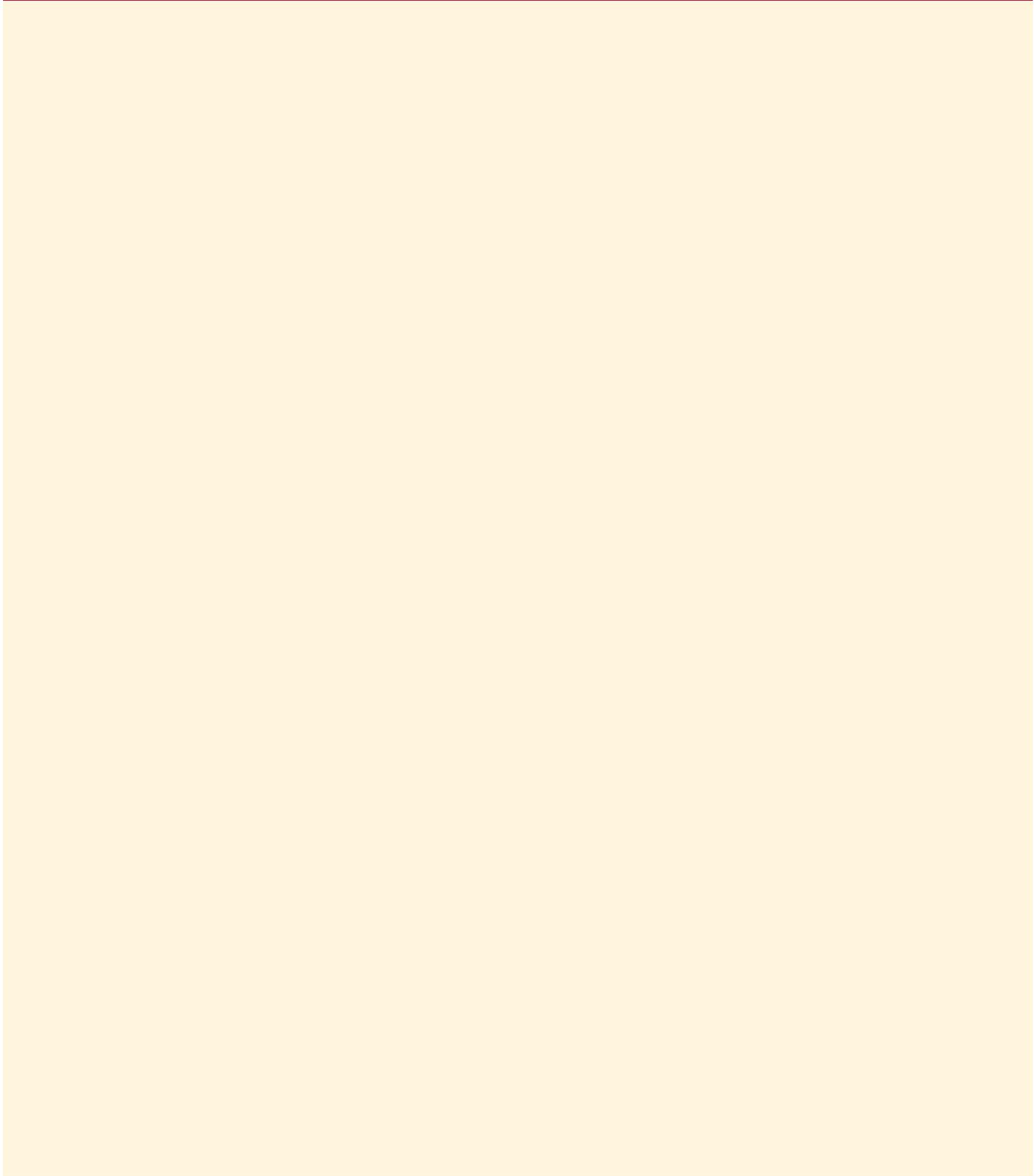


**The New England Association of Schools and Colleges
Committee on Public Secondary Schools presents**

A Showcase of Model School Programs



Thursday, October 16, 2014
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, Deputy Director, CPSS*

Session I: 9:00 a.m. – 10:15 a.m.

**Westford Academy (MA)
“Innovation at its Best”**

Westford North 1

Shiva Nathan, student/inventor, Bill Bowen, William Bobrowsky

Shiva Nathan is a tenth grade student at Westford Academy in Westford, MA. Shiva has created a mechanical arm that is controlled by the person’s mind. Shiva has demonstrated independence at an early age and has been inspired by many teachers along his path. During this presentation Shiva will share his invention. Bill Bowen is a Science Teacher at Westford Academy and started a Robotics Club as a co-curricular activity at the high school. Many of his Physics students participate in the Robotics Club and during the most recent competitions the club has been very successful. Mr. Bowen’s student will discuss the design process and how to create a successful robot. Mr. William Bobrowsky is the Science Curriculum Coordinator for grades 6-12 in the Westford Public School System and will share with you how Westford Academy fosters creativity and innovation.

**RHAM High School (CT)
“A Model for Managing the Self-Study”**

Westford North 2

Brendan Burgess, Megan Coffey

RHAM High School has completed its self-study and will be hosting a visiting committee in the Fall of 2015. This presentation will discuss concrete strategies used by the school to streamline the collection and distribution of pertinent self-study materials to increase the efficiency of drafting and revising the self-study.

Tyngsborough High School (MA)
“Developing your Core Values, Beliefs, and 21st Century Learning Expectations”

Westford South 1

James Hook, AnneMarie Roy, Michael Woodlock

Creating the vision and expectations for your school and school community can be a daunting task. Hosting a NEASC accreditation visit can also be a stressful task when coupled with the everyday challenges of running a school. Twelve years ago, amidst a new administration, Tyngsborough High School prepared for an accreditation visit and attempted to get its mission statement and vision for its future in order. With inadequate time to prepare, the school scrambled to get as much in order as possible for the accreditation visit. What was created was a viable mission statement that said the right things but failed to represent our school community. This time, with the luxury of veteran staff members who have been through the process before, as well as representation from the school and community, we created our new Core Values, Beliefs about Learning, and 21st Century Learning Expectations in a very different and meaningful manner. The completed documents have provided a baseline for all we do at Tyngsborough High School.

North Country Union High School (VT)
“The Challenge to Change”

Westford South 2

Colleen Fagen, Robin Midi, Jessica Puckett, Robert Wing

The North Country Academy was implemented last year by educators and administrators at North Country Union High School in Newport, VT. The idea was to use resources within the school to meet the needs of a group of challenging students, most of whom had never experienced a traditional high school enrollment or, who, because of “at-risk” behaviors in the mainstream classroom, were identified as candidates for alternative off-campus programs. The experience proved to be daunting, but deeply rewarding for students and teachers alike. Now in its second year, the program continues to re-define the “traditional” roles of the teacher, special educator, and case manager. Presenters will discuss the importance of teacher recruitment, student/teacher ratio, the co-teaching model, flexibility in curriculum design, relationship building, creativity, and perhaps the most essential ingredient of all - *administrative support*. The presentation is designed to both inform and inspire other schools to examine and experiment with the traditional ways in which they serve at-risk students.

Session II: 10:30 a.m. - 11:45 a.m.

Marlborough High School (MA)
“Creating a Successful STEM Program”

Westford North 1

Heather Kohn, Ryan Moore (student), Dan Riley

Marlborough Public Schools is in the fourth year of its STEM Early College High School, intended to support all learners, with an emphasis on under-represented students and first time college goers, by equipping them with the knowledge and skills for success in college and career. Funded by one of six STEM grants awarded to school districts within the state and Race to the Top funds, this 6-12 program centers on a cross-disciplinary approach to its core classes, including Engineering, that is project-based, thematic, and utilizes a 1:1 digital learning environment. At the high school all students take classes for Honors credit and are afforded the opportunity to enroll in credit-bearing college courses as an 11th or 12th grader. Building on the success of this STEM program, Marlborough High School was recently awarded a \$1.8 million dollar federal grant to create pathways for students in health care/life sciences, computer science/information technology, and advanced manufacturing/engineering. Data collected to-date supports the success of this engaging, authentic student learning experience.

Springfield High School (VT)
Using the Accreditation Process to Drive Change"

Westford North 2

Joy Benson, Kevin Coen, Bindy Hathorn, Bob Thibault

In the Fall of 2009, Springfield High School began the year with its 10th principal in 20 years. The students defied the staff with impunity, the staff was hunkered down in their classrooms, and the school was about to host its decennial visiting committee. One might say the school was facing some significant challenges. Through the vision of a new administration, incremental buy-in by a reticent staff, and a new approach to student management, SHS began its ascent. Using a research-based approach to school transformation, the school community rallied behind a focused, consistently applied vision, and in the five years since, has risen to above the state average in many measures. We used the NEASC report as leverage, beginning with our "on warning" status, to create a sense of urgency for improvement. Now, the halls are quiet, the classrooms are alive with student and staff collaboration, and the school is beginning to achieve in ways it always knew it could.

Searsport District Middle-High School (ME)
"Standards-Based Assessment"

Westford South 1

Leanne Groening, Kent Hoffman, Nancy Raymond, Josh Toothaker

Searsport District Middle/High School introduced its standards-based program to high school students in 2006 with a standards-based diploma being awarded to members of the graduating class of 2010. Since that time, the standards-based program has been extended to grades 6-12 and this past spring SDM/HS received NEASC accreditation as a 6-12 school. This session will focus on the transition to a standards-based program, the development of assessments to measure students' progress in those standards, and the intervention system that has been developed and put into place to assure those standards are met.

Bulkeley High School (CT)
"Integrating Core Values, Beliefs, and Learning Expectation into the Culture of Bulkeley High School"

Westford South 2

Gayle Allen-Greene, Oscar Padua, Maribel Corbett, Maura DeMonte, Deborah Stewart-Karsmarski

Bulkeley High School was founded in 1926 and has been accredited since 1930. It is one of the last true community schools in Hartford. We developed our Core Value, Beliefs, and 21st Learning Expectations as a community and we are integrating them into our everyday life the same way. The administration and staff have worked to develop a safe, positive, respectful and supportive culture whose focus has been to improve teaching and student learning. We have placed an emphasis on creating partnerships among teachers, students, parents, and the community that have helped to promote the academic, social and civic learning expectations that serve as the foundation or our core values and beliefs. Simply, we live our core values and beliefs.

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

Regency Ballroom

Janet Allison, Director, NEASC Commission on Public Schools

"Reaching All Students through Career and Technical Education"

Sheila Harrity
Principal

Worcester Technical High School

Session III: 1:30 p.m. – 2:45 p.m.

**West Bridgewater Middle-Senior High School (MA)
“Reporting Student Progress in Achieving the Learning Expectations”**

Westford North 1

Mark Bodell, John Collins, Michelle Mischley, Patty Oakley

The session will focus on the process that the school’s professional staff uses to assess and communicate the 21st century learning expectations to students, parents and the school community. Individual student progress on academic learning expectations and the school’s progress on civic and social learning expectations will be discussed.

**Goffstown High School (NH)
“Focusing on Instruction to Improve Student Achievement”**

Westford North 2

Frank McBride, Kim McCann, Kevin Farley, Maureen Brown, Jessica Brown

Over the past decade, students at Goffstown High School have realized remarkable gains on a wide variety of academic indicators. Many schools attribute these academic improvements to systemic reforms or program implementation. At Goffstown High School two fundamental principles work together to create a positive culture where academic achievement is valued by students and adults alike: academic focus, and a caring, positive, climate.

Inspired by Mike Schmoker’s *Focus*, the Goffstown faculty prioritized the essentials: curriculum, instruction, authentic literacy, and simplifying and clarifying what is important. School leaders foster a culture where decisions, choices, rules, and procedures are implemented in the best interest of student learning and based on an attitude of quality, high expectations, and care. Teachers and teaching are valued for discretion, reflection, rigor, and a focus on performance.

The presenters will provide practical strategies to foster a positive climate and to promote quality learning. At the conclusion of this presentation, participants will be conversant in ways to model and lead a learning community to transform culture and climate, to promote rigorous instruction, and ultimately to advance student learning.

**William H. Hall High School (CT)
“Link Crew - Student Mentoring Program”**

Westford South 1

Nora McHugh, Shelley Solomon, Christina Tysh, Dan Zittoun

William Hall High School adopted Link Crew in the Spring of 2011. Link Crew is an internationally-implemented orientation and mentoring program for high school students. In the Spring of each school year, juniors and seniors are recognized by their teachers for their ability to be positive, supportive, enthusiastic role models and are invited to apply to the program. Once accepted, the leaders attend 12 hours of leadership training in preparation for running freshman orientation in the Fall and for being a year-long mentor. This mentor/mentee relationship gives incoming ninth graders an immediate and personal connection to our school. The philosophy of the program is that the first days of school should not be about rules; they should be about relationships. Social and academic events between the mentors and their freshmen continue throughout the year.

Duxbury High School (MA)
“Aligning Standards with State Mandates”

Westford South 2

Andrew Stephens

Duxbury High School has worked over the past several years to align the assessment of student learning expectations with the measurement of student learning to satisfy state requirements. The school has also developed a process to communicate student achievement using its student information management system. This presentation will explain how the school has been able to address the Standards for Accreditation and state requirements through the development and alignment of these systems.

CPS STAFF:

Janet Allison, Director
George Edwards, Deputy Director
Ned Gallagher, Associate Director
Alyson Geary, Associate Director
Kathy Montagano, Associate Director, CPEMS
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

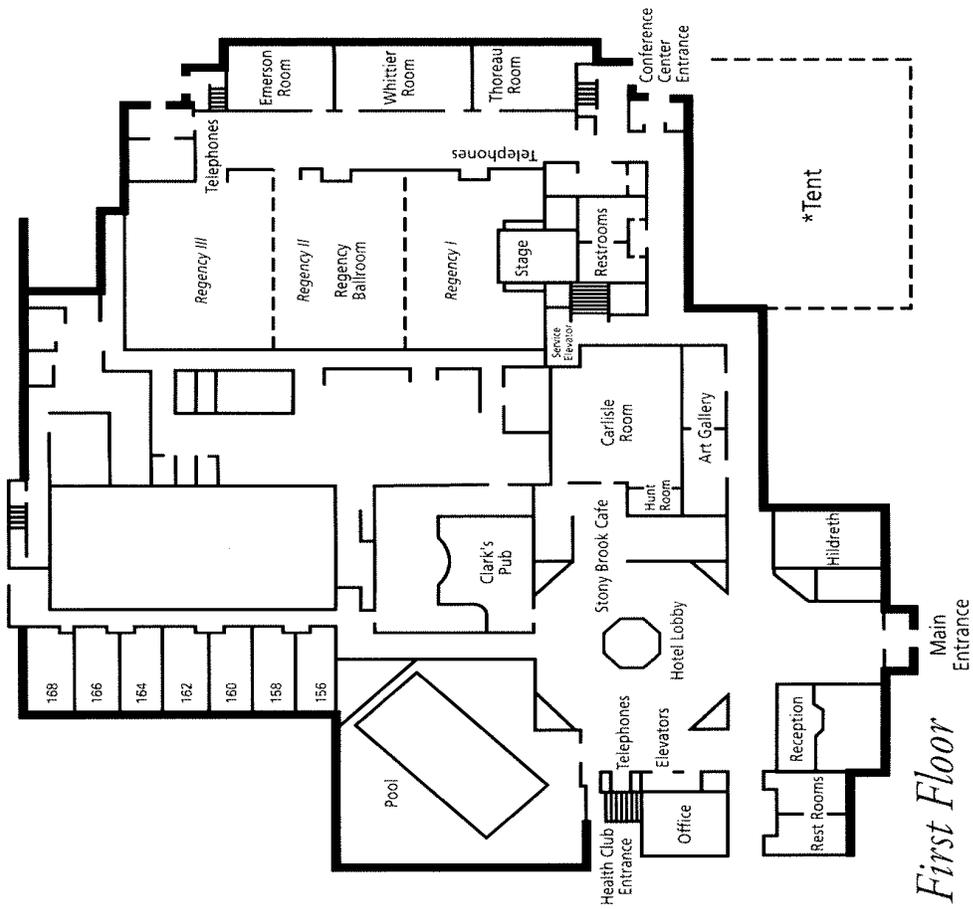
To achieve our mission CPSS commits to...

- 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...

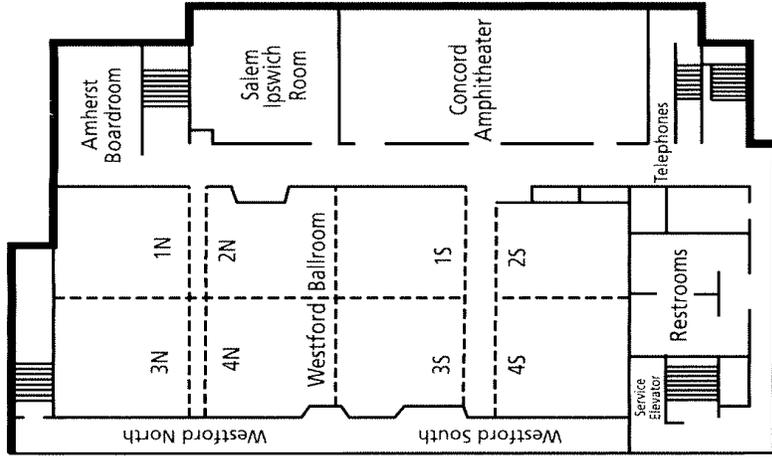
- participate actively in the accreditation process;
- demonstrate adherence to the Standards for Accreditation which fosters academic, social, civic growth for students, professional development for faculty, and continuous improvement for schools.

Conference Rooms



First Floor

Main Entrance



Third Floor

Connects to Third Floor Guest Rooms