

**The New England Association of Schools and Colleges  
Committee on Public Secondary Schools presents**

**A Showcase of Model School Programs**



Thursday, October 11, 2012  
The Westford Regency Inn and Conference Center  
Westford, MA

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**Registration and Continental Breakfast**

**7:45 a.m. – 8:30 a.m.**

**Welcome and Showcase Structure**

**8:30 a.m.**

*Cameron C. Staples, President/CEO, NEASC  
George Edwards, Associate Director, CPSS*

**Session I: 9:00 a.m. – 10:15 a.m.**

**Trumbull High School (CT)**

**Westford North 1**

**“Advisory: Connections in a Large School Community”**

*Debra Owen, Cathy Hilser, Candy Perusi, and Lucinda Timpanelli*

The Connections program is designed to provide opportunities for students to cultivate stronger relationships with their peers and faculty mentors by developing interpersonal skills, team building, and self-reflection opportunities. The program promotes a safe and welcoming school environment.

*NEASC/CPSS Standards and Concepts – advisory (Standard 5)*

**Contoocook Valley Regional High School (NH)**

**Westford North 2 “TASC: A model  
for Intervention and Extension within the school day”**

*Brian Pickering, Nancy Gagnon, Gib West, and Shawn King*

Conval High School has designed TASC (teams in academic service centers) as a daily response to intervention block (RTI). This daily, forty-minute period provides the opportunity for students to schedule themselves to work with their teachers to either make up work or receive additional, targeted instruction. Teachers may also initiate TASC time with their students. Students who do not need additional support are expected to schedule this time for enrichment or to engage in an extended learning opportunity (ELO). This block was developed over a two-year period to reflect the need for more academic support and enrichment within the school day. Students develop a weekly TASC schedule with their TASC homeroom teachers on Monday and then spend the remainder of the week with their academic teachers. Both students and teachers who are currently using the TASC block will explain the benefits and alterations that have been made in the system. By the end of this session, participants will understand the rationale and structure for the creation of this program and the difference this program is making on the overall academic culture of the school.

*NEASC/CPSS Standards and Concepts -- providing timely, coordinated, and directive intervention strategies  
(Standard 6)*

## **Mashpee High School (MA)**

### **"The Development of Analytic Rubrics and the Reporting of Student Progress"**

**Westford South 1**

*Jane Day, Suzanne Avtges, and Annmarie Finn*

Mashpee High School has spent the past two years developing their Core Values, Beliefs, and Learning Expectations and creating analytic rubrics by which to assess its 21<sup>st</sup> Century Learning Expectations. The presenters will share the school's journey from the start of CVBLE discussions to the latest revision of their rubrics, as well as the initial efforts of assessing and reporting out on student progress in the learning expectations. The product of these years of work is substantial, but also one under constant scrutiny as MHS strives to ensure that each child is challenged and supported as he/she prepares for college or a career.

*NEASC/CPSS Standards and Concepts – development of analytic rubrics and reporting of student progress (Standards 1 and 4)*

## **East Greenwich High School (RI)**

### **"Core Values that Drive Instruction and Inform Practice"**

**Westford South 2**

*Michael Podraza, Timothy Chace, and Patricia Page*

Core Values emerge from your school's culture. Using "What is *really* important to all of us?" as a compass is a powerful tool for continual school improvement. The key to avoiding those values becoming just another poster on a wall is the development of an inclusive process to identify these values and finding opportunities to use them in powerful ways to drive instruction and inform practice. The school will share its journey to accomplish both.

*NEASC/CPSS Standards and Concepts – Aligning instruction with core values (Standard 3)*

## **Session II: 10:30 a.m. – 11:45 a.m.**

## **Sanborn Regional High School (NH)**

### **"The Freshmen Learning Community"**

**Westford North 1**

*Brian Stack, Ann Hadwen, Candice DeAngelis, and Diane Anderson*

Over the past three years Sanborn Regional High School has developed a successful Freshman Learning Community (FLC) model. The FLC model is based on some of the latest best-practice research by Doug Reeves and others on the development of high school schedules that include time for flexible grouping and intervention. The FLC also incorporates Sanborn's school-wide philosophies of effective competency-based grading and reporting research by Ken O'Connor, Rick Wormeli, Robert Marzano, and Rick Stiggins. Participants in this session will learn more about how the model is structured, how it was implemented full-scale into a school of 750 students, and how it works to ensure the school's vision of learning for all. This presentation will include various multi-media presentation tools. Participants will have an opportunity to ask questions of the team of administrators and teachers that have designed and implemented the model.

*NEASC/CPSS Standards and Concepts – scheduling, flexible grouping, competency-based grading (Standards 3, 4, and 5)*

## **New Canaan High School (CT)**

**Westford North 2**

**“Implementing online collaboration tools to efficiently facilitate the self-study process”**

*Bryan Luizzi and Michelle Ludhala*

Since the school began the self-study process in August 2011, it has committed itself to using the digital tools they use with students in the classroom throughout the experience. In this way, the school can build capacity with staff, demonstrate appropriate and effective uses of the technology, and efficiently facilitate communication and workflow throughout the self-study process. Although there have been some bumps in the road, which will be shared, their use of Google Apps and the tools embedded therein have enhanced and improved the experience for the entire school community.

*NEASC/CPSS Standards and Concepts – integrating the effective use of technology (Standard 3)*

## **Boothbay Region High School (ME)**

**Westford South 1**

**“Boothbay Region High School’s iPad Implementation: Increasing Rigor and Relevance Through Real World Applications”**

*Dan Welch*

Boothbay Region High School is in its second year of their initiative to provide iPads for all students and staff. This program was launched to provide students with access to cutting-edge technology in an effort to make tangible improvements to teaching, learning, and assessment. This presentation will include a combination of the logistics and process used to make this program successful along with examples of how teachers and students are using iPads on a daily basis to make school more engaging and dynamic.

*NEASC/CPSS Standards and Concepts – integrating technology (Standard 3)*

## **Essex High School (VT)**

**Westford South 2**

**“High School Transformation: A STEM Initiative”**

*Rob Reardon, Jim Dimaier, and Kim Audette*

Essex High School is transforming itself through the development of smaller academies. The first smaller academy introduced was focused on Global Arts and Humanities. This Fall STEM Academy was introduced. Learn how this school designed and implemented the smaller academies and the impact of this transformation on student achievement.

*NEASC/CPSS Standards and Concepts – providing a purposefully designed curriculum (Standards 2 and 3)*

**11:45 a.m. – 1:15 p.m. – LUNCH and Welcome**

**Regency Ballroom**

*Janet Allison, Director, NEASC Commission on Public Secondary Schools*

**“Leveraging School Change”**

*Gregg Palmer, Principal  
Falmouth High School, ME*

**Session III: 1:30 p.m. – 2:45 p.m.**

**Lincoln High School (RI)**

**Westford North 1**

**“Implementing School-wide Rubrics Aligned to the Common Core State Standards”**

*Kevin McNamara, Frank Yip, Heidi Godowski, Paul Dalpe, and David Schofield*

The program will suggest the structures and procedures used by Lincoln High School to develop school-wide rubrics that are aligned to the CCSS. Recognized by two national publications (Brookhart’s *How to Assess Higher-Order Thinking Skills in Your Classroom* and Fisher, Frey, Lapp’s *Teaching Students to Read Like Detectives*), Lincoln High School has been at the forefront of effective assessment practices. Providing students and teachers with clear, proficiency based targets has improved student achievement on the NECAP assessments in Reading and Writing.

*NEASC/CPSS Standards and Concepts – assessment (Standard 4)*

**Everett High School (MA)**

**Westford North 2**

**“Creating a Safe, Positive, Respectful, and Supportive Culture”**

*Peter Lahey, Donald Concannon, Katie Ellison, and Tammy Turner*

Everett High School, an urban high school of 1800 students, has worked diligently to create a safe, positive, respectful, and supportive culture that fosters student responsibility for learning. The school has initiated an advisory program, an Allied Health Academy, PSAs, a Student Ambassador Program, many clubs and activities, as well as security protocols. The school will share how these initiatives contribute to student success.

*NEASC/CPSS Standards and Concepts – create a safe, positive, respectful, and supportive culture (Standard 5)*

**John F. Kennedy High School (CT)**

**Westford South 1**

**“Infusing Technology into Rubrics”**

*Michael Clark, Michael Yamin, Paul McCasland, and Vincent Balsamo*

This program will provide background on the collaborative process that was utilized to gain staff input into the new indicators and the transition that drove the implementation of staff accepted school-wide rubrics. The school will show how to infuse technology into the school rubrics through the use of Internet-based programs. Websites such as, Rubrics.com and Sharepoint, will be demonstrated. The school will also show the ease of accessibility and teacher-friendly user interface.

*NEASC/CPSS Standards and Concepts – using rubrics to report student progress (Standards 1 and 4)*

**Woodstock Union High School (VT)**

**Westford South 2**

**“Emphasizing Depth over Breadth”**

*Jennifer Stainton and Tim Brennan*

Woodstock Union High School has worked hard to develop a curriculum that emphasizes depth of understanding over breadth of coverage. The school will show how they have accomplished this through the use of project-based learning. Participants will learn how the school has implemented this and created a culture that is supportive of increased student achievement.

*NEASC/CPSS Standards and Concepts – emphasizing depth of understanding (Standards 2 and 3)*

## **CPSS STAFF:**

Janet Allison, *Director*

George Edwards, *Associate Director*

Ned Gallagher, *Associate Director*

Donna Spencer-Wilson, *Executive Assistant to the Director*

Linda Angiolillo, *Administrative Assistant*

Sandy Bruno, *Administrative Assistant*

## **Committee on Public Secondary Schools (CPSS)**

### **CPSS Mission Statement**

The Committee on Public Secondary Schools in partnership with member schools ensures, through an ongoing accreditation process, that all students experience an equitable, quality education vital to the success of a democratic society.

### **CPSS Core Values**

To achieve our mission CPSS commits to...

- maintain relevant and dynamic Standards of Accreditation which define a quality education;
- support member schools through self-evaluation, peer review, and ongoing monitoring;
- support research-based practices critical to continuous school improvement;
- model a culture of self-reflection, collaboration, and inquiry.

To support the CPSS mission, member schools agree to...

- participate actively in the accreditation process;
- demonstrate adherence to the Standards for Accreditation which fosters academic, social, civic growth for students, professional development for faculty, and continuous improvement for schools.