohort for Customized Learning (MCCL). The principal has helped shape the conversation about the adoption of standards and the move toward proficiency-based instructional methods. He has developed a five-year plan that targets high expectations, critical learning skills, and school culture. Conversations with teachers indicate their appreciation of his efforts in this regard. Additionally, the principal uses teacher evaluation tools to foster a culture of rigor and clarity of expectations in the classroom. He has encouraged teachers to develop essential questions based on the Danielson evaluation process and to share those questions with their students as part of their instructional strategies. The results are evident around the school building in some classrooms. Many students confirm that the course and lesson objectives are clearer now than before. The principal tries to make a consistent effort to perform walk-throughs in every classroom one-to-three times per year. He meets with each staff member at the outset to explain the process. In a follow-up meeting, he offers face-to-face feedback at least once per year. Other times the feedback is written, and he lets the faculty member know he will meet at his or her request. The informal and formal observations are intended to support and enhance an environment of student-centered learning. While the principal is seen as an instructional leader within the school community, it is difficult to determine that all decisions are rooted in the school's mission and vision statements. Once the BHS leadership and faculty articulate their core values, beliefs about learning, and learning expectations, work can begin to make those beliefs central to instructional leadership, school-wide decisions and planning, thereby enhancing learning opportunities for all students.

Sources of Evidence

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

Standard 5 Indicator 9

Conclusions

Teachers, students, and parents are somewhat involved in meaningful and defined roles in decision-making that promote responsibility and ownership. There are many different opportunities to be involved in decision-making at Brewer High School as a teacher, student, or parent. Parents may become involved through the Parent Advisory group that meets once a month with the principal to discuss concerns and to provide parent input. Parents can also be involved by serving on the school board, or by volunteering on the Teacher Evaluation or the Strategic Planning committees. There is a Student Advisory group that is comprised of the president and vice-president of each class and the principal. This group is proud of their recommendation to provide a microwave for students who brought their lunches from home during the renovation process. Students also serve on the Student Athlete Advisory Council (SAAC) which is comprised of twenty student athletes, a faculty member, and a coach. Brewer High School also has an active Student Council that has representatives from all grade levels as well as class officers. Students may also join the Student Health Advisory Board. Some students expressed that they do not know how to affect change and be heard regarding decision-making at Brewer High School. Finally, ten teachers meet monthly with the principal on the School Improvement Team (SIT). Because Brewer school community members have many opportunities to be involved in meaningful and defined roles in decision-making, school decisions are informed by a variety of stakeholders.

Sources of Evidence

- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- students
- parents
- school board
- community members
- school leadership
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 10

Conclusions

Brewer High School teachers often exercise initiative and leadership essential to maintaining their commitment to the positive climate of the school and to increase students' engagement in learning. Brewer High School's welcoming and active culture is due in large part to the leadership of its teaching staff. All staff regularly attend monthly faculty meetings, participate in in-service days, and, when possible, attend professional conferences and workshops. In addition, the staff have been part of professional learning groups (PLGs) in the past several years, often working toward the goal of improved teaching practices. Each PLG was led by one of the BHS teachers who had been trained to facilitate the sessions. Many staff members are active in other leadership roles at BHS. The School Improvement Team (SIT) is a group of ten teachers and the principal who meet monthly to discuss issues and work on school-wide initiatives such as the mentor/mentee program that will begin on a trial basis in May 2016. This program stemmed from a need to provide students with an adult who can provide support throughout every aspect of the educational experience. Other teachers serve as curriculum leaders in their content areas, although some staff members indicate that the focus for those in that role is unclear. Additionally, not all content areas have a representative at this time. Some of the work in the content areas have been centered on the review and alignment of their curriculum with a standards-based educational model. Again, finding common planning time is sometimes a challenge. Teachers also serve on the two freshman teams. In addition to leading the freshman core academic courses, the teachers meet at least weekly during common planning time to discuss student progress and performance and to intervene and provide academic support on behalf of the students as needed. The team leaders then meet with the principal once a month regarding student learning and achievement. Several teachers are serving on the Teacher Evaluation Steering Committee which will help inform and guide the staff in the new evaluation system that will be piloted next year. Beyond the academic leadership seen throughout BHS, many teachers also serve as coaches and directors of many student clubs and organizations such as SE Beowulf, Key Club, Student Council, Robotics, and National Honor Society to name just a few. The diverse and enthusiastic participation of BHS teachers in professional and student organizations is a strong indication of their commitment to maintain the positive climate within the school community and to increase students' engagement in learning.

Sources of Evidence

- self-study
- student shadowing
- teacher interview
- teachers
- parents
- school leadership
- Standard sub-committee

Standard 5 Indicator 11

Conclusions

The school board, superintendent, and principal have not consistently been collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. Numerous changes in central office and school leadership over the past few years have made collaboration difficult for the school board, superintendent, and principal in the development of the school's 21st century learning expectations. It will be important for the school board, principal and superintendent to be collaborative in formulating and then achieving the forthcoming 21st century learning expectations. When the superintendent, school board, and principal are able to consistently collaborate, then Brewer High School will be able to identify and implement the school's 21st century learning expectations.

Sources of Evidence

- self-study
- teachers
- school board
- school leadership
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 12

Conclusions

The school board and superintendent sometimes provide the principal with sufficient decision-making authority to lead the school. There is much anecdotal evidence that points to the staff's general trust in the principal's decision-making ability and leadership of the school. However, some staff members report that he has not been given full authority to do so. It will be important for the superintendent and the principal to work collaboratively to address current and future challenges. Once the school board, superintendent, and principal review these communication issues the decision-making process will be strengthened allowing the principal to have the authority necessary to lead Brewer High School to a place where all students can achieve their learning expectations.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- school leadership
- Standard sub-committee

Standard 5 Commendations

Commendation

The involvement of students, staff, and community members in the many school and extracurricular activities that have created the atmosphere of support and pride throughout the school

Commendation

The small class sizes that allow teachers to meet the learning needs of their students

Commendation

The diverse and enthusiastic participation of BHS teachers in professional and student organizations

Commendation

The collaboration between teachers and school leadership in ensuring a safe and productive school culture

Commendation

The safe, positive, respectful, and supportive culture that fosters student responsibility for learning

Commendation

The principal's development of a five-year plan that targets high expectations, critical learning skills, and school culture

Standard 5 Recommendations

Recommendation

Once the school establishes its core values, beliefs, and 21st century learning expectations, ensure that key school-wide and district-level decisions are made with these guiding documents in mind.

Recommendation

Provide training and professional development for the staff regarding the Danielson Framework of Supervision and Evaluation

Recommendation

Develop and implement a program or process to ensure that each student has a connection with an adult in the building, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations

Recommendation

Ensure that the master schedule supports collaboration, professional development, and students' instructional needs

Recommendation

Recommendation

Standard 6 Indicator 1

Conclusions

Brewer High school has many timely, coordinated, and direct intervention strategies for students that support most students' achievement, especially for identified at-risk students and students who are at a higher achievement level. Currently, there is no Response to Intervention (RTI) system in place. However, there will be a pilot RTI program beginning in May 2016, with full implementation scheduled for the 2016-2017 school year. Currently, incoming freshmen are assigned to one of two freshman teams (Dirigo/Penobscot) to assist in the transition to Brewer High School. Within the freshman teams, there exists a Freshman Seminar class that meets every other day. The topics covered in Freshman Seminar include effective study skills, critical thinking, and collaboration. These topics provide Brewer High School freshmen with an adult who knows them well and can assist them. All freshmen also have academic support, which is a supported study hall that they attend each day for 40 minutes, allowing students to access their core teachers for additional assistance as needed. However, the supports available to freshmen are not consistent among and across other grade levels. Student support services at Brewer High School are provided by special education, health services, student services, library, gifted and talented, and the school resource officer. Special education follows mandated procedures for identifying and providing appropriate IEPs and 504 plans to accommodate individual needs of students. There is a full-time district social worker as well as the availability of occupational therapy, physical therapy, and speech therapy. There are two Transitional Advantage Program (TAP) classrooms, as well as multiple configurations of special education academic classrooms which meet students' needs in the least restrictive environments. The ALPHA program is an off-site alternative educational environment for students whose needs are not met by traditional schooling. Brewer High School special education uses Child Find, a component of the Individuals with Disabilities Education Act (IDEA) that requires states to identify, locate, and evaluate all children with disabilities, between the ages of birth to 21, who are in need of early intervention or special education services.

Students with identified chronic medical conditions are accommodated by student health services with nursing care plans. The school nurse also provides acute care for students as needed throughout the school day. The nurse provides medication according to state laws and district policies to those students who require it in school. Health services provides care for all students or staff who experience injury or sudden illness. The school nurse collaborates with the ten-year old school-based health center offered by PCHC staff to extend the range of direct and preventative care available to students whose families have chosen to enroll. These services include, but are not limited to, mental health counseling and dental services. Students may serve on the Student Advisory Board and are given the opportunity take on projects that improve student health.

School counseling services provide personal, academic, career and college counseling. Three guidance counselors provide these services to a caseload of approximately 220 students each. There is also a guidance secretary and a full-time registrar of students. Students may self-refer to meet individually with their counselor or if parents and teachers identify a need. In an effort to reach more students, counselors hold small and large informational group meetings. Jobs for Maine's Graduates (JMG) provides an opportunity for students who face barriers to education, with the goal of guiding each one to a successful path toward continued education, a meaningful career, and productive adulthood. There is a Sophomore Career Exploration class under the JMG Grant which meets for half of year. A MELMAC funded position allows multiple opportunities for students to make college visits throughout their high school career as well as to receive personalized help with FAFSA information. APEX Learning is available to students who may need opportunities for online learning or credit recovery.

The library support services provide teachers and students with a limited range of library/media services upon request. The library and librarian are available for group and individual instruction during school hours. Recently, the librarian worked with freshman English teachers to create an audio book collection for at-risk students. Also, ESL students now have access to books appropriate to their reading level. Reader Advisory is a library program

charged with finding alternative reading materials for students in need of academic support in English classes to more closely meet their individual interests and reading abilities. Gifted and talented students, both academically and artistically, are identified by a committee of the Chapter 104 Director, a guidance counselor, and a teacher who meet to determine which students qualify based on specific screenings tools and criteria. Parents may also refer their students for consideration.

Brewer High School students have the opportunity to apply to the United Technology Center (UTC) for 19 technical and vocational courses for which they may earn up to three credits per year during their junior/senior years. Air Force Junior ROTC is a unique and well regarded program offering aerospace science, cultural studies and character development that may lead to either a two- or four-year certificate of completion. Additionally, the school resource officer is a full-time Brewer Police Department officer who works to keep the school community safe for learning to the full extent of his role. He is an important liaison between school and community resources. With the addition of an anticipated RTI program, BHS can assure timely, coordinated and directive intervention strategies for all students.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- student work
- teacher interview
- students
- school support staff
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 2

Conclusions

The school regularly provides information to families, especially to those most in need, about available student support services. The school provides information regarding student support services to families on an individual basis through Child Find and Procedural Safeguards. This information is posted on the district's website but is also communicated directly to parents by the director of pupil services and special education teachers in annual conferences and at IEP meetings. Enrollment and release forms for the school-based health center are sent home in mailings and are also available on the school's website. The student handbook, brochures, One Call system and mailings are utilized regularly for communication to families. Student counseling services use similar means, but the process will become streamlined as Brewer High School integrates the Naviance computer program. According to the Endicott survey, a significant majority of students and parents agree that Brewer High School provides accessible information about student support services. Brewer High School utilizes extensive modes of communication to inform parents of student support services available, ensuring that they reach those students most in need.

Sources of Evidence

- self-study
- school support staff
- school website
- Standard sub-committee

Standard 6 Indicator 3

Conclusions

Support services staff use a wide variety of technology to deliver an effective range of coordinated services for each student. Infinite Campus is used by guidance counselors to follow students' academic progress and to tailor schedules. Naviance, an online program with multiple facets, is increasingly used to help students prepare for college, allowing them to create a individual plan to attain future goals. Naviance can also streamline the college application process by making communication electronic between the school and students, teachers, and colleges. Student health services uses technology in the form of emails to communicate confidential student health concerns to staff on a need-to-know basis. Phone calls are the primary means of communicating health concerns to individual student's families. However, the One Call emergency notification system alerts parents and students of health concerns affecting the wider school community. Annual online surveys of students, staff, and parents are administered to gain data which guides adjustments to services. Library/media center services at Brewer High School offer a limited catalog using Alexandria software as well as provide access to the databases on MARVEL, Maine's Virtual Library. All freshmen are introduced to these library services during an English research paper unit. As sophomores, the library offers instruction on proper online research skills including how to prevent plagiarism and evaluate websites as quality sources. Brewer High School's special education department also uses Infinite Campus to create and maintain IEPs for students. Special education students may use technology such as audio books for reading and computers for writing to assist them in learning. The special education department also collaborates with the National Center and State Collaborative (NCSC) to build an alternate assessment strategy based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities. Because support services staff often use multiple technologies, the Brewer community can be assured that BHS delivers a wide range of coordinated services for each student.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- student work
- teacher interview
- teachers
- students
- school leadership
- school support staff
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 4

Conclusions

School counseling services have a more than adequate number of certified/licensed personnel and support staff who do not yet deliver a written, developmental program but meet regularly with students to provide personal, academic, career, and college counseling; engage in individual and group meetings with all students; deliver collaborative outreach and referral to community and area mental health agencies and social service providers; and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's forthcoming 21st century learning expectations. School counseling services are working toward delivering a written developmental program. There are three guidance counselors, a registrar, and a guidance secretary. The counselors meet regularly, although not individually, with all students every year to provide personal, academic, career, and college counseling. The three counselors are available before, during, and after school for meetings with students, parents, teachers, and/or administrators. They collaborate with outside community mental health partners as well as the SBHC mental health and social services providers, especially during crisis intervention. Multiple evenings are set aside to provide senior financial aid/scholarship information. There are also underclassmen Parent Night meetings and a Bridge Year program introduction night. Counselors are also responsible for developing the master schedule, overseeing PSATs and SATs, and directing the Scholarship Committee and Science Augmentation program. School counseling services use many forms of ongoing relevant assessment data for the monitoring of student progress including progress reports and grades, test scores, and attendance records. The Endicott survey suggests that the school community believes student counseling services have an adequate number of certified/licensed personnel and support staff. Feedback from a majority of students who do not feel that they meet regularly with their guidance counselor has been taken seriously and has led to more large group student meetings. The increasing utilization of NAVIANCE surveys allows for greater understanding of what counseling services students find most helpful. Because school counseling services have an adequate number of certified/licensed personnel and support staff who meet regularly with students to provide personal, academic, career, and college counseling, engage in group meetings with all students, deliver outreach and referrals to appropriate agencies, and use data to improve services, the school can ensure that most students are achieving the school's learning expectations. When school counseling services also meet individually with every student and deliver a written, developmental program, the school can ensure that each student achieves the school's learning expectations.

Sources of Evidence

- self-study
- student work
- teacher interview
- department leaders
- school support staff
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 5

Conclusions

Thanks to an effective partnership between the school and a community-based provider, the school has access to certified/licensed personnel and support staff who provide comprehensive preventative health services and direct intervention services, an appropriate referral process, ongoing student health assessments, and ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student has the opportunity to achieve the school's forthcoming 21st century learning expectations. There is a full-time school nurse who oversees 661 students and staff members as needed. A school physician provides standing orders for health services and medication orders. The school nurse provides students who have chronic health conditions with individualized healthcare plans, emergency action plans, and 504 plans as appropriate. The Brewer School-Based Health Center provided by Penobscot Community Health Care (PCHC) offers care for families who choose to enroll their students. The health center staff includes a physician's assistant to provide acute care and a licensed clinical health counselor to provide mental health counseling on site. The SBHC also provides dental health care. An athletic trainer cares for athletes with injuries, as well as rehabilitation and concussion management. Students can self-refer; parents and teachers can also refer students for care. A list of outside agencies is available for families to utilize. The nurse provides state-mandated health screening, enforces immunization requirements, and notifies parents if follow-up care is needed. Educational staff are informed of necessary health accommodations for students. The physical space provides for private and confidential meetings for care. The health services conduct annual surveys with students, parents, and staff to ensure awareness and satisfaction of services. Brewer High School health care services with support of PCHC provide excellent access to comprehensive care for students to help ensure that each student has the opportunity to achieve success.

Sources of Evidence

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

Standard 6 Indicator 6

Conclusions

Library/media services presently have limited integration into curriculum and instructional practices due to an inadequate number of certified/licensed personnel and support staff to meet the needs of 661 students. Previously, there was an educational technician in the library/media center. This position was eliminated in 2014. Consequently, the library is no longer available to students before and after school. The librarian is able to work with teachers informally to provide materials that are integrated into the school curriculum based on individual teacher requests. This is also true for students. The one-to-one computer program, which encompasses all four grade levels, has changed the traditional role of librarian/media center. With the reduction of staff, the librarian's role is now primarily used as a study hall resource. This year the librarian was able to purchase two new on-line databases: Gale: Global Issues and Country Reports. The librarian is working to make the library/media center more useful to the student population by creating a classroom focus. A classroom area is planned with a white board and other unique technologies such as 3-D Pens which other classrooms are unable to offer. The Endicott survey reports wide disagreement between teachers and parents regarding the adequacy of the library's range of relevant offerings and its impact on student learning. A strong majority of parents feel the range of offerings is adequate while most teachers feel it does not provide enough materials to support the curriculum. The library/media center currently serves the Brewer High School students and faculty well during the school day but its ability to do so before and after school is limited. When the plans for a classroom focus within the library/media center are fully realized, it will be better able to support the school's full curriculum.

Sources of Evidence

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

Standard 6 Indicator 7

Conclusions

Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who always collaborate with teachers, counselors, target services, and other supports staff, deliberately provide inclusive learning opportunities for all students, and perform ongoing assessment using relevant data, including recent feedback from the school community to improve services and ensure each student achieves the school's forthcoming 21st century expectations. Special education staff includes seven certified special education teacher/case managers, two educational aide I's, eight educational aide III's, a 504 coordinator, an ESL coordinator, a certified ESL teacher, two alternative educational teachers, a district school psychologist, a director of pupil services, and three district-wide speech therapists. Brewer High School also contracts with both occupational therapists and physical therapists to work with students requiring their services.

Support services personnel and support staff at Brewer High School collaborate extensively with all teachers, counselors, targeted services and other support staff. Annual review meetings are held to assess and revise support plans for identified students among special education staff, teachers, and other service personnel. There is frequent opportunity for special education and regular education teachers to collaborate extensively through the freshman team structure. Roughly twenty students attend the ALPHA program, an alternative to the traditional classroom environment, which provides flexible and individualized learning experiences in a small group setting. The Transitional Advantage Program (TAP) serves students whose IEPs focus on work and life skills with the goal of providing them with productive employment or other meaningful programs after high school. Special education students experience inclusive learning opportunities by working as office and cafeteria aids with general education peers, playing Unified Sports, and working in the school store. Special education personnel and support staff also work with the Bureau of Rehabilitation Services to bring about full access to employment, independence, and community integration for people with disabilities. In general, students with disabilities are included in general education courses to the greatest extent appropriate. The majority of the staff and parents at Brewer High School concur that the school has an adequate number of certified/licensed personnel and support staff for identified students. At Brewer High School special educators provide extensive individualized support services for identified students, and parents can be assured that their children have personalized plans which allow them to achieve learning expectations.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- student work
- teacher interview
- teachers
- students
- department leaders
- school support staff
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Commendations

Commendation

The significant timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students

Commendation

The extensive use of communication modalities to inform parents of student support services available

Commendation

The delivery of collaborative outreach and referral to community and SBHC mental health services

Commendation

The provision of inclusive learning opportunities for all students

Commendation

The access to comprehensive health care for students

Commendation

The wide variety of technology used to deliver an effective range of coordinated services for each student

Standard 6 Recommendations

Recommendation

Implement the planned RTI program, or take similar steps, to ensure that each student in need of academic support receives it in a way that is appropriate to his or her need

Recommendation

Implement the delivery of a written developmental guidance curriculum for students

Recommendation

Ensure student access to the library/media center before and after school

Standard 7 Indicator 1

Conclusions

The community and the district's governing body strive to provide dependable funding for a wide range of school programs and services, sufficient professional and support staff, a full range of technology support, sufficient equipment and sufficient instructional materials and supplies but resources for professional development and curriculum revision have been lacking.

In the last three years, reductions in budget allocations have led to limited funds for many programs, however few have been eliminated. Brewer is under-spending the state average for regular instruction by \$1,355,256 while over-spending the state average for school and district administration by \$98,726. The community provides a substantial amount of funding for fine arts and athletic programs. Instructional supplies and equipment for the Outdoor Education and Forestry programs are paid by fundraising efforts of students and donations from the community. The Maine Educational Loan Marketing Corporation (MELMAC) and Jobs for Maine's Graduates (JMG) play an important role in providing career and college readiness services to students. The school has sufficient professional and support staff who are able to support all of the students' and building needs. There have been no major cuts in the last three years. There is currently an opening for another custodian that is posted and the school is in the process of conducting interviews. There is a very low student-to-teacher ratio (12.5:1) that will likely increase in the future. Brewer High School has had very limited funds to provide ongoing professional development and curriculum revision. An amount of \$150,000 was budgeted for the district to provide ongoing professional development and curriculum revision. This includes funding for course reimbursements, conferences, Great School Partnership, and Marzano training, however the majority of staff has indicated that for many years there has been little to no individual formal professional development approved. Faculty and administration frequently look for free professional development opportunities from a wide variety of sources.

The school has a full range of technology support and the budget for the last three years has fully supported this. The school extensively uses technology in many classes and the district budgets for each student to have a Chromebook. There is very reliable and efficient technology support and repair on campus that allows the students and faculty to rely on and integrate technology. The school has a sufficient amount of maintenance equipment and technology, however there is a need for updated classroom furniture in the non-renovated portions of the building. There have been some decreases in amounts allocated for instructional materials and supplies. There is a need for updated instruction materials and supplies in many departments. Faculty have not submitted formal individual or department budget requests since 2010, however staff do feel they are supported when they submit item requests to the principal. Because the community and the district's governing body provide dependable funding for a wide range of school programs and services, sufficient professional and support staff, a full range of technology support, and sufficient instructional materials and supplies, students have a generally effective environment for learning. When the school also has dependable funding for ongoing professional development and curriculum revision and sufficient equipment, the school will be able to improve student learning and achievement.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation

- facility tour
- teacher interview
- teachers
- community members
- central office personnel
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 2

Conclusions

The school consciously develops, plans, and funds programs to ensure the maintenance of the building and school plant. There is effort to properly maintain, catalogue, and replace equipment. The Brewer schools use the Help Desk program to help track and prioritize maintenance requests and project progress throughout the district. There is a clearly defined role for the director of maintenance and his team. The majority of staff have indicated this is an effective system and their requests are resolved in a timely manner. In the past few years new equipment has been purchased that has helped the custodians and maintenance staff become more effective. The school is planning to hire one additional custodian and the custodial staff feel this will have a very positive effect on their ability to maintain the building. The maintenance staff has adequate workspace and storage in a workshop located on the high school grounds. The newly renovated areas of the school are very well maintained and impressive additions to the campus. However, there is a noticeable difference between the original and renovated portions of the building. The original portions of the building are challenging to maintain with the budget restrictions. The school is looking forward to future renovations when the budget allows. Members of the faculty and students are generally satisfied with the cleanliness and maintenance of the school and are willing to help and adapt when needs arise. When the school and district more consistently commit to replacing outdated equipment and the facility students will benefit from a learning environment that more fully supports the curriculum and school-wide expectations for learning.

Sources of Evidence

- facility tour
- teachers
- central office personnel
- school leadership
- school support staff
- Standard sub-committee

Standard 7 Indicator 3

Conclusions

The community generally funds and the school implements long-range plans that address programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements. The school has a clear plan to support students transitioning from middle school to high school. There is a five-year maintenance and facility plan that has been approved by the district administration in January 2016. The district technology specialist actively seeks to better the quality of technology used in the high school. There have been significant decreases in enrollment and the staffing needs are being re-evaluated by district administration. The renovations completed in many areas of the school have made a very positive impact on the students and staff. The cafeteria now has adequate space to serve the students and to provide more efficient food storage, preparation, and delivery. As the school and community continue to fund the school's long-range plans, the school will be able to continue with capital improvements and ensure students have a high quality learning environment.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teachers
- students
- department leaders
- school support staff

Standard 7 Indicator 4

Conclusions

Building and district administrators have created and implemented the budget with some input from staff. Many teachers feel that they are not actively involved in the development and implementation of the budget. Teachers approach the principal on an individual basis with requests for instructional supplies and needs. These requests are often granted within the constraints of available funds. However, the new superintendent has begun to make the budget process more transparent by implementing several strategies through which input is gathered both in person and through shared documents. The School Improvement Team (SIT), comprised of approximately ten teachers, has an opportunity to help the principal prioritize budget needs and school improvement projects. Faculty have limited access to current and updated information on the status of budget allocations. Once teachers have a more meaningful voice in the budget process, this will support more effective use of funds to ensure high quality educational experiences for all students.

Sources of Evidence

- panel presentation
- facility tour
- teacher interview
- teachers
- central office personnel
- school leadership
- school support staff
- Endicott survey

Standard 7 Indicator 5

Conclusions

The school site and plant supports the delivery of high quality programs and services throughout the majority of the school. The district has made concerted efforts in the last sixteen years to update facilities. Major projects during this time period include, but are not limited to, the renovations to the library in 2000, the addition of four new science classrooms in 2007, a new track facility in 2013, and the most recent and largest renovations to areas in the front of the school in 2013-2014.

The cafeteria/student dining services and preparation area were completely renovated in 2013-2014, providing students and staff with more than adequate space and equipment to meet the needs of all. In addition, the cafeteria serves as a welcoming space for students to gather before and after school, to use as study space throughout the day, and to provide a place for the school and community to gather for functions. The gymnasium and many of the visual and performing arts facilities were also renovated in 2013-2014. Although the most recent renovations eliminated some classrooms and working spaces, the school has an adequate number of classrooms to deliver high quality core academic programs. The school has re-purposed spaces and created office spaces for teachers who have been displaced. Two faculty rooms give staff suitable working space, although it is difficult to control the temperature in the older faculty room. New renovations have provided a welcoming entrance, new administrative offices, several conference rooms, office space, and a health suite with suitable space for confidentiality and student privacy. It should be noted that the school-based health center has been an effective addition to the school, with more than 50 percent of students accessing the center yearly. Although the majority of students/families have their own primary care physicians, this program provides students with medical and mental health services helping the school to maintain a 94 percent student attendance rate. School grounds provide adequate and suitable outdoor space including safe and secure parking for teachers, students, and visitors.

Although the school has made many improvements, administration continues to prioritize and plan for future projects. For instance, although science labs are sufficient in number and four classrooms were recently added, supplies for these classrooms are less than adequate to deliver a 21st century curriculum. The library/media center also has appropriate space but are not adequately equipped to support 21st century curriculum. However, the library/media specialists are working to improve technology support, including databases for online resources, subscriptions, movies, and other curriculum resources. Although staff recognize facilities like the music room and special education rooms are in need of some improvements, these facilities are adequate to deliver high quality school programs and services. With continued planning and improvements to facilities and equipment, the school will continue to improve the quality of programs and services throughout the entire school.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- facility tour
- teachers
- students
- parents
- school leadership
- Standard sub-committee

Standard 7 Indicator 6

Conclusions

The school maintains documentation that the physical plant and facilities meet most applicable federal and state laws and are in compliance with local fire, health, and safety regulations. Documentation has been provided to indicate the school meets all applicable federal and state laws including maintenance of fire alarms, fire extinguishers, emergency lights, sprinkler systems, pesticide management, and storm water pollution prevention. The school has also provided a chemical hygiene plan and MSDS sheets to indicate proper storage and disposal procedures but recognizes the need to revise documents and storage methods to meet new OSHA regulations. Proper ventilation, temperature control, and air quality are adequate in some areas of the school, especially in areas that have been recently renovated, but there are also areas of concern. Maintenance is currently working with an in-house HVAC professional in an effort to better regulate temperatures within the school. Handicap accessibility in and around the school meet ADA regulations but maintenance and administration have identified issues they would like to address including additional curbside wheelchair ramps in the front of the building and wheelchair access to the back of the building. The school has addressed many safety-related needs to ensure the safety of students and staff. All doors remain locked throughout the day, with the exception of some doors toward the back of the school that students use during passing time between classes. These doors are controlled remotely by a computer program to unlock for a period of five minutes between classes to allow students to move in/out of the building. Updated classroom phones afford staff a more convenient way to communicate with parents. Through these methods and efforts, the community can be assured that the school plant operates in a safe and orderly manner.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- school leadership

Standard 7 Indicator 7

Conclusions

Professional staff frequently engage parents and families as partners in each student's education. The school employs multiple methods of communication including the One Call Now system, Infinite Campus, social media, Twitter, emails, postal mailings, blogs, a school website, the school newsletter (*The Scholar*), and open houses in an effort to engage parents and families. Although the self-study results indicate varied opinions by students, parents, and staff regarding parent engagement, there is sufficient evidence that the vast majority of staff engage in these efforts. The JMG programs have been an excellent means of communicating with many parents who are typically less engaged. Programs offered in career and outdoor education, music and athletic boosters, and the Principal's Advisory Committee to name a few afford parents the opportunity to engage in their students' educational experience. Parent/teacher conferences are held in the fall, while guidance and faculty arrange to meet with parents throughout the school year when necessary. Although the school uses various means of communication to share student achievements, parents communicated a desire to find additional ways to celebrate students' academic successes. Efforts made by professional staff to actively engage parents and families as partners in each student's education have helped the community to value educational experiences.

Sources of Evidence

- panel presentation
- teacher interview
- teachers
- parents

Standard 7 Indicator 8

Conclusions

The school has consciously developed productive parent, community, business, and higher education partnerships that support student learning. Parents have the opportunity to serve on many committees in an effort to support the school's educational needs. Some of these committees aid programs like Outdoor Education, the Unified Sports Team, career fair, visual and performing arts, and the music boosters. Parent participation varies greatly among these committees. The school has partnerships with the University of Maine, Husson University, Eastern Maine Community College, and United Technologies Center. Students may enroll in the Early College for ME Program or the Bridge Year program in an effort to earn college credit prior to graduation. The student services department also offers College Application Review Days with the University of Maine and Husson, a financial aid night, and underclassman parent college information night to aid students and families through these challenging processes. Student services uses the Naviance program to help freshmen create and maintain their personal learning plan (PLP) which students use to plan their high school and future goals. Naviance is also used as a tool by upperclassmen to streamline the college application process. The sophomore Career Exploration course has proven to be an excellent way for underclassmen to begin planning their future and to find greater value in future coursework. This course helps students identify strengths and areas for growth as they continue to plan for the future. Technical programs at United Technical College have offered students excellent opportunities to participate in real-world activities, to develop the skills and earn certifications necessary for employment in the trades, and to aid in linking classroom knowledge to these experiences. The development of parent, community, and higher education partnerships have enhanced and supported student learning.

Sources of Evidence

- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- students
- school board
- community members
- school leadership
- school support staff
- Standard sub-committee

Standard 7 Commendations

Commendation

The school and community's concerted efforts to improve facilities and to address safety concerns in an effort to offer safer, high quality programs and services to students

Commendation

The school's provision of a wide range of programs and services for all students and the support of faculty and student use of technology

Commendation

The productive parent, community, business and higher education partnerships that support student learning

Commendation

The fostering of community-wide relationships to ensure adequate funding and resources to provide high quality programs and services

Commendation

The school site and plant which support the delivery of high quality programs and services throughout the majority of the school

Commendation

The dependable funding provided by the community and the district's governing body for a wide range of school programs and services, sufficient professional and support staff, a full range of technology support, sufficient equipment and sufficient instructional materials

Standard 7 Recommendations

Recommendation

Engage in long-term planning to address and prioritize facility improvements in order to ensure an equitable learning environment for all students and staff

Recommendation

Engage in transparent planning and budgeting with the aid of all stakeholders

Recommendation

Ensure all staff have equitable access and input on professional development.

FOLLOW-UP RESPONSIBILITIES

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

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

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

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

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

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

SUBSTANTIVE CHANGE POLICY

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

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

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

Roster of Team Members

Chair(s)

Chair: Tony Gasper - Wolcott Public Schools

Assistant Chair: Tom McDowell - Yarmouth High School

Visiting Team Members

Kathi Al-Darraj - Newmarket Junior-Senior High School

Brenda Beckwith - Winslow High School

Jessica Belanger - Mount Ararat High School

Leone Donovan - Messalonskee High School

Jessica Ellingwood - Spruce Mountain High School

Amy Hunter - Freeport High School

Amber Jensen - Freeport High School

Alison Kearney - Noble High School

Mary Miller - Boothbay Region High School

Laura Sotherland - Lisbon High School

Tina St. Pierre - Bonny Eagle High School

Aaron Tremblay - Sanford High School

Jennifer Vargas - Gray-New Gloucester High School