

New England Association of School and Colleges, Inc.

Commission on Public Schools



Commission on Public Schools

Collaborative Conference Visit Report for Millennial High School

Millennial, XYZ

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School and Community Summary

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Millennial is located in ABC County, approximately 35 miles west of the City. As of the 2010 census, Millennial was home to just over 19,000 residents. Once home to mills and factories, the town has recently had a resurgence in its downtown, which includes new restaurants and local specialty shops. New housing developments continue to be built, expanding the residential footprint of the community. The median income of Millennial residents is just below \$76,000 per year. Just over 45 percent of residents have a college degree. According to data from the Department of Education, 21.5 percent of families attending the Millennial Public Schools are considered economically disadvantaged.

The Millennial Public Schools consists of five schools. Three elementary schools, each serve grades preK-4; one middle school serves students in grades 5-7; and one high school houses grades 8-12. The district services 2,640 students in grades preK-12. Students from Millennial have the option of enrolling in the Technical High School. Approximately 40 students leave Millennial High School for the technical school after grade 8. There has been a recent increase in the number of families choosing enrollment in the ABC Charter School in neighboring Sampletown, beginning in grade 6. Enrollment in the Millennial Public Schools has been in decline. Four years ago, the district serviced 2,876 students. Enrollment trends indicate a projected enrollment of 2,542 in the 2021-2022 school year.

The average per pupil cost is \$14,589, just below the state average of \$15,024. The proposed fiscal year (FY) 19 school department budget is \$42,311,571. This sum is comprised of \$38,091,026 from town appropriations, which is slightly over 52 percent of the total town budget. The Town of Millennial is generous in allocating resources to its public schools. Millennial appropriates funds far over required net school spending annually.

The aggregate dropout rate at Millennial High School for 2015 was 2 percent and in 2016 it was recorded at 1.7 percent. The four-year adjusted graduation rate for 2016 was 91.9 percent. The student attendance rate for the 2016-2017 school year was 94.5 percent. Eighty-eight percent of students in the Class of 2017 continued their education after graduation at either a 2- or 4-year college. Four percent enrolled in a trade or vocational program, one percent enlisted into the military, and seven percent entered the workforce.

Millennial High School increased its relationships with local businesses with the implementation of a new senior internship program. Starting with the Class of 2018, 25 seniors will end their high school careers early to experience a six-week internship with a variety of local businesses. This program is facilitated by the school's career counselor, a position that was first supported by the FY17 budget. Millennial also has a partnership with Local Community College (LCC). This program affords students with the opportunity to enroll in four college courses through LCC during their junior and senior years and earn 12 transferable college credits prior to graduating from high school.

Core Values, Beliefs, and Vision of the Graduate

Core Values and Beliefs

Millennial High School educates students for active citizenship in a global environment. We aim to cultivate each student's passion for learning and ability to think critically and independently.

Millennial **PRIDE** is:

Perseverance: Work hard to achieve goals and overcome challenges

Responsibility: Take ownership of learning and value service to the community and world

Integrity: Act with honesty and hold ourselves accountable

Diversity: Treat all with dignity and work to build a strong school community

Excellence: Hold ourselves to high academic and social expectations

Vision of the Graduate is under revision

LEARNING CULTURE

Learning Culture

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

Student Learning

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

LEARNING RESOURCES

Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

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 three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS), which is comprised of the Committee on Public Secondary Schools (CPSS), the Committee on Technical and Career Institutions (CTCI), and the Committee on Public Elementary and Middle Schools (CPEMS); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture*, *Student Learning*, *Professional Practices*, *Learning Support*, and *Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it show continued progress addressing identified needs.

Preparation for the Accreditation Visit - The School Self-Reflection

Accreditation coordinators and a steering committee comprised of the professional staff were appointed to supervise the school's self-reflection and Accreditation process. At Millennial High School, a committee of 10 members, including the assistant principals, supervised all aspects of the Accreditation process. The steering committee organized an appropriate committee or committees to determine the quality of all programs, activities, and facilities available for young people by completing the school self-reflection.

Public schools evaluated by the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. Millennial High School used questionnaires developed by the Commission on Public Schools 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-reflection.

In addition, the professional staff was required to read and vote on Part 2 of the self-reflection to ensure that all voices were heard related to the alignment of the school to the Standards for Accreditation. All professional staff members were expected to participate in the self-reflection process either by participating on a committee or by participating in discussion and evidence gathering to support the school's alignment to the Standards.

The Process Used by the Visiting Team

A visiting team of four members was assigned by the Commission on Public Schools to conduct a Collaborative Conference visit to Millennial High School. The visiting team members spent two days in Millennial; reviewed the self-reflection documents, which had

been prepared for their examination; met with administrators, teachers, other school and system personnel, students and parents; and visited classes to determine the degree to which the school aligns with the Committee on Public Secondary Schools' Standards for Accreditation. The team also reviewed the proposed priority areas for the school's growth plan to be developed as part of the Accreditation process.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement.

This report of the findings of the visiting team will be forwarded to the Committee on Public Secondary Schools, which will make a decision on the Accreditation of Millennial High School.

Foundational Element Ratings

Foundational Element Ratings

Foundational Elements	School's Rating	Visitors' Rating
1.1a - Learning Culture	Meets the standard	Meets the standard
1.2a - Learning Culture	Does not meet the standard	Does not meet the standard
2.2a - Student Learning	Does not meet the standard	Does not meet the standard
3.1a - Professional Practices	Meets the standard	Meets the standard
4.1a - Learning Support	Meets the standard	Meets the standard
5.1a - Learning Resources	Meets the standard	Meets the standard

Foundational Element 1.1a - Learning Culture

Narrative

Millennial High School provides a safe environment that supports student learning. The school has dedicated resources and staffing to remain responsive to students social and emotional needs. In addition to providing five school counselors, Millennial supports students' health, wellness, and safety through the provision of a social worker, school psychologist, two school nurses, and a therapeutic academic support classroom that receives support from a school psychiatrist. The school developed and implemented policies and procedures aimed at ensuring the physical safety of members of the school community. The school building is locked, secured, and monitored daily by school personnel. The school partners with the Millennial Police Department to provide training materials and a school resource officer (SRO). The school implemented the alert, lockdown, inform, counter, and evacuate (ALICE) program in the spring of 2014 and has worked collaboratively with local law enforcement agencies to reflect on, practice, and improve its safety protocols, especially in the wake of national concerns about school safety. The school added security cameras to monitor the school grounds and facilities.

Rating

Meets the Standard

Foundational Element 1.2a - Learning Culture

Narrative

There is a written document that describes its core values and beliefs about learning; however, it has yet to formally adopt a vision of the graduate. The school recently adopted an updated statement of core values and beliefs about learning. The process to design these core values and beliefs occurred from the spring of 2016 until the fall of 2017. With the update to the 2020 NEASC standards, the school began a formal process to determine its vision of the graduate during the fall of 2017 with an expected completion date during the fall of 2018.

Rating

Does Not Meet the Standard

Foundational Element 2.2a - Student Learning

Narrative

The school has a written curriculum for most courses in the school's program of studies including all core classes and elective courses beyond the core areas. The curriculum documents primarily use the *Understanding by Design (UbD)* model; however, there are some minor differences in the format of the curriculum across departments. Additionally, some elective courses do not yet have curriculum documents.

Rating

Does Not Meet the Standard

Foundational Element 3.1a - Professional Practices

Narrative

There is a school improvement plan that consists of three goals that align with the priorities established by the district's improvement plan. The current school improvement plan establishes three goals including successfully implementing the 1:1 technology program in grades 8, 9, and 10 in the core content areas; evaluating and updating the building curriculum accommodation plan and the instructional support team process to align with the district's efforts to design and implement a multi-tiered system of supports; and developing and publishing the school's vision of the graduate.

Rating

Meets the Standard

Foundational Element 4.1a - Learning Support

Narrative

There are intervention strategies in place that are designed to support students. Collaborative groups such as the instructional support team (IST) allow for the identification of students, who are in need of additional support, and the implementation of appropriate strategies. The IST is comprised of the school administrators, nurses, counselors, and psychologists. This group meets weekly to discuss student cases that are relevant. Teachers are also able to submit feedback through a referral form for any student for whom they have concerns. Collaboration from these meetings is tracked through an online form to ensure follow-up of students from week to week.

Rating

Meets the Standard

Foundational Element 5.1a - Learning Resources

Narrative

The Millennial community and school district provide facilities that support teaching and learning, the delivery of curriculum, programs, and services. The facility is adequately staffed with maintenance personnel and is clean and well-maintained. The school facility remains in compliance with applicable federal and state laws with respect to fire, health, and safety guidelines.

Rating

Meets the Standards

Standard 1 - Learning Culture

Narrative

Millennial High School provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought. The school provides a physically, emotionally, and intellectually safe environment for learners and adults. Approximately 91 percent of students expressed that they feel welcome in their high school. There is a pervasive sense of pride among both students and faculty in the appreciation of community at the school, the positive culture, and sense of safety. Staff members are visible in the hallways especially during transition times and personally acknowledge students as they walk to class. The school proudly displays student work as a way of celebrating their success and sharing their work with a wider audience. Public exhibitions of student learning such as the school-wide sharing of artwork as part of the annual art show highlight the creativity, interests, and skills of the students. Similarly, the school provides opportunities for students to share their voice and opinions about relevant social, political, and societal concerns beyond the school campus. For instance, the school provided a safe way to acknowledge all students' viewpoints on school safety during a student-organized event that coincided with a national movement to encourage school safety. Following this event, students' comments were shared publicly on posters and banners that highlighted their thoughts and opinions about how best to support safety in the school. The school provides additional ways for students to share their diverse opinions or points of view. For instance, the student-led and run weekly Millennial High School television program is televised in all classrooms and common areas. The agenda for the program includes upcoming events as well as attention to messages of kindness and inclusiveness. As an example, students promote a National Day of Silence through the television show, sharing a message of support for lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) students. Student interviews are integrated as a strategy to support diversity in identity and opinion and to display statistical information about the impact of bullying. Students and teachers report that these programs create opportunities to foster individuality among all community members. Additionally, student government and the community council offer opportunities for student-led leadership experiences. The high school offers a range of student activities that honor the diverse interests, identities, and opinions of the student body including groups such as Students Against Destructive Decisions (SADD), UNICEF/CSL, Gender and Sexualities Alliance (GSA), Friday Night Out, and Earth Council. Students report that these opportunities make a positive impact on the school community, encouraging ways for all students to find a home at Millennial High School. Beyond the strength of the relationships and openness to a variety of viewpoints that characterize the culture of the school, the school maintains formal policies and practices that support the sense of safety and respect in the school's culture. Information is published in the parent-student handbook and includes many policies, such as bullying prevention and non-discrimination policies.

The school community engaged in a collaborative and inclusive process informed by current research and best practices to identify, commit to, and regularly review, revise its core values and beliefs about learning. The school is in the beginning stages of developing a vision of the graduate to drive student learning, professional practices, learning support, and the provision and allocation of learning resources. The school created a document that explains the core values and beliefs about learning. Created in March 2016, the PRIDE document identifies the five core values, which include perseverance, responsibility, integrity, diversity, and excellence. The school further articulates how these values demonstrate their beliefs about learning through a series of statements that show how these values impact learning at the school. For instance, regarding perseverance the document states, "We work hard to achieve our goals and overcome challenges." The school provides an additional mission and vision statement that highlights the school's efforts to educate students for "active citizenship in a global environment," the aim "to cultivate each student's passion for learning," and the goal to support "the ability to think critically and independently." This document is shared prominently in classrooms and through school publications. The ideals expressed in the documents are an important part of the educational programming at the school for teachers and students. In developing a vision of the graduate, the school has organized a variety of opportunities for faculty members to articulate the skills, dispositions, and abilities that students need to be successful in the world beyond high school. Some of this work has occurred through faculty-wide brainstorming sessions in which they brainstorm what students should know and be able to achieve as graduates of Millennial High School.

The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of students and can demonstrate how most students are known, valued, and connected to the school community; however, the school has yet to have a formal process in place to ensure that every student is known, valued, and connected to the school community. The work to connect students to the school in a meaningful way begins at the time when students transition to the high school. Each year rising eighth graders attend a "fly up day" during the spring prior to their transition to Millennial High School. This event provides an opportunity to tour the building, meet faculty, and attend breakout sessions about course selection. A family night is scheduled in August prior to the first day of school for all incoming eighth graders and their families. Upperclassmen facilitate activities and provide tours. The parent booster clubs support this event as a form of outreach to new parents and they provide personal souvenirs for all the incoming students. Another way that the school shares responsibility for students' well-being is through the support of the school's counseling department. The five guidance counselors and one adjustment counselor assist students and parents with a range of issues including academics, social-emotional concerns, and future planning. School counselors and teachers work collaboratively to identify students in need of assistance to provide them with appropriate interventions. Students in the eighth and ninth grades complete interest inventories and strength surveys to find ways to support their personal growth and development. The results from these surveys are collated and entered in to Naviance to collect formally a personalized database of information that can be used to support each student's individual growth. Student support services provide students with specialized learning supports. A recent addition to assist in meeting the needs of all students is the therapeutic academic support model. The school builds connections with students through a variety of extracurricular clubs and activities. Some of these opportunities include the outdoor club, anime club, ski club, band, the school's television club, and visual and performing arts. The athletic program offers opportunities for students to connect with adults as part of their experience at the school. During the current school year, there are more than 900 team members who participated across the three seasons of athletics. The school has begun researching how to develop a formal program through which students will have the chance to connect regularly and meaningfully with adult members of the school community to support their personal and academic growth. The school's research in this area has led to the development of the Academics, Relationships, and Community (ARC) program. The ARC program would provide students time to extend learning, connect with adults, engage in community service, and receive social and emotional supports. Faculty members recognize the importance of implementing some form of advising time and many educators see the ARC program as an actionable way to support these student needs.

The professional culture demonstrates a commitment to continuous improvement by using research, collaborative learning, innovation, and reflection in a variety of ways. The school provides training to support research-based instruction and reflective practices. For instance, educators participate in courses offered by Research for Better Teaching's (RBT) Analyzing Teaching for Student Results. Additional professional development workshops include offerings focused on the implementation of a 1:1 learning program, the use of technology integration tools and strategies, and Webb's Depth of Knowledge. The district is using grant funds to work with Bridge for Resilient Youth in Transition program to evaluate the effectiveness of the therapeutic academic support classroom. The school maintains some opportunities for informal and formal collaboration. A small teacher-run critical friends group meets regularly. Other committees include a volunteer summer reading program committee that meets to design a strategy that will foster interest and engagement of students to read through the summer, the extended absence committee, and professional development committee. Some departments use professional development time to read and discuss professional texts to improve their professional practice. Current initiatives in the English and social studies departments include the integration of the habits of mind. As part of this work, educators learned how to administer the habits of mind reflection form which the wellness program utilizes for guidance to a growth mindset. This reflective practice fosters an opportunity to improve learner's experiences. Regular department meetings provide the time for ongoing, relevant, assessment of programs, and feedback to improve learners' educational experiences. At the leadership level, the building leadership team (BLT) meets weekly with an emphasis on professional reflection and continuous improvement. Through these meetings, the BLT consistently establishes a focus on continuous improvement including focusing on new programming, the implementation of the teacher evaluation program, the establishment of professional development workshops, and ways to support students' learning needs.

The school culture promotes intellectual risk-taking and personal and professional growth. In alignment with the school's core value to encourage students' passion for learning, the school encourages students to be reflective about ways to challenge themselves through their course of study. Students work collaboratively with teachers, counselors, and parents to design their schedules during their high

school experience. Through this process the school regularly emphasizes the expectation and excitement of taking personal responsibility for one's education. Students and teachers are encouraged to take risks, pursue learning stretches, and to learn from exploring new concepts in their learning. Some of this work occurs through the school's variety of elective offerings and through multiple project-based models of learning. Some of the school's highlighted programs include the senior internship program, the pre-engineering, future steps early college program, and a wide variety of Advanced Placement (AP) courses. Students have an opportunity to reflect on their progress, learn from experience and mistakes and understand that learning from this process is part of intellectual and personal growth. According to the NEASC survey, approximately 91 percent of students agree that learning from mistakes is a part of their learning process.

The school community ensures the principal, working with other building leaders, provides instructional leadership, which sets high standards for student achievement and fosters a growth mindset. The school and district provide a variety of leadership roles and committees. At the school level, the principal, assistant principals, and guidance director meet weekly to organize the responsibilities and priorities of the school for the coming weeks. Leadership support comes from curriculum coordinators who collaborate with teachers in their departments and building administrators through a range of responsibilities including improving teaching and learning, budget development, and long-range planning for the school. At the district level, there are a variety of leadership teams including the Elevate Team, which includes approximately 35 administrators and leaders from across the district. There are also leadership teams for the school's curriculum coordinators, a building leadership team that consists of the district's five principals, and the superintendent's cabinet, which includes the director of student support services, the director of finance, the human resources director, the assistant superintendent, and the superintendent of schools. There are a variety of committees including the educator evaluation committee, the professional development committee, a committee to select the new student information management software, and a range of building-based committees that inform teaching and learning. The district is exploring the development of an instruction leadership team that includes a combination of teachers and administrators as an additional opportunity to provide teachers with a voice at the building level in the leadership of the school. Staff members hope that this new model of leadership will help to increase the participation and impact of building-level leadership in the district, yet there is concern about the recent shift to a new model of leadership. The early stages of the implementation of a new leadership structure resulted in some members of the school and district leadership teams feeling less informed and less able to offer leadership for the school's programming, the implementation of the educator evaluation program, and budget development.

The school culture fosters civic engagement and social and personal responsibility by encouraging social awareness, upstanding behavior, and fair, and respectful treatment through a variety of programs, courses, and activities. All grade levels have student government elections, and student leadership is recognized as an important and impactful part of the school culture. Civic engagement is a long-standing defining characteristic of the school's culture. This belief in the importance of civics as part of the educational community can be seen in a variety of ways. For instance, the school offers a variety of clubs and organizations that provide opportunities for students to give back to a local and global community. Clubs and activities regularly run activities aimed at supporting others such as the life skills program's preparation of meals each month at a local soup kitchen, food drives hosted by the National Honor Society, or the sustainability efforts of the recycling club. Beyond the Millennial community, students have an opportunity to give back through the annual international UNESCO environmental conference in Portugal and an organized trip to Peruvian villages to bring donated clothes and supplies. Other ways the school supports the development of personal responsibility take place through the school's wellness program, the social justice course, the Gender and Sexualities Alliance (GSA), peer mediation, and the annual disabilities puppet show, which shares a message that celebrates the unique contributions of each member of the community.

Sources of Evidence

- NEASC survey
- school leadership
- self-reflection
- students
- teachers

Standard 2 - Student Learning

Narrative

Millennial High School is in the initial stages of developing a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision. While some work on the vision of the graduate has begun, the school has yet to formally adopt the vision of the graduate. Faculty is engaged in the beginning stages of the process to identify a clear vision of the graduate. Through collaborative faculty meetings, they have created charts that identify the key knowledge and abilities that each graduate of Millennial High School should be able to demonstrate. Some of the continuing work that the school has planned includes formalizing the components of the vision of the graduate, determining a plan to assess student achievement of the vision of the graduate, and establishing a process to provide feedback to learners and their families on each learner's progress in achieving the vision. The school regularly reports individual student achievement to families and school-wide achievement to the community in a variety of ways; however, the school has yet to design a formal process to report on the degree to which individual students and the entire school achieve the transferable skills, knowledge, understandings, and dispositions that will be included in the vision of a graduate.

There is a written curriculum for core courses and elective courses beyond core disciplines; however, the school does not yet use a common format for these curriculum documents and some elective courses have yet to have written curriculum documents. The school has dedicated time and effort over the course of several years to develop curriculum. Although the format of the curriculum documents varies across departments, the documents include similar information including transferable skills, enduring understandings, skills, knowledge, standards, assessment strategies, and instructional strategies in the form of learning activities. The school has not yet developed a vision of the graduate but plans to incorporate this information into the document when the process to determine the vision of the graduate is complete.

Learners at have a variety of opportunities to demonstrate a depth of understanding over a breadth of knowledge. According to the NEASC survey, approximately 90 percent of students expressed that teachers use projects to help them learn material deeply. Likewise, approximately 99 percent of teachers agree that they get students to think deeply and rigorously, instead of just trying to memorize things. These opportunities occur in a variety of ways across the curriculum. For instance, when studying ecology and populations in biology classes, students have the opportunity to participate in a canoeing trip on the Aligned River where they study the concepts in the curriculum in a natural environment. Ninth grade students travel to Washington, D.C. where they get first-hand learning experiences about United States government and history. World language classes provide students with opportunities to apply their learning by using the target language to discuss topics that are relevant and meaningful in the world beyond the classroom. Similarly, the school provides a variety of travel experiences including trips to Portugal; Peru; Germany; Sao Tome, Africa; Spain; and Washington D.C. to deepen students' understanding of the curriculum by connecting their experiences in the classroom with the world beyond the Millennial High School campus.

Instructional practices are designed to meet the learning needs of each student. Students participate in a variety of learning experiences that are designed to meet their individual learning needs. For instance, teachers often use exit tickets to gauge student understanding and then use this information to adjust their teaching for the next class. Teachers regularly use a range of formative assessment strategies that allow them to adjust their instruction to meet the needs of all students. Teachers often work with students individually or in small groups to offer differentiated support. Students are comfortable asking for support. Approximately 90 percent of students affirmed that if they did not understand something taught in class that their teacher will find another way to explain it. Additionally, the co-taught model is used in many classes by pairing a discipline-specific teacher and a special educator in a single class to meet the needs of all learners. In the co-taught setting, the discipline-specific teacher often takes the role of the lead instructor with the student support teacher offering individualized assistance to students. Students often have the chance to work together in purposefully designed collaborative groups, allowing them to get support not only from the teachers in the classroom but also from their classmates.

Students have a variety of opportunities to act as leaders of their own learning. Approximately 85 percent of students agrees that teachers allow them to make choices about their learning. Additionally, 81 percent of students agrees that teachers provide students with opportunities to pursue their own interests. These learning opportunities take place in a variety of ways throughout the curriculum. For instance, students in journalism courses engage in a student-run process to write, publish, and promote the school's newspaper, The Big Paper. As part of this work, they maintain an online news source and publish a print edition of the paper each term. In another example of student agency, learners in Advanced Placement Government design their own political campaigns in which they establish a platform, develop political campaigns, deliver speeches, and participate in an election. Students who are part of the television program create daily newscasts that are shared with the school and published online. The Virtual High School (VHS) program provides opportunities for learners to participate in courses that might not be offered in the typical program of studies at the school. Senior students have an opportunity to participate in the school's internship program, which aims to “engage in real-world challenges while preparing students for higher level academics, workforce success, active citizenship, and lifelong learning.” Through the program, students are encouraged to reflect on and explore their personal interests and passions to learn more about careers that might interest them in life beyond high school.

Learners regularly engage in inquiry, problem-solving, and higher order thinking skills. An emphasis on these learning activities begins in eighth grade when students participate in a science fair in which they develop an inquiry, design experiments, synthesize the results, and present their findings. Students in the newly implemented Advanced Placement Research course have an opportunity to develop an inquiry, gather data about their topic, analyze their research, and defend their findings to an audience. Students in this course explore a range of inquiries with relevance in the modern world such as the connection between the decline of cod fishing and opioid use and the factors that lead to self-identification as a white nationalist. The school offers five Project Lead the Way courses through a collaborative partnership with the DEF Technology Institute that provides students with hands-on engineering challenges that have relevance in the real world. The school is increasingly providing students with the chance to engage with performance assessments that provide students with the chance to explore a topic through experiential learning activities. For instance, students in biology classes participate in a performance assessment in which they test blood types and analyze the traits that identify a biological connection between children and parents. Students in robotics classes have the chance to collaboratively built robots from Legos and program these robots and animate these robots through computer programming. When working on this project, students engage in problem-solving, including learning from their mistakes and participating in the design process to support their learning.

Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum. Many teachers use traditional forms of assessment including end-of-unit summative assessments. Teachers employ a range of assessment strategies. For instance, students in English classes have the chance to participate in performances of plays when studying drama. Eighth-grade students studying the novel *The Giver* have the chance to show their learning by creating their own version of a utopia. Students in world language classes have the chance to show their learning by reflecting on a topic and creating an artifact that shows that the material is personally meaningful to them. Teachers received training from *The Skillful Teacher* about formative assessment. Approximately 99 percent of teachers report that they use assessment as a way to adjust instruction to meet students' needs. Likewise, common assessments are widely used by teachers. Approximately 98 percent of teachers reported using common assessments across classrooms to ensure consistent and equitable learning opportunities.

Learners at Millennial High School have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. Approximately, 91 percent of students report that they receive feedback on the progress they are making in achieving the skills and knowledge they need to be successful in life. Some of the ways that students receive this feedback include regular updates through the school's student information system, exemplars that clearly identify the criteria for high-performing work, and digital tools that provide students with immediate feedback on their learning. Approximately 87 percent of students agree that their teachers provide opportunities for them to revise their assignments to improve their grades. Additionally, 92 percent of students reports being given multiple opportunities to show what they know about the themes they are learning, and 89 percent of students state that the teachers provide them with timely feedback on their assignments.

Learners increasingly use technology across curricular areas to support, enhance, and demonstrate their learning. The school is in the process of developing and implementing a 1:1 learning program that provides all students with Chromebooks to support learning. During the 2017-2018 school year, all students in grades 8-10 received Chromebooks. The school is implementing a plan to provide all students with the devices by the beginning of the 2019-2020 school year. The increasing use of technology allows learners to support, enhance, and demonstrate their learning in a variety of ways. For instance, math classes use technology to provide students with digital manipulatives that allow them to explore math concepts in a visual way. Teachers increasingly use Google Classroom as a digital workflow solution, which allows students to access their assignments, submit work to their teachers, and communicate with the teacher/class in a simple way. Access to the Chromebooks allows students to conduct research during lessons and helps them to gain a deeper understanding of the curriculum. The use of Google Docs allows students and teachers to collaborate easily in a digital space. Students increasingly use social media to share their learning with an audience beyond the school, including sharing the school's student-run publication with a wide audience through Facebook. Students also access a range of digital tools including IXL and Khan Academy, which allow them to get feedback and resources to support their learning.

Sources of Evidence

- central office personnel
- classroom observations
- NEASC survey
- school leadership
- self-reflection
- student work
- students
- teachers

Standard 3 - Professional Practices

Narrative

Millennial High School engages stakeholders in the development and implementation of a school improvement/growth plan which reflects the school's core values and beliefs about learning while supporting the development of the vision of the graduate. The process to develop and implement a school improvement plan is facilitated by the school improvement council. This collaborative group is run by the principal and provides opportunities for collaboration by students, teachers, parents, and community members. The group creates a formal school improvement plan that consists of three goals that align to the priorities established by the district's improvement plan. The current school improvement plan establishes three goals including successfully implementing the 1:1 technology program in grades 8, 9, and 10 in the core content areas; evaluating and updating the building curriculum accommodation plan and the instructional support team process to align with the district's efforts to design and implement a multitiered system of supports; and developing and publishing the school's vision of the graduate. In addition to goals, the school improvement plan includes strategies to support the goal, timelines, impacted stakeholders, interim outcomes, final outcomes, professional development needs, and resources. The goal areas are informed by stakeholders and feedback from student, parent, and teacher surveys. The school monitors and reports on its progress with the action steps included in the goal statements.

Educators sometimes engage in reflection, formal and informal collaboration, and professional development to improve student learning and well-being. As part of the school calendar, the district provides teachers with six half-days and three full days for professional development. The professional development activities in the district are established through the work of the Professional Development Advisory Committee, which is comprised of a collaborative group of educators from across the district. Some of the recent professional development offerings include workshops about Webb's Depth of Knowledge and the writing of well-structured learning objectives. In addition to offerings provided during professional development days, teachers have the opportunity for professional development by remaining after school each Tuesday to participate in professional collaboration. Some of this work includes department meetings, faculty meetings, and collaboration to support common planning. Teachers report that they sometimes use this time to review student work, share best practices, or seek solutions to concerns related to curriculum, instruction, or assessment. Teachers recognize the alignment between their professional collaboration and the core value and beliefs of the school. While they appreciate the role of the Professional Development Advisory Committee, they recognize that there are opportunities to expand the range of professional support provided to educators. Some of these opportunities include establishing common planning time as an embedded part of the school day, providing additional training related to school initiatives such as the 1:1 technology program, and creating formal chances for teachers to observe their colleagues in a non-evaluative setting. At the current time, most observations take place through the formal supervision and evaluation plan. As part of that plan, administrators observe staff in accordance with the contractually agreed upon guidelines, with the principal and each assistant principal acting as primary evaluators for approximately 30 faculty members. The district's director of school counseling evaluates seven counselors, including school counselors from the middle school. Evaluators comply with the guidelines set forth in the educator evaluation process; however, the volume of evaluations creates challenges in supporting the ongoing growth of educators.

Educators examine evidence of student learning and wellbeing to improve curriculum, instruction, assessment practices, and programs and services. Teachers collaboratively create common assessments, including formative assessments, midyear exams, and final exams. Teachers in many departments work together to review the results from these exams to make adjustments to their teaching and learning practices. The NEASC survey reveals that approximately 74 percent of staff members use student data to inform their instruction at least two times per week. Teachers analyze results from the state testing system to review and revise curriculum documents in English language arts, mathematics, and the sciences. Much of the work to review student assessment data occurs through department meetings or informally through the collaboration of teachers of the same course. Some teachers express interest in seeking additional opportunities for the formal review of student learning data and in learning more about the range of student learning data that is available to them to support their work in this area.

There are some collaborative structures and processes in place to support coordination and implementation of the curriculum. Teachers work collaboratively within their departments to varying degrees to evaluate curriculum. Some of this work occurs during weekly meetings during which teachers discuss their progress and alignment with the objectives of the curriculum. Teachers of similar courses often meet informally to discuss curriculum and the progress of their students. There are limited common planning time opportunities for teachers to engage in this work as a regular part of their school-day responsibilities. There are few opportunities for teachers to collaborate among all academic areas in the school to support curricular coordination. Occasionally, there is time during professional development days for teachers from sending schools in the district to work with teachers at Millennial High School to focus on the vertical articulation of curriculum. Specific work in this area has been accomplished by the English language development, social studies, and world language departments. Curriculum coordinators meet regularly with administrators to support the coordination and implementation of curriculum and to establish the agendas for after school collaborative meetings.

There is a range of school-wide organizational practices that are designed to meet the learning needs of each student. The Millennial High School community prides itself on the variety of elective offerings available at the school which provide meaningful opportunities for students to pursue their interests in their learning. The school offers courses at several levels of rigor including courses structured as college prep, essentials, English language development, electives, and Advanced Placement (AP). College prep classes aim to provide challenging learning experiences that prepare students for post-secondary study. Essentials courses address the standards and meet the goals of the curriculum in a way that provides supports for students who require additional assistance in their learning. Elective courses aim at engaging students' curiosity and interest in learning. Advanced Placement (AP) courses are offered in alignment with the College Board's guidelines and are approved through the AP Course Audit process. Millennial offers 17 AP courses across all disciplines. The school provides a variety of supports to ensure equitable access to the curriculum. As part of this work, Millennial offers heterogeneously grouped courses to all eighth and ninth graders in English and history. To support learners with identified specific learning needs, there is a range of co-taught classes in order to include students in a traditional learning environment. Students select classes that support their interests and meet their needs as learners.

The school develops a variety of productive student and family relationships that support learning, and the school is in the beginning stages of developing productive partnerships with community leaders, businesses, and higher education. There is a range of events in which parents and the community are invited to the school. These include curriculum night, college planning programs, financial aid information night, and scholarship night. Occasionally, guest speakers come to school for grade level assemblies, including presentations focused on healthy choices and the dangers of substance abuse. Several students are involved with the Future Steps Early College Program at Local College, which allows them to earn college credit while in high school. An additional opportunity is Project Lead the Way, a popular pre-engineering program partnered with DEF Technology Institute. The AP Capstone program, based on two AP courses, provides students with additional opportunities to pursue research in the community as part of their coursework. The Senior Internship Program provides students with opportunities to explore potential careers that align with their personal interests. The school values the role that these partnerships play in the educational experiences of students and is interested in building additional relationships with entrepreneurs, craftsmen, and other professionals who could work directly with students and teachers. Through a partnership with the Millennial Police Department, the school receives support from two school resource officers, who are regularly present in the school. The resource officers work directly with juniors and seniors just prior to prom to make the students aware of social host laws and the dangers of teen substance abuse and the law. Educators at Millennial High School are interested in developing additional opportunities for students to experience authentic learning in civics as an embedded part of their learning experiences in the curriculum.

Sources of Evidence

- central office personnel
- department leaders
- NEASC survey
- school leadership
- self-reflection

- students
- teachers

Standard 4 - Learning Support

Narrative

Students receive appropriate intervention strategies to support their academic social and emotional success. At-risk students or students identified as in need of support may be referred to the instructional support team (IST). This group meets weekly to review students' specific needs and offer suggested interventions to support learning. The school regularly engages parents as partners to provide support to student success. The Building Curriculum Accommodation Plan (BCAP) is recognized as a resource to support student success that is used by some teachers. The BCAP provides a list of strategies and descriptions of those strategies to guide teachers in their work to support students. The school has a process in place by which teachers can make referrals to the school adjustment counselor as well as referrals for 504 and individualized education programs (IEPs). Students also have consistent access to teachers during a weekly block of time after school to receive extra help. To support students' academic success, the school provides a variety of co-taught classes in which special educators work in partnership with discipline-specific teachers to meet students' needs in an inclusive environment. Families have access to student support services through the counseling department website. The school regularly sends information home to parents to make them aware of the supports that are available to all students.

Students are provided with the opportunity to receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel. The counseling department includes five school counselors, two school psychologists, and one school adjustment counselor. One of the counselors carries a full caseload that includes approximately 50 English language learners; another counselor carries a .5 caseload and serves as a .5 career counselor. The department has a comprehensive guidance curriculum that is implemented through wellness, English, and history courses throughout the school year. Counselors work with students in all grade levels covering major topics of mental health, career exploration, and post-secondary planning. Students meet with counselors in the classroom approximately five to eight times during each year. Lessons for eighth grade students focus on healthy relationships, stress, anxiety, and the administration of a strengths assessment. In grade 9, students participate in a learning styles inventory and lesson on breaking free from depression, goal setting, and study skills. In grade 10, students engage in career exploration while learning about how to market themselves, and responsibly use social media. In grade 11, students explore post-secondary options, the college essay writing process, financial literacy, and how to use Naviance to support their college search. In grade 12, students learn about the college application process, essay writing, marketing themselves, and resume writing. Counselors connect with students individually. Students schedule meetings with counselors through an online system located in the guidance office. Counselors often work with students who are struggling with social-emotional issues with the goal of maximizing student learning time in the classroom. The counseling department meets weekly and collaborates with the school adjustment counselor on students who are considered high need socially and emotionally. Counseling staff members collaborate with outside mental health workers, the Department of Children and Families (DCF), and psychiatric emergency services.

All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel. There are currently two nurses on staff in the health office with at least one nurse, who is readily available at all times. When students access the nurses' office, they may be provided with the care they need and sent back to their class, given a 10-minute break if needed, or sent home for illness. Nurses assess each student's health needs and collaborate with teachers, families, counselors, and other school staff to ensure students receive the services they need. The nursing staff plays an important role in the referral to outside medical professionals for any student who may be experiencing traumatic brain injury (TBI). As students transition back from TBI, nurses work with support staff and teachers to ensure an appropriate recovery. All students that enter the health office are tracked through the database, allowing staff to provide regular feedback and data as part of the IST process.

Students receive library/information services to support their learning from adequate, certified/licensed personnel. Currently, the school library, also referred to as the learning commons, is staffed with a licensed media specialist as well as a paraeducator. The library staff collaborates regularly with teachers and curriculum coordinators for recommendations on sources. The library includes a wide range of materials, technologies, and other information services, in support of the school's curriculum including a balanced collection of fiction

and nonfiction books, electronic books, approximately 75 databases, and opportunities to collaborate with the local library. The space currently has a small computer lab of approximately 30 computers because the majority of students participate in the 1:1 learning program. The learning commons is available for students and staff before, during, and after school with official hours of operation from 7:15 a.m. until 3:00 p.m., Monday through Thursday, and closing at 2:00 p.m. on Fridays. Though these are the technical hours of the learning commons, the librarian often opens earlier to support students who may arrive to school as early as 7:00 a.m. The library staff members provide students with support to engage them in independent learning and maximize student interest. Students are able to request resources at any time and are assisted if they have trouble finding a resource to support their research. The learning commons is a warm and welcoming environment that encourages students and faculty to collaborate and explore resources as part of the learning process. Students often utilize the space during their lunch period, and teachers are able to book the classroom section of the library at their convenience.

Identified English language learners (ELL), students with special needs, and students with 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel. There are currently two English language learner teachers who deliver a full ELL development program to the school's approximately 50 students who have been identified as English language learners. All students within the program are assessed using the World-Class Instructional Design and Assessment (WIDA) performance scale. Students are then placed accordingly at either the beginning stage of services or the more advanced stage of services. Students receive two blocks in their schedule of ELL services as well as an additional academic support block with ELL staff. Currently, the program uses the Hampton-Brown Edge: Reading, Writing, and Language curriculum. Students who are identified as level 1 or 2 on the performance scale attend their English course in the ELL program. Students who are identified or progress to levels 3-6 attend their English class with students at their grade level. In addition to the teaching staff within the ELL program, there is one counselor who oversees the ELL student population, providing additional oversight of academic progress and post-secondary planning. For students identified as in need of student support services, there are resources and practices in place to meet their needs. Approximately 20 percent of the school's student population is identified as receiving special education services. There are 10 special education teachers, 18 paraprofessionals, 1 speech pathologist, 2 school psychologists, 1 school adjustment counselor, 1 physical therapist, 1 occupational therapist, 1 assistive technology specialist, 5 counselors, and 1 special education team chair. Special education teachers serve as liaisons for their caseload of approximately 12-14 students. Special education teachers and regular education teachers currently collaborate through a co-teaching model across all disciplines. This model allows students to be part of an inclusion model with the goal of keeping them in the least restrictive environment. This model is supported through common planning time for the co-teachers. Counselors, administrators, and special educators also collaborate through the IEP team process. The special education department currently houses a life skills program for students diagnosed with severe disabilities, as well as a therapeutic academic support (TAS) program that provides services for students with social-emotional needs. The TAS supports students transitioning back from hospitalizations. The TAS program staff is currently working with an outside consultant to restructure the program through grant funding that the district received to support this work.

Sources of Evidence

- facility tour
- NEASC survey
- school leadership
- school support staff
- self-reflection
- students
- teachers

Standard 5 - Learning Resources

Narrative

The Millennial High School community and district provide a school and facility that supports the delivery of high quality curriculum, programs, and services. The clean hallways, open concept, extensive natural lighting and surrounding green space create an environment that is welcoming and conducive to learning. The facility provides a bright, inviting, and well-maintained learning environment. In addition to many traditional academic teaching spaces, the building provides a wide array of spaces that support student learning including a video production studio; a mini theater which provides auditorium style seating for approximately 200 guests; a larger auditorium with approximately 800 available seats, a soundboard, and lighting to support stage productions; 10 science labs; 14 technology labs, a large gym with an adjacent athletic complex that includes an elevated indoor track, a dance studio, two all-purpose fields, a softball field, and a baseball field; a bright, welcoming, and expansive library media center; 2 large group instruction rooms; and a courtyard adjacent to the cafeteria that allows for outdoor seating. The building and facilities are safe and secured by a wireless passkey system. The facility can adequately accommodate the current students and staff. Most faculty members teach in two rooms and share classroom space as needed. Teachers and professional staff members have offices and workrooms strategically placed throughout the well-lit and open-air building. The building is widely recognized as a valuable support to teaching and learning; however, the building's heating and cooling systems are not able to mitigate extreme heat in certain parts of the facility. As a result, some classrooms become excessively hot and create an environment that is uncomfortable, especially during the early fall and late spring.

The school and district provide some time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services. The school and district provide time during district-wide professional development days and after-school meeting time to support the professional growth and development of school programs and services. During the course of the school year, the district provides six half-day professional development sessions and three full-day professional development sessions. Teachers participate in weekly 60-minute sessions that alternate between building-based, department-based, and teacher-directed meetings. Common planning time is not available to teachers during the school day; therefore, these after-school meetings sometimes provide the opportunity for teachers to collaborate in their professional work. Teachers express interest in identifying additional opportunities to engage in common planning work as an embedded part of their school day.

The community and the district's governing body mostly provide adequate and dependable funding to implement the curriculum, including co-curricular programs and other learning opportunities. The school supports a wide range of programming including a variety of electives, 17 Advanced Placement courses, 46 school-sponsored clubs, a vibrant fine and performing arts program, an active television production studio, and the publication of a school newspaper among other learning opportunities. The school provides 21 athletic opportunities offered in collaboration with the Massachusetts Interscholastic Athletic Association (MIAA). The district has also undertaken a plan to support the implementation of a 1:1 learning program in which all students will be provided with Chromebooks as a support to teaching and learning. The school currently provides Chromebooks for students in grades 8-10 and will expand by a grade level each year until all students have access to a Chromebook. The district updated the school's wireless Internet infrastructure to be able to accommodate an increased number of devices logging into the network each day. The school provides a wide range of learning opportunities; however, the budget is in a period of transition. The district faces a deficit of \$2.5 million for the upcoming fiscal year. To address the budget shortfall, the district has reduced staff by fourteen staff members, including two English teachers, two science teachers, one math teacher, one world language teacher, and one special educator from Millennial High School. The budget reductions will reportedly not impact class sizes in core offerings; however, members of the school community express concern about the potential impact of these staffing reductions, especially as they relate to the opportunities available to students.

The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities. The high school life expectancy and maintenance schedule provides a timeline of maintenance concerns and the resolution of those

concerns for the building. Millennial's town improvement plan has an ongoing and projected capital improvements list. Maintenance issues are resolved via email with a head custodian who assesses and addresses the concern. If these maintenance issues cannot be handled at the school level, he contracts with an appropriate vendor to support the completion of the work. The school has explored solutions to some of its ongoing heating and cooling concerns but has not been able to develop and implement a plan to address these issues. This identified need of the school will be added to its ongoing capital improvement plan.

The school has infrastructure and protocols in place to ensure effective responses in crisis situations. The school has an established crisis team that includes the principal, assistant principals, nurses, the director of school counseling, school adjustment counselor, school psychologist, athletic director, school secretary, and head custodian. This team works collaboratively in times of emergency to support the wellness of students and staff members. Staff members are provided with a resource document to be used in times of crisis; this document describes protocols for various emergency situations. Quarterly fire drills and regular inspections of the facility ensure compliance with local fire, health, and safety expectations and promote school-wide knowledge about how to respond at times of crisis. Members of the school community have been trained in the alert, lockdown, inform, counter, and evacuate (ALICE) protocol to promote safety in the event of having an intruder in the facility. The school provides a full-time school resource officer, who has an important role at the school by supporting the safety of students. In addition to informing the school's safety protocols, he is a guest speaker in some classes during the year and works closely with the assistant principals on relevant concerns related to student behavior. The school provides several automated external defibrillators (AEDs) that are accessible in variety areas of the building.

Sources of Evidence

- central office personnel
- department leaders
- NEASC survey
- school leadership
- teachers

Priority Areas

Priority Area

The Collaborative Conference visiting team concurs with Priority Area for Growth #1 as identified by the school.

PRIORITY AREA FOR GROWTH #1 (Standard 1, Foundational Element 1.2a)

Vision of the Graduate: Develop a vision of the graduate that includes the skills, knowledge, understandings, and dispositions necessary for future success.

Millennial High School is in the beginning stages of developing a vision of the graduate to drive student learning, professional practices, learning support, and the provision and allocation of learning resources. This work follows the collaborative development of core values and beliefs about learning that the school published in its PRIDE document in March 2016. The school recognizes the importance of this work and has already begun a process to collect feedback from educators about the skills, knowledge, understandings, and dispositions necessary for future success. Some of this work included collaborative brainstorming in which all faculty members had the chance to share their thinking through a protocol that posted their ideas to allow their colleagues to read and respond to the ideas put forth. Educators intend to continue this work with the goal of establishing a formal statement of the vision of the graduate in the fall 2018.

Priority Area

The Collaborative Conference visiting team concurs with Priority Area for Growth #2 as identified by the school.

PRIORITY AREA FOR GROWTH #2 (Standard 2, Foundational Element 2.2a)

Curriculum: Complete the process of writing curriculum maps for all courses that include essential questions, concepts, content, and assessments and ensure that each map is formatted using the same template. Use this process to formally highlight where technology can be fully integrated into the curriculum through the 1:1 Chromebook program.

A significant amount of work has been completed on curriculum. Educators collaborated to create curriculum documents, especially in core areas, that include key information and can be used as a valued resource for teaching and learning. In identifying this area as a priority for growth, the school is seeking to take its next steps in formalizing a common format for curriculum and ensuring that all elective courses have corresponding curriculum documents. This priority area represents a continuation of the school's efforts that will enable teachers to further support teaching and learning at the school. The addition of information about how to integrate technology effectively will help students and teachers to maximize the potential of the 1:1 learning program.

Priority Area

The Collaborative Conference visiting team concurs with Priority Area for Growth #3 as identified by the school.

PRIORITY AREA FOR GROWTH #3 (Standard 4)

Student support: Add new and modify existing programming and systems designed to support students with social and emotional disabilities. This includes the redesign of the therapeutic classroom (TAS), improvements to the instructional support team (IST), updates to the building curriculum accommodation plan (BCAP), and the development of a multitiered system of support (MTSS) framework.

Millennial High School has recently expanded the range of student support services available to assist learners with social or emotional needs. The support services provided to students are widely appreciated as having a positive impact on student wellness and learning. The identification of this area of need is intended to respond to the social-emotional needs of students and to maximize the range of supports available to students.

Priority Area

The Collaborative Conference visiting team concurs with Priority Area for Growth #4 as identified by the school.

PRIORITY AREA FOR GROWTH #4 (Standard 1)

Intellectual, physical, social, and emotional well-being of students: Develop and implement Academics, Relationships, Community (ARC) to challenge and support students academically, enhance social and emotional development, and strengthen relationships between adults and students.

Millennial High School provides a range of opportunities to develop relationships that support students' intellectual, physical, social, and emotional well-being. There is a strong sense of shared responsibility among the staff members for the wellness of their students. While the school can identify many ways that students have opportunities to work closely with staff members, faculty members, coaches, and advisers, the school does not have a formal process in place to demonstrate that all students are known, valued, and connected to the school community. The school has begun the process of exploring the ARC program to support this goal. The ARC initiative would connect small groups of students with adults in the school community to explore learning opportunities that support their success and to develop meaningful relationships with all learners.

Priority Area

The Collaborative Conference visiting team concurs with Priority Area for Growth #5 as identified by the school.

PRIORITY AREA FOR GROWTH #5 (Standard 3)

Community partnerships: Add programming that provides students with opportunities to learn and earn credit in non-traditional ways including dual credit programs with local colleges, online learning, and internship programs.

Millennial High School has already identified a variety of opportunities for students to make connections with local colleges, online learning, and internship programs. Some of this work includes dual enrollment through the Future Steps program at Local Community College, a variety of courses offered through Virtual High School (VHS), and the school's newly developed senior internship program. Students and teachers at Millennial High School are excited about the impact of these programs and would like to expand programming to strengthen this growing part of the school's programming.

Commendations

Commendation

The safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought

The establishment of a school culture that encourages students to share their voices, opinions, and perspectives

The establishment of core values and beliefs about learning that are embedded in the culture and will support the development of the vision of the graduate

The variety of programs and supports provided by the school community to support the intellectual, physical, social, and emotional well-being of every student

Commendation

The development and implementation of opportunities such as the senior internship program, the pre-engineering program, the future steps early college program, and the provision of a wide variety of Advanced Placement courses that encourage intellectual risk-taking and growth in learners

The provision of a range of opportunities for learners to demonstrate civic engagement and social and personal responsibility, including social-minded clubs and activities, a range of travel opportunities, and a variety of volunteer opportunities

The provision of instructional practices including meaningful formative assessment, individualized support, and co-teaching as ways to support the learning needs of all students

The provision of opportunities for students to pursue their interests and become leaders of their own learning

The variety of ways in which students have opportunities to engage in inquiry, problem-solving, and higher order thinking

The variety of assessment strategies that educators provide as ways for students to demonstrate their learning

The implementation of a 1:1 learning program that provides all students with Chromebooks as a way to support, enhance, and demonstrate their learning

Commendation

The establishment of a school improvement plan that aligns with the district's focus and finds opportunities for growth embedded in the Standards for Accreditation

The range of programming available to students to support their individual learning needs and interests

The variety and range of intervention strategies used to support the needs of students

The range of counseling services available to students to support their personal, social, emotional, academic, career, and college counseling needs.

The provision of health services that support the physical and emotional health of students

The learning support provided by the staff and resources of the learning commons

The variety of supports available to students with specific learning needs, including English language learners, students with individualized education programs, and students with 504 plans

Commendation

The bright, welcoming, and well-maintained facility that is a support to teaching, learning, and community engagement

The provision of funding to support a range of educational programs and experiences

The establishment and implementation of protocols to ensure the safety of members of the school community at times of crisis

Recommendations

Recommendation

Develop and implement a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success, to move forward with the collaborative work that the school has undertaken in this area

Recommendation

Complete the development and implementation of the Academics, Relationships, Community (ARC) program to ensure that the school can demonstrate how each student is known, valued, and connected to the school community

Recommendation

Ensure that curriculum documents across all disciplines are completed in a common format that includes units of study with guiding/essential questions, concepts, content, and skills, and integrates the school's vision of the graduate

Recommendation

Assess the degree to which the district provides school leaders with the authority and responsibility to improve student learning

FOLLOW-UP RESPONSIBILITIES

This Collaborative Conference visit report reflects the findings of the school's Self-Reflection and those of the visiting team. It provides a blueprint for the faculty, administrators, 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 administrators yearly of progress made in addressing visiting team recommendations.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting team 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 Three- and Six-Year Progress Reports documenting the current status of all 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 team recommendations by the time the Six-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 Decennial Accreditation 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 alignment 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 Three- and Six-Year Progress Reports and/or the Annual Information Report (AIR) 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 use the results of the Collaborative Conference Report as well as the school's identified priority areas for growth to draft a school growth and improvement plan, and to review and implement the findings of the Self-Reflection and valid recommendations identified in the Collaborative Conference report. An outline of the Follow-Up Program is available in the Commission's Accreditation Handbook, which is available on the Commission's website.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need. The time and effort dedicated to the Self-Reflection and preparation for the visit ensured a successful Collaborative Conference visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Commission on Public 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: Mr. Peter Fielding - Area Regional High School

Team Members

Mr. Henry Heart - Memorial High School

Dr. Christine Long - Plainland Public Schools

Mrs. Annie Tableford - Lowlands Middle High School