
A SHOWCASE OF MODEL SCHOOL PROGRAMS

Thursday, October 13, 2016
The Westford Regency Inn and Conference Center, Westford, MA



NEW ENGLAND ASSOCIATION
OF SCHOOLS AND COLLEGES
Commission on Public Schools



The NEASC Commission on Public Schools (CPS) consists of three Committees:

Committee on Public Secondary Schools
Committee on Public Elementary and Middle Schools
Committee on Technical and Career Institutions

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Program Overview

7:45 - 8:30 a.m.

Registration and
Continental Breakfast
(Regency Ballroom)

8:30 a.m.

Welcome and Showcase Structure
(Regency Ballroom)

Cameron C. Staples, President/CEO of
NEASC and George Edwards, Director of
the NEASC Commission on Public Schools

9:00 – 10:15 a.m.

Session I

10:30 – 11:45 a.m.

Session II

11:45 a.m. – 1:15 p.m.

Lunch and Keynote Presentation
(Regency Ballroom)

Kim Marshall:

*Eight Major Shifts in Thinking Over
the Last Decade*

1:30 – 2:45 p.m.

Session III

Session I: 9:00 - 10:15 a.m.

CONCORD

Newington Public Schools (CT)

Using an Academy Model to Foster 21st Century Learning

Kimberly Davis,

Director of Extended Learning

John Salerno,

Director of Educational Technology

Believing in the importance of providing students with high-quality and innovative programs, learn why and how a neighborhood school district in Newington, CT utilized a modified career academy model at both the middle and high school levels in order to meet the demands of the 21st century. Discover how each academy was designed to challenge students, find out the ways partnering with community leaders enhances student experiences and learning, and hear how NPS overcame the daunting endeavor of transition by strategically embedding professional learning to ensure success for all.

SALEM

Bloomfield High School (CT)

C'ing Student Success through Cognition, Communication, Collaboration, Calibration, Coherence, and Curriculum

Dr. Beryl Irene Bailey, Director of Literacy
Stacey McCann, Assistant Superintendent for School Improvement and Intervention

Daniel Moleti, Principal

Thomas Poland, ELA Coordinator/
Teacher

Designated as one of the five poorest performing high schools in the state of CT in 2011, Bloomfield High School is now hailed as a model for school improvement surpassing the state average by 14 percent in English language arts on the new 2015 Smarter Balanced Assessment. Be a witness to how this professional learning community transformed its environment through establishing coherence and building capacity in its educators to teach to high levels of rigor.

WHITTIER

Norwalk High School (CT)

School-Wide Rubrics: Developing, Revising, Reporting Individual Student and Whole-School Progress

Evan Byron, Science Teacher
Toni Kelly, English Teacher
Maureen Ireland, Teacher, and
Advisory/Link Crew Leader
Adam Reynolds, Housemaster

In this presentation, groups will identify 21st century skills, reflect on rubric effectiveness using an online form with instant feedback, revise at least one rubric, and share ways to report student and whole-school progress. Examples will be provided how to utilize electronic gradebooks to report student and whole-school progress, associate student growth to teacher evaluation and school improvement, and incorporate state assessment accountability. Note: this program requires participating districts to bring their own school-wide analytic rubrics.

WESTFORD NORTH 1 & 3

Woodland Elementary School (MA)

Structuring the Tier II Reading Block within the Context of Response to Intervention (RTI)

Caroline Demeo, Reading Specialist
Mary DeStefano, Reading Specialist
Dr. Patricia Kelley, Reading Specialist
Jamie Laurendeau, Reading Specialist

During this session, participants will engage in a variety of collaborative peer discussions surrounding Tier II Reading Instruction within their schools and districts. This interactive, multimedia session will focus on the challenging aspects of implementing a structured Tier II Reading Intervention Program. Discuss and problem solve issues such as scheduling, entering/exiting protocols, targeting instruction, progress monitoring, and more. Participants will walk away with specific suggestions for the creation, enhancement, or improvement of their programming.

WESTFORD NORTH 2 & 4

Monson High School (MA)

Got Advisory? Creating a High Quality, School-Wide Advisory Program

Robert Bardwell, Director of Guidance
and SAP Co-Coordinator
Maria Maloney, School Social Worker,
former SAP Co-Coordinator/Advisor
Caitlin McNeill, Special Education
Teacher and SAP Advisor
William Metzger, Principal

In this interactive session, participants will consider a summary of research findings that show ensuring that all students have a connection with a staff person in their school other than a counselor helps them to be more successful. Learn about how an effective advisory program positively impacts school climate and culture as well as student success and achievement. View an established advisory curriculum and models to start and/or maintain an effective small-group advisory program.

REGENCY BALLROOM

Dracut High School (MA)

Getting it Done When You Thought You Couldn't: Measuring Learning Expectations

Dr. Caitlin Colombo, Mathematics Department Chair

Kathleen Downing, Assistant Principal
Richard Manley, J.D., Principal

Are you looking for a method to measure and report your school's 21st century learning expectations, but have limited resources? Do you know whether your learning expectations really do advance 21st century learning? Learn how to develop and implement cornerstone assessments that validate learning, inform instruction, and build teacher capacity. Also, learn how one school's experience can be used to integrate seamlessly these practices into any school's culture and practice. Participants will receive handouts that will allow them to develop common cornerstone assessments, implement validation protocols, and report student data.

WHITTIER

Northfield Middle and High School (VT)

Using Universal Screeners to Inform Classroom Instruction and Intervention

Chris Arnell, Data Analyst

Tom O'Grady, English Language Arts Teacher/Interventionist

Ryan Parkman, Principal

Gabe Sortino, Math Teacher/
Interventionist

Discover how Northfield Middle and High School uses computer adaptive diagnostic student assessment data to guide intervention plans for all students and to inform classroom instructional practices. Learn about the types of data collected, the process for teachers to collaboratively analyze the data, and how intervention plans for English language arts (ELA) and mathematics are put into place for all students in grades 6-8 and ELA for students in grades 9 and 10. Participants will partake in a simulated data analysis activity to design intervention plans and gain insight on how to transform their classroom instructional practices and ways to implement or modify existing intervention opportunities by using assessment data.

CONCORD

Falmouth High School (ME)

Competency-Based Assessment, Grading, and Reporting

Gregg Palmer, Principal

Falmouth High School has been working for several years to articulate learning targets, build a set of layered support structures for all students, and find and use a reporting system that helps to better identify strengths and areas for improvement with the goal of growth for all learners. The school has worked hard, stumbled, and disagreed, but ultimately arrived at some common goals and persisted in tying together beliefs, instructional practices, assessment, learning targets, and graduation standards, and a reporting system to capture it all. The school balanced new ideas in education with pressure to maintain more traditional grades and transcripts. Come see how the school is doing this while still flying the airplane!

WESTFORD NORTH 1 & 3

Marine Science Magnet High School (CT)

Designing and Implementing a School-Wide Analytic Rubric System into the Culture of the School

Samatha Cregger, Science Teacher

Colleen Hardison, Social Studies Teacher

Eric Litvinoff, Marine Science Teacher

Dr. Nicholas J. Spera, Principal

This session will provide schools with ideas for implementing or improving their school-wide analytic rubric system. The presenters will describe the five-year process that led them to an exemplary assessment system embedded within the school's curriculum, instruction, and school culture. The presenters will discuss the crucial difference between analytical formative rubrics and scoring guide rubrics, and how staff ownership was developed through professional development and collaboration. The session will give schools a roadmap to implement an assessment system that is understood and embraced by students and parents.

SALEM

North Providence High School (RI)

Student Success through Personalization and Proficiency-Based Learning

Joseph Goho, Principal

David Groccia, Teacher and
PBGR Coordinator

Kathleen Lisi, Teacher and
PBGR Coordinator

Christen Magill, Assistant Principal

This presentation will tell the story of how a high school's innovative personalized learning structures have enabled the school to develop a powerful school culture and enhance achievement for all students. North Providence High School is an "urban ring" school of 1,000 students that has utilized the Standards for Accreditation and "Breaking Ranks" research/best practices to create a highly personalized, rigorous, and relevant learning environment. With an increasingly high-poverty, diverse demographic, North Providence has increased its graduation rate and college acceptance rate. Participants will learn how to create unique structures that ensure personalization for all students, establish a proficiency-based diploma system, and develop a senior project aligned to a nationally certified model.

WESTFORD NORTH 2 & 4

Fairhaven High School (MA)

The Road to a High School Humanities Professional Learning Community

Tracy Higgins, Supervisor of Teaching and Learning (English)

Paula Jardin, Supervisor of Teaching and Learning (History/Social Studies)

Tara Kohler, Principal

Andrew Kulak, Assistant Principal for
Grades 6-12 Teaching and Learning

Discover how Fairhaven High School navigated the creation of a Humanities Professional Learning Community (PLC) and how this work has recently expanded to involve grades 6-12. Learn how initial goals were established and how current goals and collaborative work has begun to improve curriculum, instruction, and assessment. In addition, participants will hear student and teacher feedback regarding the impact of this work as reflected in student engagement in the classroom. Through a technology back channel, presenters will facilitate connections and engage participants in this session. Participants will gain an understanding of how a school can navigate creating an interdisciplinary PLC including scheduling, managing resistance among staff, and establishing collegiality where purposeful work is the norm.



Luncheon and
Keynote Presentation
11:45 a.m. - 1:15 p.m.

REGENCY BALLROOM

KIM MARSHALL

Eight Major Shifts in Thinking Over the Last Decade

Welcome by *George Edwards, Director, NEASC Commission on Public Schools*

Kim Marshall, a former Boston Public Schools teacher, principal, and central-office curriculum director, now coaches principals, gives workshops and courses on school leadership, and consults with school districts, often on rethinking teacher supervision and evaluation. He publishes the Marshall Memo, an online resource summarizing best practices from 64 publications, and is the author of *Rethinking Teacher Supervision and Evaluation*.
www.marshallmemo.com

WHITTIER

Pioneer Valley Regional School (MA)

The Digital Portfolio: A Living Assessment

Ariel LaReau, English Department Head
Julie Anne Levin, Curriculum Coordinator
for Easthampton Public Schools

Learn how a school developed a digital portfolio assessment program built upon core values, beliefs, and learning expectations. This presentation will describe how the school assesses transferable skills based on school-wide rubrics. This reflective process teaches students to articulate proficiency and growth. The session will include a model senior exhibition, demonstrating the use of e-portfolio software, and digital resources to curate four years of school and community experiences.

Session III: 1:30 - 2:45 p.m.

CONCORD

Norwich Technical High School (CT)

Best Practices and Strategies to Support Family Engagement

Sandi Casberg, Education Consultant
Jill Dymczyk, Education Consultant
Dr. Nikitoula Menounos, Principal

Raising the next generation is a shared responsibility, as families, schools, and communities continue to work together in support of students. When students become successful and the entire community benefits. Learn how the Connecticut Technical High School System (CTHSS) has evaluated its family engagement programming at both the school and district level based on national research. Through their processes, CTHSS continues to build capacity within each school and at the district level to strengthen family and community ties. These practices significantly enhance student readiness to enter into highly competitive career and college paths to meet the needs of a global economy. This session will provide participants with the tools, resources, and ideas to establish practical and sustainable family engagement programs at the high school level.

WESTFORD NORTH 1 & 3

Kaynor Technical High School (CT)

Instituting a School-Wide 1:1 Technology Model in High School

David Telesca, Principal

This presentation will describe the implementation of a school-wide 1:1 Chromebook model at the high school level. Piloted at Kaynor Technical High School, the model is now being expanded to CT's 17 technical high schools. The presenter will demonstrate the benefits for student learning, use of time, and instructional strategies, as well as how to facilitate fundamental school-wide change.

SALEM

Maranacook Community High School (ME)

Dual Enrollment Pathways for All Students

Dwayne Conway, Principal
John Hirsch, French Teacher
Kristen Levesque, Assistant Principal
Sheryl O'Donoghue, Science Teacher

In this "how to" session, learn about Maranacook Community High School's partnerships and dual enrollment programs with Thomas College, Kennebec Valley Community College, and the University of Maine, also accredited by NEASC. One pathway results in students receiving an associate's degree from Thomas College by the time they graduate from high school. Maranacook students can also earn the equivalent of a minor in French from the University of Maine. As another unique feature, all alternative education students complete the course Agriculture 101 to help students better understand the facets of sustainable agriculture and apply those facets to gardens on the Maranacook campus. Learn the logistics of establishing the partnerships, the key role of leadership, implementation of curriculum and instruction to create the pathways, and the success story of the first two students from the Class of 2016 who received a high school diploma and an associate's degree.

WESTFORD NORTH 2 & 4

Pittsfield Middle High School (NH)

Teachers as Collaborative Learners

Kiza Armour, Science Teacher
Anne Banks, Extended Learning

Opportunities Coordinator
Danielle Harvey, Dean of Instruction
Tucker Wolf, Student Ambassador

How does the classroom change when the school structure supports teachers as collaborative learners? Pittsfield Middle High School, part of New Hampshire's PACE assessment program and member of the League of Innovative Schools in the Great Schools Partnership, offers this interactive session on building a collaborative culture among teachers, allocating time in accordance with your school's core values and beliefs, and personalizing instruction and assessment. Participants will leave with ideas and resources for alternatively structuring teacher and student time, options for building a collaborative school culture for all learners, and personalizing education.