

New England Association of Schools and Colleges



Commission on Public Secondary Schools

Report of the Visiting Committee for Presque Isle High School

**Presque Isle, ME
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STATEMENT ON LIMITATIONS

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

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

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

INTRODUCTION

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

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

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

- Teaching and Learning Standards
 - Core Values, Beliefs, and Learning Expectations
 - Curriculum
 - Instruction
 - Assessment of and for Student Learning
- Support of Teaching and Learning Standards School
 - Culture and Leadership School Resources
 - for Learning Community Resources for Learning.

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

Preparation for the Evaluation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At PIHS, a committee of eighteen members, including the principal, supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. In addition to faculty members, the self-study committees, collectively, included seven students, one parent, two school board members, one citizen, four administrators, two central office staff, sixteen parents, and two secretaries.

The self-study of PIHS extended over a period of sixteen school months from August 2009 to December 2010. The visiting committee was pleased to note that students, parents, community and school board members joined the professional staff in the self-study deliberations.

Public schools evaluated by the Commission on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Commission, Presque Isle 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 the entire professional staff approved it.

The Process Used by the Visiting Committee

The Commission on Public Secondary Schools assigned a visiting committee of fifteen evaluators to evaluate the Presque Isle High School. The Committee members spent four days in Presque Isle, Maine, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school system personnel, students, and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Commission's Standards for Accreditation. Since the evaluators represented public schools, central office administrators, a board of education, vocational institutions and institutions of higher education, diverse points of view were brought to bear on the evaluation of PMHS.

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 70 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 30 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- The examination of student work including a selection of work collected by the school

Each conclusion on the report was agreed to by visiting committee consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the visiting committee's judgment will be helpful to the school as it works to improve teaching and learning and to better meet Commission Standards.

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

Overview of Findings

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

TEACHING AND LEARNING AT PRESQUE ISLE HIGH SCHOOL

In a collaborative process in 2001, the faculty and community developed the original mission statement based on the guiding principles of *The Maine Learning Results*. In 2006 PIHS identified a need for revision, so a small committee worked to review and revise the school's mission statement. A revised statement was presented to the faculty who further refined it before it was presented to the community. The faculty voted in March 2007 to adopt the new mission statement.

The new mission statement clearly defined the expectations for the students in two areas based on the partnership for 21st century skills and the ability to assess the expectations with consistency. The expectations were divided into two groups: academic expectations and civic and social expectations. Those expectations have been posted in every classroom, sent to all parents, and posted on the school website. Changes were made to school stationary to include the new statement and the expectations were also included in the school handbook. In 2009, faculty members worked to develop their beliefs about the school's climate. Faculty members separated and compiled the core values, beliefs and learning expectations into a single document that was approved by the faculty in October 2010.

The beliefs were developed to reflect and provide an environment for all students to achieve learning standards. Specific language such as "self-directed, life-long process," "individual differences are recognized and respected," "change is driven by data," and "synergistic partnership among students, school, parents, and community" emphasize these beliefs.

At PIHS over the past decade, the focus has been on alignment of curriculum, revision to a common curriculum template, updating course offerings, and maintaining overall quality of instruction. Alignment with *The Maine Learning Results*, as well as the common core standards in the English and math departments, has been achieved.

The curriculum at PIHS provides students with learning experiences and many opportunities to achieve the learning expectations. There are multiple paths and alternative programs available to students; students receive support no matter which path they follow at PIHS.

A new common curriculum template has been adopted, and course specific syllabi are in the process of being developed. These tools provide opportunities for curriculum work. School-wide rubrics have been adopted, though they are used sporadically.

The student and teacher experience with the curriculum is positive. Class sizes are reasonable and manageable; adequate funding is supplied for materials.

Teachers in most of the departments have common planning time. This provides them with the chance to collaborate with colleagues about teaching practices and outcomes. Opportunities to consistently observe other teachers are limited. The district has begun using the iWalkthrough program to examine the dynamics of individual classrooms and teaching strategies being utilized. Also, peer mentoring gives a smaller number of teachers an opportunity to examine teacher practices and to work with new teachers. Teacher evaluations are completed on a yearly basis; in addition, teachers assess their personally chosen professional goals and plan new ones each year.

The faculty and staff at PIHS use a variety of summative assessments to evaluate student progress. Students receive summative rubrics prior to a unit assessment. School-wide rubrics are being implemented; currently most teachers are using a combination of course or departmental rubrics along with the school-wide rubrics. Students and parents believe that students are given timely corrective feedback. Assessment data is tracked and communicated to parents through Power School.

PIHS does not track or communicate students' progress toward the 21st century learning expectations to students, parents, and the community. School-wide collection and analysis of formative and summative assessment data as aligned to unit learning goals is not currently in place. PIHS does not use the data system to aggregate and disaggregate assessment data to inform curricular and instructional decisions.

SUPPORT OF TEACHING AND LEARNING AT PRESQUE ISLE HIGH SCHOOL

The PIHS student handbook is revised yearly to reflect high expectations for student work and behavior. These high standards are emphasized through strong and strictly enforced anti-plagiarism policies, dress code, and code of conduct. The handbook outlines expectations and consequences for student behavior.

Discipline and attendance policies create an environment requiring students to ownership of their behavior. The three strikes policy, appeals process for nonattendance, policies regarding cell phone usage, dress code, and tardiness, enforce a culture of student responsibility, as well as provide opportunities for redemption. Comparative annual data is compiled in June and reviewed annually by administration.

PIHS continuously and successfully works to provide a safe, positive, respectful, and supportive culture for all of its students. Currently, PIHS offers sufficient heterogeneous student learning opportunities. Daily homeroom provides the opportunity for teachers and students to develop a mentoring relationship, though this experience can vary in effectiveness from student to student. Professional enrichment is encouraged and well supported by the administration and faculty at PIHS. A successful, continuing, evaluation and supervision program is focused on

improving student learning and instruction. The faculty has many opportunities, including common planning periods, to research and collaborate in order to meet students' instructional needs. Class sizes are conducive to meeting the needs of individual students. The administrators and school instructional leaders believe that academic excellence is of the utmost importance. Students are held to high academic standards. Administrators and school leaders embrace and highlight learning achievements. Teachers, parents, and students have a variety of opportunities to submit input, although not all of these groups have defined roles in the decision-making process. Ultimately, all decision-making responsibility rests with the administration. PIHS maintains a strong, positive school environment that is manufactured and supported by teacher-driven initiatives. This, in turn, supports student learning in a congenial and nurturing learning climate. The principal feels supported by the superintendent and school board, and has the necessary leverage to do her job with maximum efficiency in achieving the school's 21st century learning expectations. The principal has both sufficient decision-making ability and authority to lead the school effectively.

PIHS has a wide variety of services that support each student's achievement of the school's 21st century learning expectations. Intervention strategies are timely and coordinated for all students, including identified and at-risk students. These services address academic, emotional, financial, social and physical needs. Referrals to these services may be initiated by the student, parents, teachers, and outside agencies. Academic needs are addressed through a variety of different levels of core courses, including alternative education and second chance programming, special education classrooms and vocational programming through Presque Isle Regional Career and Technical Center, and Caribou Vocational Center. Home and off campus tutoring is also available. Peer tutors are available throughout the day in the library.

PIHS has a variety of supports and services that provide timely, coordinated, and diverse interventions for all students. The school has an array of mechanisms designed to identify at-risk students and to make referrals to appropriate school services. These mechanisms include the dropout prevention committee, health services office, school safety coordinator, guidance personnel, and a school social worker.

School counseling services at PIHS have an adequate number of certified personnel and are guided by a written developmental program. These services are provided by a variety of professional staff including guidance counselors, a school psychologist, and a school social worker.

The health services program at PIHS is proactive and effectively interacts with students and staff members on a daily basis. Health services offer a wide variety of preventative, direct intervention and follow-up services to all students. Health services coordinates with other school departments, including athletics, to provide timely information concerning student health, including emotional and physical needs.

The library and media services are actively engaged in the implementation of the school's curriculum through collaboration with faculty members. The librarian actively collaborates with teachers on content specific research projects by recommending appropriate source materials and by providing opportunities to utilize database materials through the library's website. Support services for identified students (Section 504, IEPs, and English language learners) collaborate with staff in order to provide appropriate interventions. Administration, guidance, and the school safety coordinator provide feedback to one another, to teachers, and to other support service staff. This information ensures timely and effective interventions.

PIHS is meeting the standards of the 21st century learner with an engaging program of studies, supported by technology. Faculty members are readily available to parents and students; school personnel are adequately involved in meeting the needs and concerns in each department, and the community supports the education budget.

Development, planning, and funding ensure timely and impeccable maintenance of all structures and school grounds. All equipment is maintained routinely according to a scheduled program.

The school site and plant support the delivery of high quality education. All applicable federal and state laws are in compliance. Materials, equipment and supplies are available to provide safety. The physical plant has adequate handicap accessibility.

SCHOOL AND COMMUNITY PROFILE

The Community

Presque Isle High School (PIHS) is located in Presque Isle, Maine, on Griffin Street, and serves the communities of Castle Hill, Chapman, Mapleton, Presque Isle, and Westfield, which make up Maine School Administrative District (MSAD) 1/ RSU 79.

The Presque Isle area is primarily a rural area and the majority of children come from blue-collar families. The MSAD 1 school district has a combined population of 12,503 and the communities are economically, racially, culturally, and ethnically similar. No identifiable minority group comprises any of the district towns, and English is the primary language. Presque Isle has the largest population of 9,053 (-4.8% change since 2000), Castle Hill with 438 (-3.5% change since 2000), Chapman with 495 (+6.5% change since 2000), Mapleton with 1,979 (+4.8% change since 2000), and Westfield with 538 (-3.8% change since 2000). The 2009 median family income was \$36,778 in Presque Isle, \$37,291 in Castle Hill, \$45,007 in Chapman, \$43,433 in Mapleton, and \$32,505 in Westfield. The 2009 average median family income for Maine was \$45,734.

The majority of the population is employed in retail, manufacturing, construction, health care and social assistance, education services, and agriculture, forestry, fishing and hunting. In 2010 the unemployment rate in Presque Isle was 7.9% with the rate in Aroostook County at 10.1 % and the rate for Maine at 7.5%. In 2009, 16.7% of the families of Presque Isle lived below poverty level as compared to 12.3% in Maine. Of the school's enrollment of 534, 164 receive meals through the free lunch program and 64 receive meals from the reduced cost program. Although population growth has declined during the past five years, economic growth as indicated through median household income has increased.

In addition to Presque Isle High School with a 2010/11 enrollment of 534, Presque Isle Middle School has an enrollment of 450, Pine Street Elementary has 355, Zippel Elementary has 438, and Mapleton Elementary has 212, with a combined enrollment of 1,455. The total enrollment for MSAD 1/ RSU 79 is 1,989.

In 2009-2010, MSAD 1 expended \$12,928.70 per secondary pupil as compared to the state average expenditure of \$10,831.95 per secondary pupil. In 2009-10 state resources accounted for \$7,374,649.94 of funds received for PIHS operating costs, with PIHS paying the state \$18,219.44 for tuition and assessment received, resulting in a PIHS net operating cost of \$17,760,906.23. Local property taxes allocated to MSAD #1 School were \$7,250,373.00, with \$2,075,343.65 allocated to Presque Isle High School. Nineteen students paid nonresident tuition fees to attend PIHS in 2010-11: Four paid \$500 annually at the employee rate, eleven paid \$1000 at the non-employee rate, and four had \$2,500 paid by their sending districts. The school did not host foreign exchange students in 2010-2011.

The School and the Students

PIHS includes students in grades 9 – 12, with a total enrollment of 550 consisting of 285 males and 265 females. The school population has declined over the past ten years. The ethnic, racial, and cultural composition has remained fairly constant with 0.5% Asian students, 0.1% African American students, 95% Caucasian students, 1.3% Hispanic students, and 1.4% Native American

students during the 2010-2011 school year. The average dropout rate for 2009-10 was 4.48 %, the average daily student attendance for 2010-11 was 93.52%, and the graduation rate for 2010 was 88.43 %. In 2008-09 and 2009-10 school years there were zero expulsions.

There are 40 full-time equivalent teachers (FTE) at PIHS, creating an average ratio of 13 1/2 : 1. There are no teachers practicing out of their area of certification and four teachers are on a provisional contract. Individual teachers carry an average load of 70 students with an average class size of 14. Provision is made for a common planning period along with a schedule of five, 45-minute classes every day and a 45 minute study hall or duty assignment. In addition, teachers have six full day in-service workshops. Students attend school for 175 days.

All students can self-select courses in grades 9-12, with levels available from general to Advanced Placement. In addition to the core classes of mathematics, social studies and science that are required for three years, all students are required to take four years of English, one year of health and wellness, one year of physical education, and one year of a fine/performing arts class. There are 103 students receiving special education services. Students in grades 9-12 have the opportunity to attend Upward Bound classes through the University of Maine at Presque Isle (UMPI), Early College for ME for students in grades 11-12 through Northern Maine Community College (NMCC), Aspirations for students in grades 11-12 through the University of Maine system and NMCC, and Academ-e for students in grades 11-12 through the University of Maine. The remainder of the students' programs is filled from a variety of elective courses including two world languages.

PIHS offers a variety of co-curricular activities for its students, including athletic programs, a variety of intramural sports programs; a number of jazz, orchestral and choral groups, a game band, a drama program; many teams including the civil rights team, debate team, math team, chess team, and Critical Issues Forum (CIF); National Honor Society; clubs including the Key Club, Family/Career/ Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), FFA, Gay-Straight Alliance and student government. This year a member of the student body, working with the Aspen Institute, organized the Community Service Initiative (CSI) to enable all students to serve the community.

In the class of 2010, 120 students intended to attend post secondary schools: 59% to attend four-year schools and 23.5% to attend a two-year school. Four percent of the class of 2010 intended to enter the military, 9% to enter the work force, 3.5% were undecided, and 1% intended to attend a prep school or school for cosmetology. Graduates take advantage of the considerable educational opportunities available as they choose from colleges and universities in Aroostook County and other colleges in Maine, New England and beyond. Of the 59% expecting to attend a four-year college, 29% planned to attend the University of Maine at Orono and 23% the University of Maine at Presque Isle. Of those selecting a two-year college, 23% intended to attend Northern Maine Community College. Opportunities for adult continuing education are also available through MSAD1 Adult Education.

PIHS engages in a variety of school initiatives to improve student learning. Students may receive tutoring in the library in core subjects during the day, bookshelves are stocked with books in the cafeteria for students to read and return or to keep, a PIHS book club promotes and inspires reading and meets once a month, and a social skills group helps girls with special needs. To enhance learning, multiple carousels of MLTI computers are used in the core subject areas, in addition to the availability of computers in the computer lab for all students. Additionally, the guidance department provides numerous opportunities for students' college and career

Exploration. These include Plan Your Future Day for grades 9-12, Armed Services Vocational Aptitude Board post-testing workshops for grade 10, registration for My College Quickstart/My Roads through College Board for grade 10, a job shadowing opportunity for grade 10, a Caribou Vocational Center Tour for grades 10-11, a New England Association for College Admission Counseling (NEACAC) fair for grade 11, and a Financial Fitness Fair for grade 11. SMART Boards and speakers have been installed throughout the school, and teacher training for their use has been offered after school through CACE workshops and district workshops. The Literacy Committee meets regularly to create and support literacy initiatives.

Advanced Placement courses are open to any students wishing to enroll. MSAD 1 provides materials and books to enhance these courses. The school continues to revise its curriculum, along with common assessments and rubrics, in response to the Common Core, Maine's Learning Results and 21st Century Learning Goals. Also, a new-teacher mentoring program is in place to provide new teachers with the support needed during the first two years of teaching.

PIHS students have the opportunity to interact with the public through work experiences in MSAD 1. Students at the MSAD 1 School Farm, a part of the Presque Isle Regional Career and Technical Center, grow, harvest, and sell produce throughout the year to the public. Students in Building Trades and Farm Mechanics provide building and mechanical services to the public. The National Honor Society sponsors a blood drive through which community members and high school students share the experience of giving life-saving blood. Students of the Community Service Initiative, Skills U.S.A., FCCLA, and Key Club are involved in various community service programs such as those that give the opportunity to recycle ink cartridges, create a school recycling program for paper and plastic, and solicit and donate food for food pantries in Aroostook County. They have assisted relief measures in Japan, and supported the Armed Forces in Iraq and Afghanistan.

Students are recognized for their accomplishments through a variety of means, including academic High Honors and Honors for each ranking quarter with end of semester distribution of Gold Cat cards for local business discounts; Academic Awards Night; athletic awards; local art recognition awards; music competition medals; medals for FBLA, Skills U.S.A. and FFA competitions; Key Club, math team, Earth Day awards through Maine Public Service; scholarships, debate team, chess team, potato launch awards; recognition of the CIF team Spring Conference presentation; student government awards, Dirigo Boys and Girls State; Earthwatch, Keller BLOOM, University of Maine and Pulp and Paper Engineering Week, Husson University Pharmacy Camp, and Aspen Institute selection.

All PIHS students in the tenth and eleventh grades take the PSAT to prepare for the SAT administered to all eleventh grade students in May of each year. The average PIHS PSAT scores for 2010 was 44.5 for critical reading, 44.7 for mathematics, and 41.1 for writing, while the state average was 44.8% for critical reading, 45.5% for mathematics, and 42.2% for writing. In addition, all students who take an Advanced Placement course are given the opportunity to take the Advanced Placement tests in May. In 2010, 66% of AP students taking an AP test scored a three or better. Students in ninth and tenth grade are administered the Northwestern Educational Assessment (NWEA), which is an untimed assessment used for the purpose of tracking student progress and informing teaching practices. The NWEA is given at the beginning, middle, and ending of the school year.

School Improvement Planning

School improvement planning is accomplished in a variety of ways at Presque Isle High School. The Faculty Council, consisting of administrators and faculty members, allows all faculty members to bring school issues to meetings twice a month for discussion and planning for resolution. These discussions are presented at faculty meetings for more inclusive discussion and resolution. This year, one matter of concern emerged through analysis of the Maine High School Assessment data. Average student achievement in reading, writing, mathematics and science was found to have plateaued. Core teachers were motivated to review the core subject assessment data by using released items.

CORE VALUES, BELIEFS AND LEARNING EXPECTATIONS

Education at Presque Isle High School will empower all students to reach their maximum potential and become independent, responsible life-long learners and citizens in an ever-changing global society. The school will create a safe and supportive environment where education addresses students' unique learning styles.

Academic Expectations

Each student at PIHS will:

- Read effectively and reflect on that reading.
- Communicate clearly orally and in writing.
- Think analytically.
- Conduct research properly.

Civic and Social Expectations

Each student at PIHS will:

- Respect one another.
- Demonstrate responsibility for his/her own choices.
- Recognize the importance of participating in community activities.

Our Beliefs

We believe . . .

- Learning is a self-directed lifelong process.
- A safe, and supportive environment where individual differences are recognized and respected is essential to learning.
- Technology is an ever-changing tool for learning.
- Learning requires rigorous experiences, connections among disciplines, and the relevant application of knowledge.
- School change is driven by data.
- Learning is a developmental process in which responsibility and behavior shifts to the student.
- Effective learners monitor and balance their physical and emotional well-being.
- Professional development enhances the faculty's knowledge and skills and promotes reflection and collegiality among educators.
- A synergistic partnership among students, school, parents, community and state is fundamental to education.

**COMMISSION ON
PUBLIC SECONDARY SCHOOLS**

**TEACHING AND LEARNING
STANDARDS**

**CORE VALUES, BELIEFS, AND
LEARNING EXPECTATIONS**

CURRICULUM

INSTRUCTION

**ASSESSMENT OF AND FOR
STUDENT LEARNING**

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

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

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

CONCLUSIONS

Presque Isle High School (PIHS) faculty developed the mission statement and expectations for student learning, and with support from the professional staff, community, students and parents it gained faculty approval in March of 2007. In a collaborative process in 2001, the faculty and community developed the original mission statement based on the guiding principles of *The Maine Learning Results*. A new mission statement, approved by staff members in March 2007, defined the expectations in two areas based on the partnership for 21st century skills and the ability to assess the expectations with consistency. The expectations were divided into two groups: academic expectations and civic and social expectations. In 2009, faculty members worked to develop their beliefs about the school's climate; however, faculty members separated and compiled the core values, beliefs, and learning expectations into a single document that was approved by the faculty in October 2010. Although the core values, beliefs, and learning expectations are displayed in every classroom, faculty members and students cannot consistently state in general terms, as opposed to memorizing, what the school's core values and beliefs about learning are or indicate how these values and beliefs about learning impact them. Until the school's core values, beliefs, and learning expectations involves input from all constituent groups in the school community, there will be less ownership in using this statement to drive every component of the school. (self-study, teachers, students)

At the beginning of the 2010-2011 school year, the new principal addressed the use of aligned practices and school-wide rubrics. Since her arrival, faculty members have collaborated to create nine school-wide rubrics that address both academic and civic and social expectations:

Reading, Writing, Oral Presentation, Independent Work, Website Evaluation, Research, School Experiment, Respect, and Responsibility. Many teachers have begun implementing these rubrics in their curriculum and recognize the need to reexamine and revise the rubrics to reflect the expectations of individual grade levels and content areas. Although the school has analytic rubrics in place, the terminology used to describe levels of achievement is not consistent, which may cause confusion about different expectations or levels of achievement. For example, the level of achievement in one rubric might be: “needs improvement,” “satisfactory,” “good,” and “excellent” while another rubric states: “does not meet the standard,” “almost meets,” “meets,” and “exceeds.” The school’s analytic rubrics should be consistent both in terminology and application which will have a positive impact on students achievement of the school’s 21st century learning expectations. (teachers, department leaders, support staff, evidence box)

While the newly identified core values and beliefs about learning are too recently adopted to assess their impact in established programs and policies, they are beginning to adopt a position of prominence in new school initiatives in curriculum, assessment, and school organization. For example, the English department has added academic literacy classes in response to data analysis showing low reading scores. The math department has begun implementing common assessments. In terms of school culture, although not all PIHS students can articulate the expectations clearly, most students are respectful, responsible, and recognize the importance of community involvement. The core values, beliefs, and learning expectations need to be reflected in the culture of the school. This will drive curriculum, instruction, and assessment in every classroom and guide the school’s policies, procedures, decisions, and resource allocations and result in improved student learning and achievement. (self-study, teachers, principal, students)

PIHS has established a plan and supporting processes for reviewing and revising its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as from district and school community priorities, but the plan has yet to be put in full operation. The school’s leadership team (principal, assistant principal, guidance director, department chairs) developed a timeline and identified processes needed to guide future reviews and revisions to the documents. Under the guidance of the school’s leadership team, the school will conduct an annual review of the core values, beliefs, and 21st century learning expectations under the auspices of department heads. Some departments use data for student placements. The school as a whole is looking at ways to increase its application of the data. When all constituent groups are represented in the school the process used to regularly review the school’s core values, beliefs, and learning expectations, and the review is based on current research, multiple data sources, as well as district and school priorities, the document will accurately reflect the driving forces of learning and the community. (self-study, principal, teachers)

COMMENDATIONS

1. The new leadership’s strong vision and initiative
2. The entire faculty and staff participation in the development of the rubrics
3. The school’s culture reflecting the civic and social expectations

RECOMMENDATIONS

1. Develop and implement a process to ensure all faculty and students understand the components of the analytic rubrics and how they are used to improve student learning and achievement
2. Review and revise the terminology and format of school-wide rubrics to develop consistency and to make expectations clearer to students
3. Develop and implement a process to involve students, parents, and the community as well as teachers in the review of the core values, beliefs, and 21st century learning expectations

CURRICULUM

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

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

CONCLUSIONS

Although the curriculum is aligned to *The Maine Learning Results* and/or the common core standards, it is not aligned specifically to the 21st century learning expectations. The recent incorporation of the 21st century learning expectations into the core values document has resulted in a lack of understanding by teachers and students about their responsibilities regarding the learning expectations. Teachers stated that they were not assigned specific

expectations, and that an accountability framework has not been created for ensuring the fidelity of the document. Curriculum guide forms have been adapted by individual department members, indicating that the format needs revision, not only to show alignment to the 21st century learning expectations, but also to make the guide appropriate for school-wide use. For instance, the same elements are present, but the language differs between the math and English curriculum guides. Until the curriculum is more purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations students will lack equitable opportunities to achieve these expectations. (curriculum guides, self-study, teachers)

Although the curriculum is limited in design to ensure that all students practice and achieve 21st century learning expectations, progress in development is evident. The current individual curriculum documents are written in an inconsistent format. Part of the reason for this is the recent alignment to the common core standards by the math and English departments. Other content areas are currently awaiting common core development of standards. The 21st century learning expectations have been developed and incorporated into the school's core values and beliefs statement. School-wide common assessments have been developed to reflect the 21st century learning expectations and faculty members continue to incorporate these into their curricula areas. The curriculum guide form recently provided to teachers as a template is not designed to include 21st century learning expectations or the essential questions covered by older curricula templates. The new template does include concepts, content and skills, instructional and assessment practices, and serves more as a mapping tool than a formal curriculum. As the school is in a transitional phase, not all departments have updated their document formats to follow the new curriculum guide template. This document bears review and modification by teachers to maximize its effectiveness as a guiding document and when the curriculum is all written in a common format that includes concepts, content and skills, instructional and assessment practices all students will have an equal opportunity to achieve the school's 21st century learning expectations. (evidence box, teachers, self-study, curriculum committee meeting)

All parts of the Endicott Survey measuring the degree of challenge and authenticity of course work show that a majority of staff members, students and parents find these qualities and opportunities present. Higher-order thinking and problem-solving activities are evident in some classrooms as well as in provided student work and curriculum documents. A range of skill expectations is listed throughout the curricula, incorporating the full spectrum of Bloom's Taxonomy. Examples include define, describe, identify, discuss, compare, contrast, interpret, synthesize and analyze; most curriculum documents reflect all or most of these skills. Other indicators support an emphasis on inquiry and problem solving, which are included in examples of units and lessons. One of the strengths of the overall curriculum is the wide variety of authentic learning opportunities presented, both inside and outside of the classroom. Informed and ethical technology use is emphasized as seen in the formal PIHS student computer and internet use policy document and on the website evaluation rubric. Examples of cross-curricular learning were seen in much of the student work. 33% of staff members feel that the curriculum emphasizes cross-curricular learning. 72% of the students perceive that they could apply information learned in one class to another class. 56% of the students perceive that the cross-curricular efforts are intentional. When interviewed, staff members were able to cite numerous examples of interdisciplinary learning, although formal collaboration opportunities were not provided within their schedules. Formalizing and documenting the cross-curricular opportunities will help strengthen the connection to interdisciplinary collaboration. (Endicott Survey, teachers, self-study, student work)

Teachers should be commended for their diligence in emphasizing depth of understanding and application of knowledge through inquiry, problem-solving, and authentic learning opportunities, as well as stressing ethical use of technology and promoting higher-order thinking. Some connection between the written and the taught curriculum is evident. Since the curricula are in a transitional state, inconsistencies exist in the school's written curriculum format. A common curriculum guide format currently exists, but not all departments have adopted this format yet. It is worth noting that only 50% of staff members believe that the written and taught curriculum is aligned. Although the high school has practices in place to advance clear alignment between the written and taught curriculum, such as pre- and post-teacher observation forms in the teacher evaluation process, sufficient time needs to be devoted to curriculum oversight to ensure consistent alignment between written and taught curriculum. (Endicott Survey, teachers, PIHS curriculum committee, student work, evidence box/notebook, self-study)

Effective curricular coordination and vertical articulation exist sporadically between and among high school departments. No formal annual review cycle exists for curriculum. The faculty council meets monthly to discuss issues that include curriculum and to revise changes to the program of studies annually. Formal vertical teaming is evident in some departments, but not in others. Common planning time is provided on a daily basis within content areas, but not across content areas. Cross-curricular planning happens informally through coinciding teacher preparation periods or after school. Some learning areas meet two or three times a year, K-12, to discuss and articulate curriculum. There needs to be a formal process for cross-curricular planning as well as a consistent formatting and reporting of K-12 curriculum guides, which will improve the coordination and articulating of each content area. (Endicott Survey, PIHS Curriculum Committee, teachers)

Staffing levels, instructional materials, technology, equipment, supplies, facilities and the resources of the library/media center are adequate to fully implement the curriculum, including the co-curricular programs and other learning opportunities. Because of the declining enrollments, staffing has been reduced, mainly through attrition. In the past two years, course cuts have included family consumer sciences. Wherever possible, staff members whose positions were eliminated have been reassigned within the district. The faculty members feel valued and feel the administration is supportive and caring regarding these decisions. All faculty members have reported that they have ample budgets, and are provided sufficient instructional materials, equipment and supplies. They take pride in their older, yet well-maintained facility. Some of the teachers feel that the technology provided to all staff members as instructional development tools is limited, understanding that updating technology school-wide can be cost-prohibitive. Staff members and administrators did not find the facility limiting in any way in the delivery of the curriculum, nor was there any perceived negative impact on co-curricular programs due to inadequate funding. Until the integration of updated technology, student opportunities to achieve the 21st century learning expectations will be impeded. (teachers, school board meeting, self-study, students)

Although 71% of PIHS teachers state that they are directly involved in curriculum evaluation, review and revision work, only 43% of the staff members think that there is sufficient time devoted to this work. Resources such as release time, workshop days, summer opportunities, stipends or professional learning communities are not focused on curricular review and revision. The updating of the curriculum format to reflect the 21st century learning expectations is not planned to be a collaborative effort for all staff members. Common planning time allows department members to work on collaborative efforts to improve student achievement and to

adjust curriculum accordingly. Despite this, additional formal opportunities are needed to further research current curriculum practices and to create programs that support the 21st century learning expectations. (Endicott Survey, teachers, PIHS curriculum committee)

COMMENDATIONS

1. The administrative and financial support of staff members and of the curriculum process
2. The compensated department chairs who monitor courses and curriculum progress
3. The cross-curricular and alternative learning opportunities for students
4. The course adjustments based on data analysis

RECOMMENDATIONS

1. Develop and implement a plan to ensure that the current curriculum is aligned with the school's core values, beliefs and learning expectations
2. Reformat the curriculum guide form to include essential questions and the 21st century learning expectations and related assessments
3. Formalize and document cross-curricular learning opportunities in the written curriculum
4. Develop and implement a formal process to ensure alignment between written and taught curriculum
5. Provide the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation and revision of the curriculum using assessments results and current research.

INSTRUCTION

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

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

CONCLUSIONS

At PIHS, teachers' instructional practices are occasionally examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. Most teachers have departmental planning periods allowing for the opportunity to discuss strategies and share teaching techniques when implementing instruction. Some teachers practice regular examination of their individual teaching practices. New teachers at PIHS are assigned mentors and are observed more frequently throughout the two year probationary period by administration. It is

expected that all teachers be observed once a year by the building principal. Very few teachers engage in peer observations. Teachers and students exhibited a common level of respect towards one another, and behavior issues were not observed. The responsibility and respect rubrics are commonly used among classroom teachers. Most teachers provide students with the opportunity to become independent learners. When teachers' instructional practices are examined on a more consistent basis, the school's beliefs about learning will be more consistently applied. (teachers, self-study, evidence box)

At PIHS, some teachers' instructional practices support the achievement of the school's 21st century learning expectations. Some of the teachers personalized instruction for individual students. The alternative education, second chance, and special education programs personalize learning to meet the needs of individual students. The teachers of these programs meet regularly with the students to address their specific learning needs. The ability to select a learning topic of choice was not observed in regular classrooms. Many teachers informally employ the use of thematic units, which allow students to form connections among the disciplines. Some teachers include topics from other content areas allowing for cross-disciplinary learning experiences. Advance Placement (AP) students felt that all AP courses offer connections between the disciplines. There appears to be no identified common, school-wide theme. Students were actively involved in their learning. Few teachers design group activities or engage in the role of facilitator in the learning process. Most teachers consistently work on the lower levels of Bloom's Taxonomy through knowledge, comprehension, and application. Some teachers created opportunities for students to apply their knowledge based upon other experiences. Few students engaged in activities that allowed them to expand their writing styles for audiences beyond the classroom. Some teachers provide students with the opportunity to self-assess work completed and to reflect on their personal strengths and weaknesses. Occasionally, teachers provide students time for critical assessment of their work and ways to improve it. Students were not observed sharing their end product with peers for critical feedback. Most teachers were observed integrating technology throughout the classroom. The technology used by students is limited, often consisting of out-dated software programs. Additionally, the laptop carts have computers which are often broken and do not have online access at this time. Until teachers' instructional practices fully embrace the components of personalized instruction, inquiry, higher-order thinking, engaging students in self-assessment and reflection and the integration of appropriate technology, students' opportunities to achieve the school's 21st century learning expectations will be impeded. (self-study, students, Endicott Survey, evidence box)

Most teachers adjust their instructional practices to meet the needs of each student. Although formative assessment during instructional time is limited, some teachers collect formative assessments, such as exit slips, to assess student understanding. Immediate feedback during instructional time is limited. Students differentiated needs are being met by a variety of extra help sessions that is available to all students. Tutoring before and after school is available for students to access and is encouraged by teachers. Upon teacher recommendations, peer tutoring is offered during study halls. Teachers create open-door policies for their students, and, during planning periods, make their rooms available for students who need specific help with content work. Through the use of these varied instructional practices, the differentiated educational needs of the students are being met. (self-study, evidence box, observation)

Some teachers, individually and collaboratively, improve their instructional practices. Teachers have regular, formal time to meet during common planning periods. Common planning time happens within departments and can be used to review data but is not purposefully designed for the review of assessments. North Western Educational Assessment (NWEA) assessments are administered to freshman and sophomores three times a year and that data is available for review. The data is used for placement purposes in some content areas but is seldom used to modify teacher practice. Primarily due to the newness of school-wide common rubrics, at this point there is no formal process for the examination of rubrics, common assessment data and teacher assessment data. On occasion student work is reviewed within content areas but not across content areas. Power School provides parents with the ability to access grades and assignments. Teachers do not regularly gather feedback from parents or students in order to adjust their instruction. Students and parents do not feel as though their feedback is sought or used to adjust instruction. When teachers actively use student achievement data form formative and summative assessments, examine student work, engage students and parent input, examine current research, and engage in professional discourse on instructional practice, opportunities for improved instructional practice will help students meet learning objectives. (evidence box, self-study, observations)

Teachers, as adult learners and reflective practitioners, maintain expertise in their content areas and in content-specific instructional practices. Teachers are encouraged and supported in joining professional organizations in their content area. They are expected to share content-specific literature with teachers within their departments. The degree to which teachers regularly reflect on current literature and best practices varies. All teachers, with the exception of the special education department, are afforded common planning time within their departments. The MSAD#1 supervision and evaluation process lends itself to administrators and teachers reflecting on the feedback given. Based on teacher meetings, and after meeting with central office personnel, it appears that the professional development (PD) needs are met through a liberal practice of approving PD requests made by teachers and the availability of up to 12 credit hours of course work per year at a cost over and above that of the state university level. PIHS teachers are provided with opportunities to be reflective practitioners and maintain expertise in their content areas. Teachers, as adult learners and reflective practitioners, are encouraged and supported to maintain their expertise in their content area and in content-specific instructional practices. (leadership team, central office meeting, self-study)

COMMENDATIONS

1. The many opportunities for help sessions for students
2. The opportunities made available to teachers to maintain expertise in their content areas through credit reimbursement

RECOMMENDATIONS

1. Ensure that teachers' instructional practices are continuously examined to align with the school's core values, beliefs, and 21st century learning expectations
2. Develop and implement a process to ensure teacher's instructional practices personalize instruction, emphasize inquiry and higher order thinking skills, engage students in self-assessment and reflection, and integrate appropriate technology

3. Provide professional development in the development and use of formative assessment and differentiated instruction and ensure these practices are integrated into instructional practices
4. Develop and implement a process to ensure teachers individually and collaboratively improve instructional practices through the use of student achievement data from multiple sources, examining student work using feedback from a variety of sources, and examining current research

ASSESSMENT OF AND FOR STUDENT LEARNING

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

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

11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

CONCLUSIONS

The professional staff at PIHS does not 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. School-wide rubrics have been developed in the areas of writing, oral presentation, respect, critical thinking, research, website evaluation, working independently, reading, and responsibility. Most teachers, within their individual curricular areas, utilize parts of these rubrics in their classroom assessments. For example, English teachers use the school-wide writing rubric extensively, as do teachers in some other curricular areas. Some teachers report having used parts of the oral presentation and research rubrics, but no widespread evidence exists of the use of all nine rubrics in all areas of the school. Many teachers are not consistently using the school-wide rubrics to assess student progress. Some teachers do use these rubrics as a formative assessment tool, but many do not understand how to use them as a summative assessment tool. The Endicott Survey indicates that 4.8% of the staff used the school-wide rubrics in evaluating students at the time the survey was administered (Fall 2010). Presently, teachers indicate that the rubrics are being used more frequently. At this time, no formal process exists to assess whole school progress in achieving the school's 21st century learning expectations. The expectation from school leadership is that the nine school-wide rubrics are to be regularly used across the curriculum; however no process monitors school-wide use of these common rubrics. Teachers suggest there is not a common understanding among the teachers about the expectations for using these rubrics. Without employing a formal process to ensure the use of school-wide rubrics every student will not be consistently measured on each of the school's identified learning expectations. (self-study, Endicott Survey, teachers)

The school's professional staff communicates student progress to students and their families in a variety of ways. Progress in individual classes is communicated through quarterly grade reports. However, as PIHS is currently implementing its school-wide rubrics, the school is unable to provide reports to individual students, families, and the community to indicate progress in achieving the school's 21st century learning goals. Until the school's professional staff communicates individual student progress in achieving the school's 21st century learning expectations to the school community, progress will not be able to be adequately assessed. (teachers, self-study, students, parents)

The professional staff infrequently collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement. Some departments use common planning time to discuss student scores on standardized tests such as the NWEA, but there is no formal response to process the information gained from these discussions. The 9th and 10th grade students take the NWEA test three times per year, and the teachers identify how and where to apply this data. Part of the school's Response to Intervention (RTI) plan is to review this data. The English department uses the NWEA scores to determine student placement in literacy workshops. The math and special education departments also use NWEA data for student placement. Some teachers have received training in interpreting test scores to identify and respond to inequities in student achievement. The professional staff has the means to collect data through NWEA, Preliminary Scholastic Aptitude (PSAT), and Scholastic Aptitude Test (SAT) and Armed Services Vocational Aptitude Battery (ASVAB) results; however, at this time no comprehensive collection system or formal process exists to identify and to respond to inequities in student achievement. Common planning time is used to review curriculum, to meet with administration and guidance, review

rubrics, discuss common summative assessments and address other departmental concerns. However, most teachers generally do not use common planning time to review student work or to analyze formative assessments. Formalizing a plan to review and analyze student work would address the need to identify and respond to inequities in student achievement. (teachers, self-study, department leaders)

At the beginning of the school year, many teachers provide students with course syllabi and copies of the school-wide rubrics. Generally, the teachers make content learning expectations clear prior to units of study, and hand out rubrics identifying the specific learning goals prior to assessments. Before units, some teachers provide study guides, lists of key vocabulary, lesson outlines and updated syllabi that break down the unit into daily lessons and assignments. According to the Endicott Survey, 63.9% of students feel that teachers explain the learning expectations before each unit. However, only 26.2% of teachers feel that they explain these learning expectations. Of parents surveyed, 42.9% feel that teachers communicate learning expectations. These survey results, along with interviews with both students and teachers, indicate a disparity in understanding of what the school has identified as its 21st century learning expectations. When students are aware of the applicable 21st century learning expectations and related unit-specific learning goals to be assessed it will lead to improved student learning. (self-study, teachers, students, Endicott Survey)

Teachers provide students with school-wide analytic rubrics at the beginning of their respective courses and regularly provide students with course-specific rubrics prior to unit summative assessments. These content-specific rubrics may be teacher developed or departmental rubrics, but increasingly these rubrics are developed from the school-wide rubrics that identify the school's 21st century learning expectations. The school-wide rubrics are intended to provide common expectations across the curriculum. Teachers are expected to use these documents to create their own course assessments to ensure that all students are assessed consistently and according to the school's 21st century learning expectations. The Endicott Survey indicates that 75.9% of students say the teachers use rubrics and that they understand the rubrics the teachers are using. Students indicate that the content rubric provided by the science department is particularly helpful as a framework to meeting learning expectations. Because of the increased use of content-specific rubrics, students are assessed more consistently and according the 21st century learning expectations. (teachers, self-study, students)

Across the school, teachers employ a range of assessment strategies including formative and summative assessments in each unit of study. The Endicott Survey indicates that 81% of the staff members utilize a variety and range of assessments, including formative and summative assessments. Most teachers use formative assessments on a daily basis, including quizzes, exit slips, question and answer, study guides, games on the SMART Board and individual check-ins. Teachers use these strategies to review student progress to date. Most teachers use a range of summative assessments including tests, document based questions (DBQ's), debates, research projects, posters and essays. The professional staff does not generally allow students to rework assignments after submission for grading. Teachers regularly display completed assessments in public places. Student posters adorn the hallways and projects cover classroom walls. Also, exhibitions take place at school and throughout the community, such as science fairs, music concerts, drama performances and art displays at the local mall. The displayed products serve as exemplars for other students. Having the work on display has fostered a strong sense of student

ownership. Because of a variety of assessment strategies are used by teachers, students' ability to demonstrate their understanding of material is increase. (students, teachers, classroom observation, facility tour, student work)

Some teachers collaborate regularly in formal ways on the creation, analysis and revision of formative and summative assessments, including common assessments, but the practice is not consistent across departments. The vast majority of the teachers at PIHS have common planning periods and common midyear and end-of-year assessments exist in a majority of departments. Some teachers use shared planning time to collaborate on assessment practices, including the creation and review of common assessments. Some teachers have made minor modifications to assessments, though these changes do not appear to be data driven. The professional staff has increased attention to common assessments within common courses, but not across curricular areas. Due to the complexity of the school's course schedule, cross-departmental collaboration is not a common practice. Teachers "tweak" the school-wide rubrics to fit the requirements of individual classroom assessments; however, no formal process is in place to examine the school-wide rubrics. The school-wide rubrics do not contain common language in their stated levels of student achievement. For instance, to assess student competency, the oral presentation rubric uses the terms partially meets/meets/exceeds, whereas the works independently rubric uses satisfactory/good/excellent. Until teachers consistently collaborate on the creation, analysis, and revision of formative and summative assessments data informed decisions about changes to curriculum and instruction will reduce the impact on improved student learning. The implementation of common planning time in all curricular areas will ensure ongoing review of assessment practices. (teachers, school leadership, self-study)

The majority of teachers at PIHS provide specific, timely and corrective feedback on student work. Students obtain feedback from most teachers through drafts, conferences and other communications with the teacher during study halls and after school meetings. The Endicott Survey indicates that 68.6% of students report their teachers assess and correct schoolwork in a reasonable amount of time and 70% believe suggestions are offered to help their schoolwork. Of parents surveyed, 55.7% report their children's teachers provide timely and corrective feedback to assist them in revising and improving assignments. Teachers consistently provide written and verbal feedback to students on summative assessments prior to beginning the next unit of study. Administration and students acknowledged that feedback from teachers is comprehensive and ongoing. Teachers consistently provide written and verbal feedback to students to ensure that students revise and improve their work. (students, Endicott Survey, school leadership, student work)

Some teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning. For example, some teachers use exit slips to identify gaps in students' understanding of daily lessons. They then use these assessments to adapt the following day's lesson plans. Some teachers to identify gaps in knowledge and to direct lesson and unit planning use formative assessments, such as quizzes. Teachers do not collaborate on a regular basis for the expressed purpose of using formative assessment results to determine appropriate, necessary changes in instructional practices. Some teachers use results of formative assessment in their own classrooms to revise their individual units and lessons. As teachers regularly use formative assessments to inform and adapt instruction, they will improve student learning. (teachers, classroom observation, students)

In some areas, teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice. The science and social studies departments have developed common core courses at the 9th grade level in response to the identified need for all students to be well versed in basic skills and knowledge in these areas. These courses also serve to examine individual students' skills for proper placement into 10th grade science and social studies courses. NWEA scores are used to identify students for placement in academic literacy classes. PSAT scores are used as another identifiable indicator for placement in these classes. After an analysis of SAT scores, the math department has introduced the use of graphing calculators in Algebra I and is working with students in practicing test-taking strategies. A concern with SAT writing scores has led to faculty discussion on strategies to implement writing across the curriculum. PIHS receives New England Common Assessment Program (NECAP) scores from the middle school and they also receive personal statements from teachers on students' strengths and weaknesses and other notes for appropriate placement of incoming 9th grade students. The guidance department surveys members of the senior class concerning their post-secondary plans. Currently, no formal process is in place to collect data from alumni for the purpose of revising curriculum and improving instructional practice. When teachers and administrators individually and collaboratively begin to examine a range of evidence of student learning, it will result in revision of curriculum and improve instructional practice. (department leaders, teachers, school leadership)

Grading and reporting practices are not regularly reviewed or revised by professional staff to ensure alignment with the school's core values and beliefs about learning. Teachers determine grades through a weighting of formative, summative and common assessments. PIHS is working on aligning grading practices and the school's core values and beliefs about learning. PIHS continues to use a one hundred point grading scale and teachers are struggling to determine and to justify students' grades using the school-wide rubrics. Grading practices are not consistent across subject areas or curricular areas. Individual teachers have found it necessary to devise conversion systems to translate the common and content rubrics to numeric grades on a one hundred point scale. Until PIHS gives immediate attention to creating a clearly articulated, consistent system to determine students' grades, the school will not be able to ensure student achievement is aligned with the school's core values, and beliefs about learning. (school leadership, students, teachers)

COMMENDATIONS

1. The willingness of teachers to work with students
2. The widespread use of content area rubrics
3. The public display of student work
4. The common departmental planning time built into the master schedule
5. The ongoing informal and formal feedback from teachers to students

RECOMMENDATIONS

1. Provide professional development for teachers implementing the use of school-wide rubrics

2. Implement a formal process to assess individual and whole-school progress on the identified 21st century learning expectations
3. Create a reporting method that communicates student progress toward achieving the school's 21st century learning expectations to individual students and their families
4. Develop and implement a process to share the school's progress in achieving the school's 21st century learning expectations with the school community
5. Provide development opportunities for the professional staff for implementation of school-wide rubrics in all classes
6. Develop and implement a plan to examine and revise the school-wide rubrics
7. Create and utilize formal agendas to maximize the impact of common planning time
8. Develop and implement a plan to examine and revise the school-wide rubrics for consistency and to verify their continuing relevancy
9. Initiate a plan to harvest information regarding curriculum and instructional practice from alumni
10. Create and implement a clearly articulated, consistent system to determine students' grades which reflect the school's core values and beliefs

**COMMISSION ON
PUBLIC SECONDARY SCHOOLS
SUPPORT STANDARDS**

SCHOOL CULTURE AND LEADERSHIP

SCHOOL RESOURCES FOR LEARNING

**COMMUNITY RESOURCES FOR
LEARNING**

SCHOOL CULTURE AND LEADERSHIP

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

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).
3. There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources outside of the school to maintain currency with best practices
 - dedicate formal time to implement professional development
 - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.
9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.
12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

CONCLUSIONS

The PIHS community consciously and continuously makes a concerted effort to build a safe, positive, and supportive culture that fosters student responsibility for learning and results in shared ownership and pride. School safety is reflected through regular safety drills including lockdowns, anti-harassment policies for staff, and a clear code of student conduct that is reviewed and updated annually and includes a clear and comprehensive anti-bullying policy. Student referrals to administration for disciplinary reasons are limited, averaging 3.5 per day out of a population of more than 500 students, reflecting an orderly environment. Additionally, a positive building atmosphere is enhanced by the physical plant itself which is in excellent condition, is well lit and bright in appearance, is kept extremely clean and presentable, and has student work and awards prominently displayed throughout the building. Students also take pride in their school and take responsibility for many decisions regarding co-curricular activities and sports, and for their behavior and conduct. Students can register for classes at any level, including at the AP level, but appropriate matches of current student performance to proper class placement and expectations is not assured. Student work was uneven in quality, and few formative assessments were cited by staff members as opportunities for students to examine their own performance and to determine avenues of improvement. Approximately one third of staff did not agree with the statement that the school's culture supports independent student learning. Overall, PIHS purposefully creates a positive and safe school environment, but until consideration is given to practices that ensure every student owns his or her education at a level of high expectations students will not reach their maximum potential as is a stated goal in the school's core values. (students, parents, administrator, self-study, classroom presentations, student work, faculty handbook, student handbook, Endicott Study, building tour, school discipline data)

Every student over the course of the high school experience is enrolled in a minimum of one heterogeneously-grouped core course. Many students are enrolled in heterogeneously-grouped elective and non-core courses. Students are given the ability to freely choose any class they desire, from an honors or AP class to a general level class. This allows students, with the guidance of their parents, to self-select the academic challenges best suited to their individual needs. The Endicott Survey indicates that 83.4% of students feel there are sufficient opportunities to take courses that are heterogeneously grouped, however the four core subject area classes at PIHS are leveled. Three levels of classes exist in all four core subject areas across all four grade levels according to the PIHS program of studies. Those levels are identified as honors/Advanced Placement, college prep (CP), and general. Next year's program of studies indicates that both freshman science and freshman world studies will be heterogeneously-grouped core classes. At this point, PIHS offers limited heterogeneous student learning opportunities in core academic courses. As a result, the heavily-leveled nature of the core course offerings allows for a minimally equitable and inclusive academic atmosphere at PIHS. (Endicott Survey, program of studies, self-study)

There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who frequently knows the student well and assists the student in achieving the school's 21st century learning expectations. Currently, students are placed into a homeroom comprised of 12-15 students within the same grade and are assigned the same adult for all four years at PIHS. This homeroom period is ten minutes in duration each day. During homeroom attendance is taken, the Pledge of Allegiance is recited, announcements are read, lunch counts are taken, and the individual homeroom teacher reads the daily bulletin and the athletic bulletin. Additional information or activities may be generated by various school groups including student council or community groups such as Toys for Tots. Teachers report that homeroom creates a positive start to the day for teachers and students. Students report a wide range of experiences depending on the particular homeroom with some students reporting positive mentoring relationships and some reporting that homeroom is not utilized for any mentoring types of activities or for personal relationship building. At this time there is frequent variability regarding the use of homeroom time, and frequent variability regarding mentoring relationships across homerooms collectively and within homerooms individually. As a result, some students benefit greatly from the formal homeroom structure while others receive limited benefits. When the school initiates elements into its program that assists students in achieving the school's 21st century learning expectations then all students will benefit. However, at this time there is no evidence that this program assists students in achieving the 21st century learning expectations. (self-study, teachers, parents, students, Endicott Survey, school publications)

In order to improve student learning through professional development, the principal and the professional staff consistently engage in discourse for reflection, inquiry and analysis of teaching and learning, use resources outside the school to maintain currency with best practice, dedicate formal and informal time to implement professional development, and apply the skills and strategies gained to improve curriculum, instruction and assessment. The self-study indicates that PIHS teachers regularly engage in formal and informal reflection practices during common department planning time, as well as in bimonthly faculty council meetings, monthly department meetings with the principal, and monthly faculty meetings to review curriculum, grading standards and school culture. The Endicott Survey cites that 74% of teachers agree that the professional development programs "enable teachers to acquire and use skills to improve instruction and assessment." Additionally, new teachers on a first or second year probationary contract meet monthly with administration to discuss topics germane to successful instruction. Topics this past year included observation/evaluation, grading practices, stress management, and writing professional goals. All new teachers were given a copy of Julia Thompson's best selling text *Day*, and are expected to keep a journal of their reading. Also, a copy of next year's text for new teachers, *The First-Year Teacher's Survival Guide: Ready-To-Use Strategies, Tools & Activities for Meeting the Challenges of Each School Teach Like a Champion* by Doug Lemov, will be given to all the professional staff at PIHS for professional reflection on best practice. Professional book study groups are periodically organized around a "single pertinent educational concern" such as the recent focus on at-risk students with Dr. Ross Greene's text *Lost at School*. Six days are scheduled on the annual calendar for the sole purpose of professional development. Professional reflection on instruction is stressed via the supervision and evaluation process whereby each teacher, probationary or professional in status, must develop annual goals, experience a formal observation and meet with administration to assess their performance and to set goals for the following year. Most impressive at PIHS is the commitment of teachers and administrators to professional development. The district reimburses teachers up to twelve credit hours for course work and staff members readily avail themselves of this opportunity. The list of workshops, conferences and national conventions that teachers attend and are reimbursed for is

extensive. Two math teachers just returned from the National Council for Teachers of Mathematics Annual Convention in Philadelphia, for which their registration, travel, accommodations, and other related expenses were fully paid. The principal encourages teachers to belong to their professional associations and to subscribe to professional journals. According to the list provided in the evidence box, no fewer than 27 teachers attended professional workshops and conferences in the past academic year. Some of the workshops attended included a regional foreign language workshop, College Board workshops, Advanced Placement training, the National Music Teachers convention, and a drop-out prevention seminar. The comprehensive commitment at PIHS to professional development by teachers and administration has resulted in an academic atmosphere of reflection, inquiry and collaboration to maintain current best practice in the classroom aimed at improving student learning. (Endicott Survey, teachers, superintendent, leadership team)

School leaders regularly use an evaluation system and supervision process that focuses on student learning. This process begins with each staff member, in collaboration with the principal, developing goals for the year, and measuring the progress made achieving the previous year's goals. The principal may suggest goals to individual teachers during this process. Every teacher is formally observed and evaluated at least once per year by either the principal or assistant principal. First and second year teachers are formally evaluated twice a year with the principal conducting one observation and the assistant principal conducting the other observation. These formal evaluations employ the use of a district-approved evaluation tool. New teachers receive a full-day orientation before the start of the academic year and the evaluation process is reviewed as part of this orientation. Additionally, informal walk-through visits are conducted regularly throughout the year. Also, new teachers are assigned certified, professional mentor teachers. These mentors are trained to evaluate and support new staff from a peer-to-peer perspective. New staff members must attend monthly meetings to review professional practices with administrators. Informal meetings are held to review potential instructional and professional deficiencies and to discuss teacher driven classroom initiatives and avenues of inquiry. PIHS strives to be a data-driven community. Although there is a focused evaluation and supervision process that is soundly based at PIHS, school leaders do not use research-based evaluation and supervision processes that focus on improved student learning. Until the evaluation and supervision processes are focused on student learning, then the achievement of students will not improve consistently. (school documents, self-study, evidence box, teachers, panel discussion.)

Organization of time at PIHS supports research-based instruction, professional collaboration among teachers, and the learning needs of all students. The school day at PIHS is divided into seven forty-five minute non-rotating periods following a ten-minute homeroom period. Each department is scheduled with a common planning time every day. This offers an invaluable common time for teachers to share ideas generated from classroom practice or professional development workshops and conferences, review student work, and revisit curriculum and major assessments. Teachers who attend national conferences or local workshops are expected to present at monthly faculty meetings. Probationary teachers meet monthly to discuss instructional practices and to review professional literature. Some flexibility exists in this traditional master schedule to address the learning needs of all students. A credit recovery summer school program and the second chances program offer additional opportunities for students who may not be in special education, but who need additional assistance to master classroom content. The special education resource room and the successful alternative education program also support a variety of individual student learning needs. The

organization of time at PIHS results in teachers collaborating professionally and meeting the individual learning needs of students across the school. (self-study, teachers, department leaders, leadership team)

Overall, student load and class size is reasonable and enables teachers to meet the learning needs of individual students. The self-study cites student-teacher ratio as 15:1 on average. The Endicott Survey data corroborates this data as 82.6% of students and 71.4% of staff members concur that class sizes are manageable and allow for personalization of instruction. Multiple classroom observations similarly substantiate class sizes in the range from ten or twelve students to twenty in core subjects and elective classes. Clear evidence of teachers personalizing and differentiating instruction exists. For example, in one Reading and Writing Workshop I English class, students self-select their major novel for study. In a Painting II class, students choose their favorite artist to imitate in their penultimate project before moving on to their final creative piece. The instructor has altered the “time on task” category of the assessment rubric to allow for student individuality in production. Some math classes have started to access the Khan Academy curriculum materials and tutorials to make classes more self-paced. Some English classes utilize contemporary and accessible translations of Shakespeare’s plays for struggling readers. Substantive evidence throughout classroom observations validates that teachers are personalizing and differentiating instruction across disciplines. Class sizes at PIHS allow for teachers to meet the needs of individual students. (Endicott Survey, classroom observations, self-study, teachers).

The principal, working with other building leaders, provides instructional leadership that is rooted in the school’s core values, beliefs and learning expectations. The self-study acknowledges that “the evaluation of the administrative team is based on limited recent experience” given that both the principal and assistant principal were hired in the summer of 2010. Still, staff members attest that this new administrative team is making strides to work with building leaders to provide instructional leadership rooted in the school’s core values and beliefs. Weekly Monday meetings take place with the principal, assistant principal, athletic director, guidance director, facilities manager and technology director to inform decision-making regarding the culture of the school. The principal also meets monthly with department heads to assess department level business and disseminate the latest educational research and standardized test scores (SATs, PSATs, NWEAs). The principal celebrates learning achievements in a variety of ways: through announcements of seniors accepted into colleges, through the academic letter distinction, and at the academic awards banquet in the spring. Such achievements are communicated to the community through the school’s website, mailings home, stories in the local newspaper and the district newspaper MSAD 1 Community Connections. The principal is responsible for annually updating the crisis plan and for working closely with the newly hired school safety coordinator to ensure a safe environment. Staff members consistently feel the principal is open and approachable, is leading staff members to a unified curriculum through research-based instruction, and is raising the academic bar. Also, students consistently attest to the assistant principal being approachable and supportive of their needs as well. As a result, the principal, working with other building leaders, provides leadership that stresses academic responsibility and respect and safety among students. (teachers, self-study, leadership committee).

Teachers, students and parents have limited involvement in meaningful and defined roles in decision-making that promote responsibility and ownership. Recent Endicott Survey data indicates that 54.8% of teachers, 40% of parents and 37.5% of students feel that they have meaningful input into decisions about school practice. Although parents and students are

required to meet each year with a guidance counselor while selecting courses for next year, the self-study states, “Parents do not currently have a primary decision-making role at PIHS.” Parents corroborated this conclusion during interviews. The self-study also states, “Students are granted the opportunity to voice ideas and concerns via a suggestion box located outside the main office.” During interviews and meetings, many students expressed surprise to hear this and seemed unaware of such a format for input. Formal organizational student groups are in place such as the student council and the civil rights team. Teachers are granted formal input into decision-making through monthly meetings of the faculty council, faculty meetings, meetings with department chairs and full department meetings. Consistently, all teachers agreed that the principal has an open door policy at all times to hear and respond to concerns. While teachers have a formal and informal opportunity to provide input, parents and students do not see their input impacting final school decisions. (Endicott Survey, self-study, parents)

Teachers consistently exercise initiative and leadership, which are essential to the improvement of the school and to increase students’ engagement in learning. PIHS faculty and staff members are passionate about their school and their students. To this end, PIHS teachers are the foundation of the academic excellence of PIHS and the vehicle that drives its improvement and growth. Teachers serve as leaders on the faculty council, as department heads, and through annual review of the school handbook and the program of studies. Common planning time and consistent department meetings led by department heads allow teacher input into curriculum, assessment and instructional revision. For example, the science department recognized a need for curriculum change in the freshman earth science course given student shortcomings in performance on basic skills assessments in later courses. After review and discussion in the department, the freshman science curriculum has been revised to a completely heterogeneously-grouped freshman course for next year. Likewise, the math department recognized a need for more access to graphing calculators for students to practice with leading up to the SAT exam and will assess the results of student familiarity with these tools when scores are released later this spring. The English department initiated a literacy committee made up of volunteers, given concern over PSAT and SAT writing scores that resulted in professional development by bringing in a literacy specialist from Syracuse University. Given review of NWEA reading scores, the English department has designed a new course (academic literacy) for struggling readers to improve reading scores, to increase student investment in reading, and to make strides in basic writing skills. As a result of consistent and collective teacher driven-initiatives, PIHS is a constantly improving school where students strive to learn and grow. (teachers, self-study, parents)

The school board, superintendent, and principal are collaborative, reflective and constructive in achieving the school’s 21st century learning results. PIHS was designated as one of only nine high schools in the State of Maine to be deemed “higher performing and efficient” last year by the Center for Education Policy, Applied Research, and Evaluation at the University of Southern Maine. This designation is partly the result of a highly functional relationship between school board, superintendent, and building principal. Over many years, the superintendent has consistently crafted budgets that are reviewed and passed by the school board in a timely manner, that reflect district goals even in difficult economic times and under difficult economic conditions. The board sets policy for the district in cooperation with central administration and then allows central administration to execute those policies without micro-management of the process. This, also, is true of the superintendent and his office staff, in his working relationship with the building principal. The school board, superintendent and principal are collaborative, reflective and constructive in their interactions as they consider the best way to achieve PIHS’s 21st century learning results. The building principal has the necessary leverage to do her job efficiently in

achieving the school's 21st century goals. At this time the staff members and students are working to integrate the 21st century goals at PIHS, but further work will be required to ensure a more pervasive incorporation of 21st century skills into the school culture. (evidence box, principal, teachers, panel discussion)

The school board and superintendent of Maine School District #1 provide the principal of PIHS sufficient decision-making authority to lead the school. The principal's duties and responsibilities are clearly delineated within her job description. The principal builds the high school budget in cooperation with the superintendent and school board, is the leader of the teacher evaluation and supervision process, institutes curricular change with staff and district support, supports academic programs such as peer tutoring, and has a leadership role regarding student behavior, and is a member of the Response to Intervention (RTI) committee. (evidence box, school documents, principal, superintendent, parents, teachers)

COMMENDATIONS

1. The familial atmosphere and pride within the school and community as a whole
2. The support and mentoring for new teachers
3. The comprehensive commitment to professional development from the superintendent to the principal to the teachers
4. The commitment to school-wide, high quality teacher evaluation and supervision
5. The commitment to developing professionally trained and certified mentors
6. The common planning time for most academic departments
7. The small class sizes that allow for personalization and differentiation of instruction
8. The administrative team's focus on and support of high expectations with regard to academic and civic and social expectations
9. The pervasive level of teacher engagement with school improvement across subject areas
10. The collaboration between the school board, superintendent and principal
11. The principal's appropriate and prudently exercised authority to lead the school

RECOMMENDATIONS

1. Ensure that challenging and measurable academic expectations are in place for all students
2. Continue to take steps toward reducing the number of levels of courses in order to ensure that all students are exposed to challenging curriculum

3. Broaden heterogeneous core course offerings and assess impact of such groupings
4. Ensure mentoring relationships within the homeroom program are effectively and uniformly implemented and that a focus on assisting students to achieve the school's 21st century learning expectations is implemented
5. Improve delivery of instruction through the development and implementation of data-driven measures
6. Create and implement formal decision-making opportunities for parents and students to promote responsibility and ownership

SCHOOL RESOURCES FOR LEARNING

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

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

- conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
- collaborate with all teachers, counselors, targeted services, and other support
 - staff in order to achieve the school's 21st century learning expectations
 - provide inclusive learning opportunities for all students
 - perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

CONCLUSIONS

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. PIHS supports identified and at-risk students. Academic needs are addressed through a variety of course levels, by supporting and implementing 504 plans, and by providing opportunities to enroll in the Presque Isle Regional Technical Center, the alternative program, the second chances program, and special education. The alternative program has 20-24 students and is staffed with one full-time educational technician and one full-time teacher. The dropout prevention committee identifies at-risk students who are then given the appropriate scaffolds to help them succeed in high school. Adaptive classes support the individual needs of each student. This includes an adaptive physical education class and a female only math class. Peer tutors are also available in the library. This program is coordinated through the guidance department and overseen by the librarian. Currently, there are five students available as peer tutors, with one student who actively and consistently provides tutoring. Approximately two other students will provide tutoring sporadically. Peer tutors take this as a course and get one full credit for it at the end of the year. According to the Endicott Survey, 44% of students, 73.8% of staff, and 52.1% of parents agree that a variety of support services are in place. With the involvement of the at-risk support programs, PIHS's dropout rate for 2009-10 was only 4.4%. The wide variety of services that support each student of the 21st century learning expectations are a direct result of the positive interaction strategies and timely coordinated programs designed to meet the needs of indentified at-risk students. (library, teachers, parents, Endicott Survey, self-study)

The school provides information to families, especially to those most in need, about available student support services. Progress reports are sent home to students who are in danger of not passing a class halfway through each quarter. To ensure that information gets to those who need it, the school disseminates information by phone calls, e-mail, and mailings. Guidance coordinates various activities (Plan for Your Future Day, New England Association of College Admission Counseling (NEACAC), College Fair, Financial Fitness Fair, ASVAB career workshop, financial aid night, and college awareness night). Guidance meets with each student for individual course registration meetings. Parents feel that communication from staff is excellent and that they are promptly notified of any issues or problems with their children. Because the school provides excellent communication and information sharing to families,

especially those most in need, parents feel that communication from staff is excellent and exceeds expectations therefore many issues and problems with their students are averted. (parents, self-study, support services)

The support service programs use technology to deliver an effective range of coordinated services for each student. E-mail is used extensively between faculty members and parents. The principal enforces a rule for faculty members to respond to parents within 24 hours, which allows for timely interventions. Teachers allow students to e-mail homework and assignments. Almost all teachers have SMART Boards in their room, including the special education rooms and the alternative program room. However, interviewed students report that the SMART Boards are used in approximately half of their classrooms. Special education teachers have iPADS purchased by the district in order to accommodate students' individual needs and educational programs. The support programs use technology to deliver an effective range of coordinated services which accommodates students' individual needs and enhance their educational program. (self-study, student tour, teachers, guidance, parents)

School counseling services have an adequate number of certified/licensed personnel and support staff who engage in the following: delivering a written, developmental program; meeting regularly with students to provide personal, academic, career, and college counseling; engaging in individual and group meetings with all students; delivering collaborative outreach and referral to community and area mental health agencies and social service providers; and using ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure that each student achieves the school's 21st century learning expectations. The PIHS guidance office has delivered a written, developmental guidance curriculum, which is modeled on the American School Counselor Association (ASCA) National Model. Guidance counselors meet at least once a year with all students through student registration. Parents are invited to student registration. Because the students are assigned to 1 of the 2.5 guidance counselors, they are able to meet with and see their counselor on short notice. Although the guidance department does not provide personal counseling, there are two social workers, who both work two days a week and are responsible for personal counseling. The social workers will refer students to outside agencies such as Aroostook Mental Health Center (AMHC) when appropriate. Parents feel students have access to the guidance counselors and were very positive about the school counseling services. Guidance goes into the classrooms throughout the school year for information on upcoming assessments, post-secondary planning activities and financial planning literacy. The guidance office does not use formal feedback from the community, however, informal feedback is provided to support staff through personal communication with students and parents. The Presque Isle elementary schools and middle school do not have guidance counselors. They have licensed social workers instead who meet once a month with the high school guidance counselors to coordinate and collaborate their services. The health center coordinates academic services and reintegration services for students placed in crisis units or residential facilities. The health center and the assistant principal may also make home visits for students who have been truant from school in order to best support the student's academic success. The guidance counseling office evaluates scores from the school-wide assessments and uses this information to help improve the academic structures in place. The information is also brought to administration to adjust course level placement, career, and college counseling. School counseling services, certified/licensed personnel and support staff provide services and ensure that each student achieves the school's 21st century learning expectations. (self-study, educational leadership, students, parents, health and support services, evidence box)

The school's health services have an adequate number of certified/licensed personnel and support staff who engage in the following: providing preventative health services and direct intervention services; using an appropriate referral process; conducting ongoing student health assessments; using ongoing, relevant assessment data, including feedback from the school community, to improve services and to ensure that each student achieves the school's 21st century learning expectations. The health center provides a variety of intervention services including offering various vaccinations and identifying students who will use special education services and who will benefit from meetings with the school social worker. The health center staff has a referral process for students on an as-needed basis. Because the health center has four nurses on staff and utilizes a central office structure, the health center staff is able to identify students in need and to refer students to appropriate services including school social workers for personal/social support, Department of Health and Human Services (DHHS), a local physician, the local emergency room, the free and reduced lunch program, and to committees such as the dropout prevention committee. The health center offers multiple screenings including sports screenings. A local physician comes to the school in the spring for the sport screenings. Health center nurses have iPADS to facilitate communication with each other when at different buildings which makes consultation throughout the nursing staff instantaneous and effective for student issues. The director of the health center is the district's homeless liaison and provides many support services for identified homeless youth. The health center is in charge of the school's emergency fund for at-risk students. The emergency fund, sponsored by private donations and fundraisers, provides necessary living essentials for at-risk students. The health center holds a coat drive in late fall so that all students in the community can have a warm coat to wear throughout the winter. The left-over coats are sent to the homeless shelter to help support the rest of the community. Vouchers for K-Mart and the Salvation Army are available in the health center to help low income students. Mailings provide parents with information with upcoming vaccination offerings; screenings and other health center related materials are sent out throughout the year. The health center does not have any formal evaluations completed by students, parents or the community. The health center reports that they do hear from parents when they are dissatisfied but do not often hear from parents when they are content with the services of the health center. The health center services provide a wide variety of intervention services which ensures that each student achieves the school's 21st century learning expectations. (health center, support services, subcommittee)

Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who engage in the following: implementing of the school's curriculum; providing a wide range of materials, technologies, and other information services in support of the school's curriculum; ensuring that the facility is available and staffed for students and teachers before, during, and after school; responding to students' interests and needs in order to support independent learning; and conducting ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The R.B. Andrews Library is staffed with a school librarian and an administrative secretary. The school librarian is responsible for the operation of the library including collection development, collaborating with faculty members and assisting students and faculty members. The administrative secretary is responsible for the library accounts, for assisting students and faculty members in the library and for general library maintenance. Although several teachers integrate the library media center and research skills into their curriculum including the world studies class with their scrapbook project, according to the library media specialist and faculty interviews, the library is underutilized by the staff and classes. The social studies and English

classes predominantly use the library but other departments rarely use it. The school librarian developed the school-wide website evaluation rubric. Because the rubric is relatively new, all classes do not use it, but gradually it is becoming more commonly used. Although the Endicott Survey shows that 71.4% of staff feels that the library is actively engaged in the development and implementation of the school's curriculum, the librarian states that staff members rarely integrate the library into their curriculum. The library has a collection of approximately 10,000 books that is below the national average according to the American Association of School Librarians 2011 "School Libraries Count!" a national longitudinal survey of school library programs. The library inventory also includes ten iMac computers, four laptop carts, with 25 laptops per cart that are available for teachers and students to sign out. These laptops are at least six years old and break down frequently. This is a result of misuse and the age of the computers. At any given time there are approximately 25 laptops being repaired. The library has three Kindles that cannot be taken home due to a district policy that does not allow students to access WiFi networks outside of the school with district equipment. The only access to databases the students have is through Marvel, the State of Maine Virtual Library. The library opens at 7:00 a.m. and closes at 3:00 p.m., so students have the opportunity to use the library before, during and after school. It may be closed to study hall students occasionally to accommodate a class coming to the library. Although the library has a large space for student and staff use, in recent years students have chosen not to go there as often which the librarian believes is due to an increased use in technology and the computer labs. According to the Endicott Survey 90.7% of students agree that the library is available before, during and after school hours. Both parents and students agreed that the library media center was readily available; however, some parents state that they do not believe their child has ever gone into the library. When asked by teachers, the library media specialist is willing to help with a unit of study. Because the library is staffed with two people, the library media specialist has the flexibility to go to a classroom to collaborate with a teacher. Both the library media specialist and the administrative secretary provide reader's advisory services to students and the librarian has a book club after school that meets once a month and is attended by a small group of females. The library does not currently use any formal feedback to improve the services it has at the school. The only feedback given is informal when library staff asks teachers for feedback. The library/media services are integrated into curriculum and instructional practices and have an adequate number of licensed personnel and support staff who engage in implementing the school's curriculum, provide materials, technologies and other information services that adequately support and ensure each student achieves the school's 21st century learning expectations. In order to be more effective in meeting the needs of PIHS' 21st century learning expectations, the library/media services should address the following: add access to additional online research databases, increase size of library collection, and ensure that library skills are integrated throughout the curriculum. (self-study, library, teachers, parents, students, Endicott Survey)

Support services for identified students, including special education, Section 504 of the Americans with Disabilities Act (ADA), and English language learners (ELL), have an adequate number of certified/licensed personnel and support staff who engage in the following: 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 to ensure that each student achieves the school's 21st century learning expectations. PIHS does not have many students who are eligible for ELL services. A migrant student who attends the high school for five weeks in the spring and approximately three weeks in the fall will receive services in the 2011-12 and 2012-13 school

year. This student does not attend the school long enough to take part in any ELL assessment. PIHS has a dropout prevention committee and second chances advisory committee to identify and provide interventions for students who are at-risk of not graduating. A literacy committee promotes reading and writing as a lifelong activity for students. The school librarian supports this by highlighting a different adolescent book each week in the daily bulletin. A book swap is available in the cafeteria for students. Selected students may participate in a peer-tutoring program that is coordinated by the guidance office and overseen by the library. The alternative program has been on site for the past two years, allowing students to take a mixture of mainstream and alternative classes throughout the day. Next school year the program will be moving off campus again to a building near the middle school that will require students to participate in the alternative program for either half days or full days so students will not be as included in the school community as they are currently. Second Chances is a program for students with behavioral contracts and is run by one of the special education teachers. These students may participate in mainstream classes but behaviors are reported to the second chances teacher instead of administration. 504 case management is overseen through special education, the health center and through the guidance office. Assessment data from the NWEA, PSAT, ASVAB, SAT internal and external evaluations, and custodial input are used to support students. The data collection is analyzed, discussed and used to best support student needs concerning student class placement. Special education also uses the NWEA scores in conjunction with the other evaluations done on their students. Parents whose students are in special education programs do have the opportunity to provide feedback at pupil evaluation team meetings. The 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 engage in programs and provide services to ensure that each identified student achieves the 21st century learning expectations. (teachers, support services, evidence box, health services, guidance director)

COMMENDATIONS

1. The staffing levels in the guidance department, health center, and library media center
2. The multifaceted and collaborative referral and at-risk support programs
3. The centralized health center system
4. The library media specialist's willingness to collaborate with teachers

RECOMMENDATIONS

1. Add access to additional online research databases
2. Increase size of library collection
3. Develop a system to ensure that library skills are integrated throughout the curriculum

COMMUNITY RESOURCES FOR LEARNING

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

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

CONCLUSIONS

The community and the district's governing body provide sufficient funding to support a wide range of programs and services at PPIHS. Ample funding is provided for professional and support staff's ongoing professional development and curriculum revision, instructional materials, and supplies. While the school's geographic isolation may impair some efforts to provide professional development, the high school is not averse to sending teachers to conferences in other parts of the state and out-of-state. The building principal is very proud of her efforts to approve all professional development requests that come to her desk. The teacher contract allows for as many as twelve credit hours of paid professional development. Development, planning, and funding ensure timely and impeccable maintenance of all structures and school grounds. All equipment is routinely maintained according to a scheduled program. Long range planning ensures adequate and dependable revenue to provide for programs services, staffing, and physical plant needs. Annual detailed budgeting, as well as requests for maintenance, occurs in each department. SAD #1 has both a district and public vote on budget approval, allowing for community input. Faculty and administration are actively involved in the development and implementation of the budget. The principal meets regularly with each department concerning budget requests and purchase orders. Local staff is also involved in the public wide vote. Due to the current state of the economy, school personnel have been reasonable in their budget requests, while ensuring educational needs are met. MSAD #1 continually provides for updated technology and instructional materials/supplies necessary for a 21st century learner to succeed. The extent to which this evidence defines this indicator is seen in the Endicott Survey. The study found no area received lower than an 86% approval rating in meeting those needs. All equipment, as well as the physical plant itself, is under regularly scheduled maintenance which is all categorized as needed to ensure learning is not disrupted. The Endicott Survey results from staff members indicate a 90.5% agreement rate on "The community and the district's governing body provide dependable funding for professional and support staff." (self-study, Endicott Survey, educational leadership team).

The school develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant. In doing this, the school is able to properly maintain, catalogue, and replace equipment as well as the physical plant itself, and to keep the school meticulously clean on a daily basis. A vast majority of teachers (100%), parents (92%), and students (84%) agree that the school is a clean and safe learning environment. Currently employed are one full-time day custodian and three full-time evening custodians, along with two multi-tasking grounds keepers who fill a variety of jobs, including substitute bus drivers, when needed. Regardless of custodial staff reductions, the remaining team's work is excellent. The school has well developed plans and necessary funding of programs to ensure the maintenance and repair of the building and school plant. Therefore, the school is able to properly maintain, catalogue, replace equipment, and keep the building meticulously clean on a daily basis. (teachers, parents, self-study, Endicott Survey)

The community funds and the school implements long range plans that ensure adequate and dependable revenue to provide for the programs, services, enrollment and staffing needs, and the addition of new and/or maintenance of the existing facility and technology. The budgeting process is detailed. It usually begins the first week of January when faculty, building managers and technology departments are provided with a packet from administration that includes a copy of the prior year's budget to use as a reference, a blank form for the next year, directions, purchase order forms etc. Maintenance requests are also completed at this time so facilities'

managers have the information they need to prioritize and submit their budget requests. The faculty's completed requests are submitted to the department chair by the end of January for review and then to the front office by the first of February. These requests are for supplies and equipment to adequately meet the needs of all students. The principal reviews all the requests and meets with the superintendent to discuss the budget. The budget is then taken to the school board. Budget meetings with the board are open to the public. Members of the public may provide input at this time. The next step in the process changed in 2009. Budgets used to go directly to a district vote. PIHS now has both a district and a public vote on the budget allowing for more community input at this level of the process. The amounts budgeted for the last three years for programs, services, enrollment and staffing needs, maintenance of the facility, maintenance of new and existing technologies and needed capital improvements have been adequate. (evidence box, teachers, board of education, leadership team).

The PIHS teachers, administrators, and MSAD 1 community members are directly involved in the budget process. The faculty's completed requests are submitted to the department chair for review by the end of January then forwarded to the principal by the first of February. The principal reviews all the requests and meets with the superintendent to discuss the budget. The budget is taken to the school board where public workshops begin. After the workshops, the school board votes on the proposed budget. At the conclusion of this process, the voters in the district's five communities have a public validation vote to approve the proposed budget. Fifty-seven percent (57%) of staff members responded in agreement to having input into the development of the school budget. Because of increased community involvement and input on the budget process, the amount budgeted for the past three years has been adequate. (Endicott Survey, teachers, administration)

The school site and plant supports the delivery of high quality school programs and services. The school has a 570-seat auditorium built in 1958. The equipment was upgraded five years ago. The audio and visual technology supporting the auditorium is sufficient for the needs of the auditorium; however, the individuals operating the system may not be utilizing its capabilities to its fullest extent. Two computer labs with updated computers are available for classroom use. One lab with 17 PCs is located in the career and technical center and the other lab with 44 PCs is located in the high school. In addition, the library is equipped with ten MacIntosh computers that are approximately three years old. Also available to students are the many computer carts throughout the building with 25 laptops in each, but these are older computers and hand-me-downs from the middle school, therefore the computers on carts are rarely used. Students reported that coming from the middle school where MacBooks are available and reliable, laptops at PIHS are a downgrade due to the age and quality of the equipment. The high school has sufficient computers for the demand, although there may be some creative scheduling during unusually high demands. New computers are being added to the computer labs at a rate of four or five every couple of years. The information technology staff is housed in the career and technical center, and provides timely repairs for technology-related issues throughout the building and across the district that include: computers, iPads, SMART Boards, software, hardware, and anything technology-related. The information technology department has one technology coordinator, one technology person who covers the district, a part-time (60%) person who also covers the district, and one technology integrator. The technology integrator, hired two years ago, provides technical support and offers workshops to teachers. The technology integrator also works at the district's middle school three days per week. The technology coordinator indicated that she has sufficient funding and abundant support from the administration and school board. Information technology did receive budget cuts in the past year, but is making necessary adjustments through a reduction

in supplies. It is the department's desire to see each student with a laptop; however, with the evolution of the iPad this may be the technology for students in the future. Each classroom offers ample teacher workspace and storage. Most rooms have a SMART Board installed and iPads have been issued to teachers wishing to use them. The use of SMART Boards is scattered throughout departments and not utilized to their full potential, but it is becoming a growing trend with the addition of a technology integrator. The main office space accommodates offices for the principal and one assistant principal. They share conference room space with the guidance department immediately down the hall. The main office is comfortable and welcoming. Visitors to the building during school hours are required to sign-in and sign-out at the front office desk in the main lobby entrance. All visitors wear badges for easy identification by administrators, and surveillance cameras are dispersed throughout the building with 32 cameras monitoring the interior/exterior building perimeters to enhance security. Cameras are maintained by a contracted service agreement by an outside vendor. The grounds and athletic fields help support a physical education program and high quality athletics program for PIHS students, but are located off campus. There are two spacious, well-maintained gymnasiums, and a state-of-the-art fitness center that physical education students and athletes may use. Field turf was installed within the district in 2006, to allow for longer seasons without having concerns about substandard field conditions. Students can take school-provided transportation from PIHS to the facility after school for practice. PIHS has multiple soccer fields, lighted baseball and softball fields, and an all-weather track outdoors at their disposal. In addition, the athletics program uses other facilities like a local ice arena for its hockey team, tennis courts at the University of Maine at Presque Isle, and the Nordic heritage center for skiing. As a result of the well-equipped, well maintained, and modern facility, PIHS students are supported in their efforts to achieve the school's 21st century learning expectations. PIHS meets all applicable federal and state laws and is compliant with local fire, health, and safety regulations. The school holds fire drills as well as yearly lockdown and lockout drills to ensure the safety of the students and staff members. PIHS is ADA compliant with long-range plans to make it even easier for those who may need accommodations. Exit signs are displayed throughout the facility, and all classrooms post evacuation route maps. Three automated external defibrillators (AEDs) exist in the building, and the nurses, coaches, and athletic director are trained in their use. Emergency medical services (nurses) have a two-minute response time for added safety. The health office staff drops everything in cases of emergency to reach the individual with a health concern. The call to emergency personnel in the community results in a response time of approximately five to ten minutes. 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 as a result of the well equipped, well documented, and well maintained modern facility. Students and staff are safe and supported in their efforts to achieve the school's 21st century learning expectations. (support staff, facilities tour, evidence box)

Administrators, faculty, and staff at PIHS use a variety of formal and informal initiatives designed to engage parents and families in partnership in each student's education and often seek to encourage parent participation in school programs and parent groups. Parent outreach efforts by the school include printed electronic, multimedia, and personal face-to-face communication methods, even with parents who have been less connected with the school. Parents of incoming 9th graders take part in many orientation events, as do their children, to help them transition into the high school. Guidance counselors go to the middle school to provide an orientation meeting face-to-face with students. PIHS fosters many productive parent, business, community, and higher education partnerships that support and enhance student learning. (self-study, executive summary)

The school develops many productive parent, community, business and higher education partnerships that support student learning. The students have the opportunity to enroll at the University of Maine at Presque Isle, Northern Maine Community College, or the University of Maine in Orono for college-level courses. The students may then have those credits transferred for their post-secondary experience, or included in their high school graduation requirements. Also, some students have had an opportunity to participate in other various activities at each of those respective post-secondary schools. The local community is very involved having donated scholarships in the amount of approximately \$167,000 last year. In addition, businesses have come together to provide incentives for academic achievement at PIHS. The business owners in the community join school personnel in celebrating good grades by providing discounts or special offers to Goldcat cardholders. During the 2011- 2012 school year, forty-nine businesses took part in this local initiative. Another PIHS connection to business is project graduation, where businesses offer money, goods, and services for the purpose of celebrating graduation for seniors. Professional staff members at PIHS work to engage parents and families as partners in supporting student learning through various means. This is accomplished through multiple events throughout the year for a multitude of different groups and organizations. Also, a district newspaper, bulletins, and newsletters are distributed frequently, along with significant outreach from the guidance department. The inclusion of Power School has improved parental access to up-to-date student information. Teachers have indicated in interviews that Power School has increased communication between home and school and e-mails are frequently cited as another tool for parent awareness and connections with faculty members. Students reported at a rate of 32% in agreement to the item that states, "My parents participate in school programs." However, students report in higher agreement (84%) to the statement, "My parents have the opportunity to meet teachers, building administrators, and school counselors." Because the school has developed productive parent, community, business and higher education partnerships that support student learning, 84% of the students report their parents have an opportunity to meet with teachers, building administrators, and school counselors. Because of the active parent, community, business and higher education partnerships formed by the school, students have increased opportunities to achieve the school's 21st century learning expectations. (interviews, Endicott Survey, standard #7 committee)

COMMENDATIONS

1. The school site and physical plant supports the delivery of high quality school programs and services
2. The funding and support for professional development
3. The clean, safe and well-maintained buildings and grounds
4. The annual budget support by the community
5. The spacious and well-equipped indoor and outdoor facilities for co-curricular activities
6. The community dedication to higher learning through scholarship donations

RECOMMENDATIONS

1. Develop a school-wide plan that implements technology into the classroom across all content areas
2. Increase the use of SMART Boards throughout departments; not utilized to their full potential

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 PIHS. 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 continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Commission as it monitors the school's progress and changes that occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal of PIHS 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 (60) days 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 that the change has had on the school's ability to meet CPSS Standards. The Commission's Substantive Change Policy is included in the Appendix. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report that 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 that 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 team would like to express its sincere appreciation to the school and community for the hospitality extended to us during the visit. Accommodations were excellent, and all school constituents were friendly and cooperative. It is our desire that the report we have prepared will serve as a blueprint for the school as it pursues its goal of attaining excellence.

**PRESQUE ISLE HIGH SCHOOL
NEASC ACCREDITATION VISIT
MAY 6 - 9, 2012**

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APPENDIX B

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

Commission on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school that 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 of the change on the quality of education in the school. The following are potential areas where there might be negative substantive changes:

- 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 modifications(s) that cannot be accommodated e.g., the number of special needs students or vocational students or students with limited English proficiency