Agenda
Farmington High School Renovation Committee
Wednesday, June 1, 2016
Farmington High School Library
4:30 PM

A.   Call to Order.

B.   Public Comment.

C.   Minutes.

     1)   To approve the attached May 11, 2016 minutes.

D.   To review the attached NEASC Report.

E.   Executive Session: Review and Discussion of RFP Responses for Architectural Services in accordance with Conn. Gen. Stat. §§ 1-200(6) and 1-210(b)(24).

F.   To select the final candidates for interviews.

G.   To discuss and approve the Interview Rating Form.

H.   To select two (2) interview dates.

I.   Other Business.

J.   Adjournment.

     cc: Committee Members
            Paula Ray, Town Clerk
            Interested Parties

MOTION: Agenda Item E

Executive Session – To review and discuss RFP Responses for Architectural Services

To adjourn the meeting to executive session as permitted by Connecticut General Statutes Section 1-200(6) and 1-210(b)(24).

> Responses to any request for proposals or bid solicitation issued by a public agency or any record or file made by a public agency in connection with the contract award process, until such contract is executed or negotiations for the award of such contract have ended, whichever occurs earlier, provided the chief executive officer of such public agency certifies that the public interest in the disclosure of such responses, record or file is outweighed by the public interest in the confidentiality of such responses, record or file;

That attendance in the Executive Session shall be limited to:

> Voting and Non-Voting Members of the Farmington High School Renovation Committee

NOTE: Approval of this motion shall be by 2/3 vote.

MOTION: Agenda Item F

To select _____ firms for an interview with the Farmington High School Renovation Committee.

NOTE: The committee will determine the number of firms and which firms are selected to proceed.

MOTION: Agenda Item G

To approve the attached Interview Rating Form.

Attachment 3

Minutes are considered "Draft" until approved at next meeting

Minutes
Farmington High School Renovation Committee
Wednesday, May 11, 2016

Present:

William Wadsworth	Kathy Eagen, Town Manager
Justin Bernier	Kathy Greider, Superintendent
Johnny Carrier	Russ Arnold, Dir. of Public Works
Jean Baron	Bill Silva, High School Principal
Hilary Donald	Tim Harris, Dir. Of School Facilities
Dan Kleinman	Meredith Trimble, Town Council Liaison
Mecheal Hamilton	Kathryn Howroyd, Clerk of the Committee

Absent:
Vincent La Fontan, School Business Manager

A.   Call to Order.
The chair called the meeting to order at 4:32 p.m.

B.   Public Comment.

David Quisenberry, from Quisenberry Arcari Architects, requested clarification from the Committee regarding their definition of schematic design for the purposes of the RFP. He provided a reference document from the American Institute of Architects that describes the schematic design phase services. The document provided is recorded with these minutes.

Pam Fisher, of 5 Julies Court in Unionville urged the committee for more publicity and more community outreach. She requested that information regarding the FHS Renovation be provided to voters and describe the project scope, cost and potential ramifications to the taxpayers. She believes that publicity on the FHS renovation project should begin sooner rather than later.

John Vibert, of 126 Main Street in Unionville asked the committee to look at all potential solutions as they put together a plan for renovation. He left the committee with a few thoughts: (1) think outside the box, and (2) the "FHS renovation project" does not have to be a singular project. For instance, splitting the renovations into a series of projects (auditorium, cafeteria, etc.) allows each project to have its own timeline and bonding can be spread over a number of years.

C.   Minutes.

1)   To approve the attached March 16, 2016 minutes.
Upon a motion made and seconded (Kleinman/Bernier) it was unanimously VOTED: to approve the March 16, 2016 minutes.

D.   To review the attached Enrollment Projection Report.

Minutes are considered "Draft" until approved at next meeting

Superintendent Kathy Greider summarized the new Enrollment Projection Report provided by Peter Prowda. A new enrollment projection was requested, as a report completed in 2011 did not prove to be an accurate indication of the enrollment experienced in Farmington Public Schools. A new enrollment projection was requested based on various factors and in response to the formation of the FHS Renovation Committee.

The current enrollment at FHS is 1,231 students. It is projected that FHS will maintain stable enrollment, averaging about 1,270 students over the next ten years, reaching its highest enrollment of 1,346 in 2020. Superintendent Greider expressed her excitement with enrollment projections trending upwards, as other surrounding Towns are experiencing decreased enrollment.

E.   To review the RFP process and timeline.

Chairman Wadsworth reviewed the RFP process and timeline, as RFPs are due on May 17th. Committee members will be able to pick up RFP packets on May 18th and must inform Kat Howroyd on their method of delivery. Committee members will have one week to review and evaluate all proposals using the RFP Rating form.

F.   To discuss and approve the RFP Rating Form.

The Committee had general discussion regarding the two samples for the RFP rating form. The committee unanimously agreed to select the RFP Rating form with the same amount of points for each criterion.

G.   Other Business.

Superintendent Greider informed the committee that the NEASC Report for Farmington High School is available and will be distributed to Committee members at the next meeting.

The Committee meeting scheduled for May 18th has been cancelled. The next scheduled meeting is June 1, 2016 at 4:30 pm in the FHS Library.

H.   Adjournment.

Upon a motion made and seconded (Carrier/Bernier) the meeting adjourned at 5:20 p.m.

Respectfully Submitted,
Kathryn Howroyd
Clerk of the Committee

§ 3.1.4 The Architect shall not be responsible for an Owner's directive or substitution made without the Architect's approval.

§ 3.1.5 The Architect shall, at appropriate times, contact the governmental authorities required to approve the Construction Documents and the entities providing utility services to the Project. In designing the Project, the Architect shall respond to applicable design requirements imposed by such governmental authorities and by such entities providing utility services.

§ 3.1.6 The Architect shall assist the Owner in connection with the Owner's responsibility for filing documents required for the approval of governmental authorities having jurisdiction over the Project.

§ 3.2 SCHEMATIC DESIGN PHASE SERVICES
§ 3.2.1 The Architect shall review the program and other information furnished by the Owner, and shall review laws, codes, and regulations applicable to the Architect's services.

§ 3.2.2 The Architect shall prepare a preliminary evaluation of the Owner's program, schedule, budget for the Cost of the Work, Project site, and the proposed procurement or delivery method and other Initial Information, each in terms of the other, to ascertain the requirements of the Project. The Architect shall notify the Owner of (1) any inconsistencies discovered in the information, and (2) other information or consulting services that may be reasonably needed for the Project.

§ 3.2.3 The Architect shall present its preliminary evaluation to the Owner and shall discuss with the Owner alternative approaches to design and construction of the Project, including the feasibility of incorporating environmentally responsible design approaches. The Architect shall reach an understanding with the Owner regarding the requirements of the Project.

§ 3.2.4 Based on the Project's requirements agreed upon with the Owner, the Architect shall prepare and present for the Owner's approval a preliminary design illustrating the scale and relationship of the Project components.

§ 3.2.5 Based on the Owner's approval of the preliminary design, the Architect shall prepare Schematic Design Documents for the Owner's approval. The Schematic Design Documents shall consist of drawings and other documents including a site plan, if appropriate, and preliminary building plans, sections and elevations; and may include some combination of study models, perspective sketches, or digital modeling. Preliminary selections of major building systems and construction materials shall be noted on the drawings or described in writing.

§ 3.2.5.1 The Architect shall consider environmentally responsible design alternatives, such as material choices and building orientation, together with other considerations based on program and aesthetics, in developing a design that is consistent with the Owner's program, schedule and budget for the Cost of the Work. The Owner may obtain other environmentally responsible design services under Article 4.

§ 3.2.5.2 The Architect shall consider the value of alternative materials, building systems and equipment, together with other considerations based on program and aesthetics, in developing a design for the Project that is consistent with the Owner's program, schedule and budget for the Cost of the Work.

§ 3.2.6 The Architect shall submit to the Owner an estimate of the Cost of the Work prepared in accordance with Section 6.3. *DETAILED OR CONCEPTUAL ?*

§ 3.2.7 The Architect shall submit the Schematic Design Documents to the Owner, and request the Owner's approval.

§ 3.3 DESIGN DEVELOPMENT PHASE SERVICES
§ 3.3.1 Based on the Owner's approval of the Schematic Design Documents, and on the Owner's authorization of any adjustments in the Project requirements and the budget for the Cost of the Work, the Architect shall prepare Design Development Documents for the Owner's approval. The Design Development Documents shall illustrate and describe the development of the approved Schematic Design Documents and shall consist of drawings and other documents including plans, sections, elevations, typical construction details, and diagrammatic layouts of building systems to fix and describe the size and character of the Project as to architectural, structural, mechanical and electrical systems, and

(813127015)

VISITING COMMITTEE REPORT
for

Farmington High School

Farmington, CT

Dr. William Silva
Principal
Farmington High School
10 Monteith Drive
Farmington, CT 06034

Dr. Bryan Luizzi
Chair
New Canaan Public Schools
39 Locust Avenue
New Canaan, CT 06840

Mr. Andrew Rockett
Assistant Chair
Rockville High School
70 Loveland Hill Road
Vernon, CT 06066

09/27/2015 - 09/30/2015

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 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 this 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.

STANDARDS FOR ACCREDITATION

The Committee on Public Secondary School's Standards for Accreditation serve as the foundation for the accreditation process and by which accreditation decisions are made. The seven Standards are qualitative, challenging, and reflect current research and best practice. The Standards, written and approved by the membership, establish the components of schools to ensure an effective and appropriate focus on teaching and learning and the support of teaching and learning.

Teaching and Learning Standards

Core Values and Beliefs About Learning

Curriculum

Instruction

Assessment of and for Student Learning

Support Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Teaching and Learning Standard

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.

CURRICULUM

Teaching and Learning Standard

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:
   o units of study with essential questions, concepts, content, and skills
   o the school's 21st century learning expectations
   o instructional strategies
   o 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:
   o inquiry and problem-solving
   o higher order thinking
   o cross-disciplinary learning
   o authentic learning opportunities both in and out of school
   o 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.

INSTRUCTION

Teaching and Learning Standard

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.

ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard

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 expectations 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.

SCHOOL CULTURE AND LEADERSHIP

Support Standard

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 and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.

3. There is a formal, on-going program(s) or process(es) 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:
   o engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
   o use resources outside of the school to maintain currency with best practices
   o dedicate formal time to implement professional development
   o 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.

SCHOOL RESOURCES FOR LEARNING

Support Standard

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:
   o deliver a written, developmental program
   o meet regularly with students to provide personal, academic, career, and college counseling
   o engage in individual and group meetings with all students
   o deliver collaborative outreach and referral to community and area mental health agencies and social service providers
   o 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:
   o provide preventative health services and direct intervention services
   o use an appropriate referral process
   o conduct ongoing student health assessments
   o 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:
   o are actively engaged in the implementation of the school's curriculum
   o provide a wide range of materials, technologies, and other information services in support of the school's curriculum
   o ensure that the facility is available and staffed for students and teachers before, during, and after school
   o are responsive to students' interests and needs in order to support independent learning
   o 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:
   o collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
   o provide inclusive learning opportunities for all students
   o 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.

COMMUNITY RESOURCES FOR LEARNING

Support Standard

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:
   o a wide range of school programs and services
   o sufficient professional and support staff
   o ongoing professional development and curriculum revision
   o a full range of technology support
   o sufficient equipment
   o sufficient instructional materials and supplies.

2. The school develops, plans, and funds programs:
   o to ensure the maintenance and repair of the building and school plant
   o to properly maintain, catalogue, and replace equipment
   o to keep the school clean on a daily basis.

3. The community funds and the school implements a long-range plan that addresses:
   o programs and services
   o enrollment changes and staffing needs
   o facility needs
   o technology
   o 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 engage 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.

School and Community Summary

School and Community Summary

Farmington High School (FHS), located in Farmington, Connecticut, is a suburban district located in the Farmington River Valley 15 miles west of Hartford, the state capital. In 2011, Farmington's unemployment rate was 6.5 percent and the median household income was $84,597. Ninety-five percent of the town's residents have a high school degree and 50 percent have a bachelor's degree or higher. Eleven percent qualify for free and reduced lunch.

Farmington High School serves students from the two main communities within the town: Farmington and Unionville. With a combined population of over 25,000 people, Farmington Public Schools educates 4,200 students across seven schools including Union Elementary School (grades K-4), Noah Wallace Elementary School (grades K-4), West District Elementary School (grades K-4), East Farms Elementary School (grades K-4), West Woods Upper Elementary School (grades 5-6), Irving A. Robbins Middle School (grades 7-8), and Farmington High School (grades 9-12). The high school enrollment is 1,279 students, 330 of which are in the senior class.

FHS has a 99.1 percent graduation rate. For the class of 2013, 94 percent of the senior class attended post-secondary institutions. Eighty-one percent are at four-year colleges; 13 percent are at two-year colleges/tech/prep; 4 percent entered the work field; and .2 percent entered the military. On average, teachers are absent due to illness or personal days 6.8 days per calendar year.

Farmington is home to several major businesses, some of which are UCONN Medical Center, Jackson Laboratories, Otis Elevator, Carrier Corporation, and the WestFarms Mall. Farmington Schools partner with community members in order to extend learning beyond the walls of the school. Most recently, Farmington High School developed a partnership with Jackson Laboratories, one of the world's largest research facilities for Genomic Medicine, to provide job internships and learning experiences to students in order to increase student understanding, participation, and leadership in science, technology, engineering, and math (STEM) related fields.

Co-curricular activities include extended learning opportunities throughout the community through independent studies, college partnership programs, the Greater Hartford Academy of Math/Science, and the Arts and the Hartford Symphony Partnership. Extracurricular activities include 59 faculty-sponsored clubs, various honor/service societies, 35 interscholastic sports, and more than 20 intramural sports.

Farmington High School recognizes student achievement through honor roll, National Honor Society, honor societies in the world languages, music, and math departments, and athletic awards.

Core Values, Beliefs and Learning Expectations

The Farmington Public Schools are committed to core beliefs that guide our work. These beliefs frame our goals, program development, and support systems. These beliefs focus instruction, curriculum, and assessment to ensure that all students achieve at high levels. Farmington communicates its rigorous expectations through its programs and core content standards.

Expectations Matter. Teachers maintain high expectations for all students through continual encouragement, specific and timely feedback, tenacity in providing targeted support, and through communicating that all students have the capacity to meet district standards. We believe that maintaining high expectations leads to higher levels of student achievement.

Effort matters. Students in the Farmington Public Schools succeed at high levels through their own efforts and the collective efforts of their parents, educators, and the community. It is through students' own hard work and dedication to the pursuit of excellence that they will succeed. We believe that increasing effort leads to higher levels of student achievement.

Instruction matters. Teachers refine their teaching craft through ongoing study and action research, observation of instruction, and collaboration with colleagues. Teachers are actively engaged and committed to applying proven instructional strategies to reach every student. All educators demonstrate their commitment to instructional and curricular development for the classroom, team, school, and district through their leadership in improvement efforts. We believe that improving instruction leads to higher levels of student achievement.

Relationships matter. All staff members create and maintain an environment that promotes respect, trust, and understanding, and fosters communication and problem-solving. We nurture the whole child and ensure that each student receives a new opportunity every day to perform at his/her best. We believe that developing caring and supportive relationships between and among educators, students, and parents leads to higher levels of student achievement.

Results matter. Administrators, teachers, and students measure progress toward meeting and exceeding defined standards and goals. Through the ongoing and collaborative analysis of student work and data, we hold students and each other accountable for continuous improvement. We believe that sharing and using results to inform our decisions about instruction, resources, curriculum, and program development leads to higher levels of student achievement.

Introduction

Introduction

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

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

As the responsible agency for matters of the evaluation and accreditation of public 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 Committee. 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 Committee'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 Committee in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

Preparation for the Accreditation 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 Farmington High School, a committee of 12 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.

The self-study of Farmington High School extended over a period of 20 school months from 2013 to 2015. The visiting committee was pleased to note that all staff members were engaged with and participated in the self-study process.

Public schools evaluated by the Committee 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 mission, 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 Committee, Farmington 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 it had been approved by the entire professional staff.

The Process Used by the Visiting Committee

A visiting committee of 16 evaluators was assigned by the Committee on Public Secondary Schools to evaluate Farmington High School. The Committee members spent four days in Farmington, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Committee's Standards for Accreditation. Since the evaluators represented public school teachers, central office administrators, and building level leaders, diverse points of view were brought to bear on the evaluation of Farmington High School.

The visiting committee built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials

- 64 hours shadowing 16 students for a half day

- a total of 50 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 32 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 in 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 Committee Standards.

This report of the findings of the visiting committee will be forwarded to the Committee on Public Secondary Schools which will make a decision on the accreditation of Farmington High School.

Standard 1 Indicator 1

Conclusions

The school community consciously engages in a dynamic process informed by current research-based best practices to identify its core values and beliefs about learning; some collaboration and some stakeholders were included when committing to these beliefs. Farmington Public Schools hired a new superintendent in 2009. With a foundation of research, she engaged the board of education in a dynamic process, which included a learning retreat and workshops, to develop a long-term plan for district student success. The superintendent partnered with district administration and staff to engage in a collaborative and inclusive process in order to identify essential 21st century learning expectations for all students. The Farmington School District's Five-Year Goals are derived from these expectations and focus on critical thinking and reasoning, collaboration and communication, problem solving and innovation, self-direction, and resourcefulness. These goals, and the identification of learning expectations, became the foundation of the "Vision of the Graduate" (VOG), which in turn informed the creation of Farmington High School's core values and beliefs. The core values and beliefs about learning appear as five statements declaring what "matters" in Farmington: expectations matter, effort matters, instruction matters, relationships matter, and results matter. These beliefs frame the district's goals, program development, and support structures. District and school administration, along with a few members of the faculty, describe these as the reasons "why" decisions are made. A district leadership team comprised of some district and some school administrators developed these statements and communicated them to the entire district. The matters statements are highly visible. They are posted on the school and district website, found on signs throughout the high school, and printed in the Farmington Public Schools Core Document and student handbook. The core values and beliefs are emphasized by district and school administration as important for both students and staff at Farmington High School (FHS). There is some confusion around the commitment and application of the "matters" statements and how their use differs as compared to the skills identified in the VOG. Members of the faculty expressed the desire for increased communication of the core values and beliefs with more clarity to all stakeholders. Although these beliefs are stated publicly and appear online and in publications, staff, students, and parents are somewhat unclear about their functional purpose. There is clear alignment of the expectations found in the five-year goals and the core values and beliefs within the Teacher Practice and Performance Domains found in Farmington's Educator Evaluation and Professional Development Plan (EEPD). The indicators that measure teacher performance according to practice are purposefully arranged to be correlated with the areas that "matter." For example, "results matter" is correlated with individual responsibility and data analysis according to assessment, while "effort matters" is aligned with professional growth and responsibility according to professionalism. The five principles of this framework are associated with the Framework for Teaching and Learning. This framework outlines teaching strategies and provides a brief description of each which establishes a common understanding. The dynamic process used to develop Farmington High School's Vision of the Graduate and, in turn, its alignment with the school's core values and beliefs, provides a strong foundation for continuous growth and improvement, focused on school- and district-wide student outcomes. While the school community engaged in a dynamic process informed by current research-based practice to identify its core values and beliefs about learning, a focus on communication and collaboration of these beliefs with all stakeholders will strengthen the commitment to the core values, beliefs, and learning expectations and make the connection between this work and classroom expectations more explicit in practice.

Sources of Evidence

- self-study
- teacher interview
- teachers
- students
- school board
- department leaders
- central office personnel

- school leadership
- school website

Standard 1 Indicator 2

Conclusions

The school has challenging 21st century learning expectations for all students, which address academic and social competencies, and civic expectations. However, the school's 21st century academic and social learning expectations are defined and measured by district-wide analytic rubrics adapted for school-wide use that currently lack targeted levels of achievement and consistent implementation. The 21st century learning expectations are widely communicated throughout the district and are known as the Vision of the Graduate (VOG), which are consistent within the school's core values and beliefs about learning. The VOG skills include critical thinking and reasoning, communication and collaboration, problem solving and innovation, and self-direction and resourcefulness. Additionally, some of the VOG standards have social expectations that are embedded within, such as communication and collaboration. These 21st century expectations were developed through a collaborative, research-based practice. The board of education and district administrators read the books, *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need--and What We Can Do About It* by Tony Wagner and *A Whole New Mind* by Daniel Pink, among other texts, which collectively prompted their commitment to developing a new definition of college and career readiness. After meeting with student focus groups and gathering feedback from parents, administrators, and faculty, the Farmington Public Schools District Five-Year Goals 2010-2015 were written, presented to the board of education, and approved on March 6, 2010. This process established the expectations for all Farmington students. In the 2014-2015 school year, the Connect advisory program was introduced. It supports the FHS mission statement, "All students will engage in experiences that promote the common good and reflect their ability to be a contributing global citizen," by providing opportunities such as the Community Give Back Day where all students who attend FHS collectively participate in a community service initiative. In addition to supporting these civic competencies, the Connect lessons are linked to the VOG standards, ensuring that all students engage in reflection pertaining to each of the standards. Each athletic team is responsible for service to the community, further supporting fulfillment of the civic expectations. Students are encouraged early in their high school career to participate in civic activities which are also recognized by the National Honor Society, among other organizations. The vast majority of stakeholders feel strongly that the learning expectations set for students provide an appropriate level of challenge. Students feel that the learning expectations prompt critical thinking, but are not overwhelming or unattainable. The guidance department stated that recently graduated students are invited back to the school to share their first semester college experiences, and that the vast majority of them express how well prepared they are compared to their peers from other high schools. Feedback from the Endicott survey substantiates this claim, indicating that 70 percent of students agree that the school's 21st century learning expectations are challenging. According to the Endicott survey, 89 percent of parents indicate that they feel that the school offer a challenging set of learning expectations. Many parents noted that the school's learning expectations are meaningul and foster individual responsibility and self-reliance. Faculty, students, and parents across the school also feel that the school-wide learning expectations prepare students for the remainder of the 21st century, as they focus more on skill development, critical thinking, and self-direction and less on the rote memorization of facts. Parents feel that the learning opportunities afforded to their children, especially through the Capstone course selections, provide opportunities to learn outside of the classroom. Parents and students stated that this learning experience cultivates lifelong academic and professional interests. FHS uses six district-wide analytic rubrics to measure student progress on the academic and social competencies of the VOG, which include critical thinking and reasoning, problem solving and innovation, communication and collaboration, and self-direction and resourcefulness. Individual departments adapt and refine these rubrics based on designated strands that are applicable to their discipline. Departments select their skills at the beginning of the year, and the teachers' evaluation and professional goals are tied to student performance on that designated skill. While there are no formal means to measure student achievement of the civic expectations, there are numerous opportunities for students to engage in the community though club participation and community outreach programs such as Habitat for Humanity and Rebuilding Together Hartford. There is no clear targeted level of engagement; however, there is some reporting of student civic engagement through Naviance. District-wide rubrics have four clearly marked levels of desired achievement: exceeds, meets, near, and below. In the process of modifying the district rubrics to measure student progress within a discipline, desired levels of achievement are not uniformly applied among departments. For example, some departments use a 3-point scale containing language from the district-wide rubric, while others use a 4-point scale. There are also more subject-specific rubrics frequently used within departments. For example, these rubrics may be used in an English class to assess student progress in achieving skills such as writing an opinion or argument, and creating a narrative. At times, language measuring the same school-wide expectation differs according to the class and task. As a result, for grade level and

content area adaptation, there is a lack of consistency in the implementation of school-wide rubrics and measurement of student progress across the school. Alignment of the challenging 21st century learning expectations, which address academic, social, and civic competencies to corresponding school-wide analytic rubrics that identify targeted high levels of achievement and are implemented with fidelity, will ensure student progress toward meeting the expectations can be measured.

Sources of Evidence

- self-study
- student work
- teacher interview
- students
- parents
- school leadership
- Endicott survey

Standard 1 Indicator 3

Conclusions

The school's core values, beliefs, and 21st century learning expectations are reflected in the culture of the school, drive instruction, the dynamic process around creating curriculum, and some assessments in classrooms, as well as guide the school's policies, procedures, decisions, and resource allocations. The Farmington community believes that expectations, effort, instruction, relationships, and results matter. This focus on core values and beliefs throughout the Farmington High School community, and across the district, is powerfully described as "the Farmington Way." The core values and beliefs seen in the five "Matters" statements reflect the reason decisions are made, while the VOG defines what skills are emphasized to support 21st century learning. Throughout the school, both adults and students describe how "relationships matter," a direct reflection of the core values and beliefs. The Connect program is based on this premise as it fosters a relationship between an adult and student in the building over the period of four years and facilitates student progress toward achieving both the civic and social expectations articulated in the core values, beliefs, and the Vision of the Graduate. The Positive Behavioral Interventions and Support (PBIS) program, introduced during the 2014-2015 school year, reflects the effort to reinforce behavioral expectations and the core values. The implementation of PBIS is an evolving process to promote positive social behaviors. PBIS is a framework of evidence-based interventions to elicit positive student behaviors in support of learning. Curriculum, instruction, and assessment practices are modified in response to both the "Matters" statements and the VOG. Curriculum revision has been informed by the VOG since its adoption in 2010. The school aligned its instruction with the core values and beliefs by initiating the concept to allow students to retake designated assessments. A discussion of the learning expectations also informed changes for the 2015-16 school year, in that Farmington High School plans to develop Cornerstone assessments to replace Spotlight Assessments. These Cornerstone tasks are intended to be curriculum-embedded, recur over the grades, establish authentic contexts for performance, integrate 21st century skills identified in the VOG within the subject content areas, and be evaluated within the established school-wide rubrics. The changes made to the teacher evaluation system in the 2013-2014 school year reflect new state requirements and also align the core values, beliefs, and 21st century learning expectations to the Educator Evaluation and Professional Development (EEPD) plan. As a result, for the 2013-2014 and 2014-2015 school years, each department developed an action research goal, known as a TARG-IT goal around a VOG standard. This accountability ensures the opportunity to support teacher effectiveness and student achievement toward the skills outlined in the Vision of the Graduate. Resources are allocated that support the school's core values, beliefs, and 21st century learning expectations. The district financially supports an after-school program called Students Pursuing Academics (SPA) 2:30. This enables to students to receive academic support necessary to work toward achieving the learning expectations. Students consistently cite their teachers are the "best part" of Farmington High School because they are available at any time and they feel they truly care about their academic and personal success. Both teachers and students substantiate that "relationships matter" in word and in deed. Because the school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, they drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- parents
- school board
- department leaders
- central office personnel

- school leadership
- Standard sub-committee

Standard 1 Indicator 4

Conclusions

The school regularly reviews its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities. Farmington's district leadership has established a five-year goal revision cycle that has recently undergone the renewal process. Teachers regularly meet to analyze student progress on the VOG based upon Spotlight Assessment data. Also, since teacher evaluation is linked explicitly to student progress in achieving a designated 21st century skill from the VOG, student performance data is reviewed annually during the summative conferences. Data are compiled regarding the school's progress toward the VOG for all students. Based on the recommendation of the superintendent and assistant superintendent, the five-year plan was renewed for 2016-2020. The district-wide five-year plan is directly connected to the building level plans, which facilitates alignment of efforts and communications system-wide. Although the renewal effort was not as collaborative as the initial creation on a district-wide level, the faculty expressed agreement in remaining consistent in working toward previously examined goals. The Grading Practices Committee, as well as the Design Team, met regularly to review data and to set priorities for the district to articulate the rationale for the core values and beliefs. The VOG was developed in 2010 as a result of the research conducted by the district leadership including the board of education. Together, the district administration and the board reviewed the work of several educational scholars focusing on the necessity of the 21st century skills in students' educational program. The board of education also participated in an educational retreat where leadership participated in professional development regarding best 21st educational practices. In October 2015, the entire faculty will be participating in a book study using *Leaders of their Own Learning: Transforming Schools through Student-Engaged Assessment* by Ron Berger, Leah Rugen, and Libby Woodfin (Jossey-Bass, 2014) to inform teachers about the evidence-based practices that support the district's renewed commitment to the 21st century skills of the VOG. By reviewing research, multiple data sources, and district and school community priorities, the school's core values, beliefs, and 21st century learning expectations are current and relevant to all stakeholders.

Sources of Evidence

- self-study
- panel presentation
- central office personnel
- school website
- Standard sub-committee

Standard 1 Commendations

Commendation

The research-based approach to developing district-wide beliefs about learning, which culminated in the Vision of the Graduate document

Commendation

The school-wide commitment toward implementation of the 21st century learning expectations

Commendation

The use of school-wide analytic rubrics to measure performance on academic and social 21st century learning expectations

Commendation

The incorporation of the VOG into curriculum, instruction, and assessment

Commendation

The widespread knowledge and understanding of the Vision of the Graduate

Commendation

The use of multiple data sources to review and revise the core values, beliefs, and learning expectations

Standard 1 Recommendations

Recommendation

Include all stakeholders in identifying and committing to the school's core values and beliefs about learning

Recommendation

Refine and develop school-wide analytic rubrics with targeted high levels of achievement for academic, social, and civic expectations and implement all rubrics with fidelity

Standard 2 Indicator 1

Conclusions

By design, the curriculum at Farmington High School is purposefully structured to ensure that all students practice and achieve each of the school's 21st century learning expectations. The 21st century learning expectations are embedded in the written curriculum. District-wide curriculum is written and/or revised during the Summer Curriculum Institute, which includes teacher training on how the Vision of the Graduate (VOG) should inform and guide curriculum revision and the design of new curriculum. Standards-based curriculum work completed was completed in 2014 using the *Understanding by Design* curriculum model. Specific learning expectations and experiences to be taught in each course are explicitly documented. Student performance data, collected and reviewed by department teams, result in additions to and/or subtractions from courses or units of study within the curriculum. In classrooms, teachers make clear connections between content and learning expectations in accordance with the curriculum guides. The purposeful design of the curriculum ensures that all FHS students have many opportunities to practice and demonstrate mastery of the 21st century learning expectations (Vision of the Graduate) prior to graduation.

Sources of Evidence

- classroom observations
- student shadowing
- student work
- teacher interview
- school board
- central office personnel
- Standard sub-committee

Standard 2 Indicator 2

Conclusions

Much of the curriculum is not currently written in a common format; however, units of study within each course often include essential questions, concepts, content, skills, and instructional strategies. The school's 21st century learning expectations and assessment practices that include the use of school-wide analytic rubrics are not often found within the official written curriculum while course-specific rubrics are written into most. In the summer of 2014, Farmington High School created a template/common format called the Overall Map Design to use for all curriculum revision from that point forward. The curriculum template was used in a few content areas that includes essential questions, knowledge and skills, content standards, 21st century skills, instructional practices, as well as course-specific rubrics. Through the use of a shared Google Doc and the new template, the curriculum is a living document as it is modified throughout the school year based on reflection. As official curriculum is approved for revision during various summer curriculum institutes, departments are rewriting curriculum to follow this common format. Currently, approximately 60 percent of courses that are offered at the school have some type of official written curriculum document, although not yet all are in the new common format, using the *Understanding by Design* model. Within each course, teachers have created course-specific rubrics that incorporate content standards and the 21st century learning expectations adopted by the specific department. For example, in biology, the new curriculum map includes essential questions, knowledge and skills, content standards, 21st century skills, and instructional practices, as well as course-specific rubrics. Each department has adopted portions of the various Vision of the Graduate (VOG) school-wide analytic rubrics for inclusion in its content area. For example, Advancement through Individual Determination (AVID), Capstone, English, and World History teachers have fully implemented the school-wide rubric for oral presentations and narrative writing. School-wide rubrics are only in some curriculum documents. Recently, modifications were made to the template to include components that the district considers valuable, such as graduation standards (including content and cross-curricular standards), performance indictors, and learning targets. Once all curriculum is revised in a common format that includes 21st century learning expectations and school-wide analytic rubrics, these documents will drive content and cross-curricular connections to enhance and improve student achievement in meeting the Vision of the Graduate skills.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school leadership
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 3

Conclusions

The curriculum provides many opportunities for students to emphasize depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, authentic learning opportunities both in and out of school, and informed and ethical use of technology. The curriculum occasionally provides application of knowledge through cross-disciplinary learning   As a component of the school's Vision of the Graduate rubrics, critical thinking and problem solving are integral parts of the school's taught curriculum. With the new curriculum template (Overall Map Design), there will be clear links to the school's 21st century learning skills, including critical thinking and reasoning and problem solving as each curriculum is revised. According to the Endicott survey, 80 percent of students believe that the content in the courses they take challenge them to think critically and solve problems. Higher order thinking skills were demonstrated in math, English, and world history classes when students are asked to analyze the given content and apply the knowledge to real-world problems. The curriculum includes authentic learning experiences for the students both in and out of school as demonstrated by their strong partnerships with the community including the University of Connecticut (UCONN) Medical Center and Jackson Labs for Genomic Medicine, which focus on critical thinking and problem solving in a relevant and realistic environment. The school has also begun implementation of the Engineering Design and Prototyping Lab project for grades 6-12, providing students with opportunities to design prototypes to solve original problems. The district is beginning to develop Cornerstone tasks in science across grades K-12 for students to demonstrate their abilities to problem solve using higher order thinking skills, connect content from various courses, and partake in authentic learning experiences in and out of school. Ethical use of technology is outlined in the student handbook, taught in the health and wellness courses, as well as in freshman English classes. There are a few cross-disciplinary projects that exist between chemistry and history, world languages and art, and English and art. There are a few departments working together on projects that span multiple courses; however, most courses do not involve interdisciplinary connections as cross-disciplinary learning throughout out the school is not yet formally established. By emphasizing 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, and informed and ethical use of technology, along with more formal opportunities for cross-disciplinary learning, the curriculum supports helping all students achieve at a high level.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 4

Conclusions

There is clear alignment between the current written and taught curriculum, although written curricula was not available for every course. Because not all curricula have been formally revised to match the new template, not all departments are yet aligned. Teams within each department meet on a regular basis to ensure commonality between each course. Notes are made during team time and revisions are made to the current curriculum and shared electronically. Teachers make it a "living" document through instruction. At the end of the year, the newly revised curriculum is updated on the school's website. Department leaders are involved in observations and evaluations with administrators to guarantee that teachers are delivering the written curricula. They also frequently attend weekly team meetings to ensure that there is commonality among teachers who teach the same course. Changes are made to the curriculum to address student needs on a regular basis. For example, the American Literature team reviews their curriculum documents with the team and revises them as the group comes to consensus about a change to improve student learning. The precalculus team meets and disaggregates student data to drive revisions to their curriculum. In addition, the teacher evaluation process helps strengthen the alignment between the written and taught curricula, and the results from common assessments are used as a check on curriculum implementation as well. When all curricula are revised and aligned to the taught curricula, more consistent opportunities exist for students to meet the school's high expectations for student performance.

Sources of Evidence

- classroom observations
- self-study
- teachers
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

Standard 2 Indicator 5

Conclusions

By design, there is effective curriculum coordination and vertical articulation between and among academic areas within the school as well as with sending schools in the district. During the summer of 2014, a newly revised curriculum map template was constructed, which allows for coordinated and vertical articulation. Departmental team work, done on a regular weekly basis strives to keep the working curriculum aligned with VOG skills, core beliefs, and grades K-12 vertically aligned documents to assure coordination within and between content areas. This work is done informally through teacher conversations, and formally through instructional rounds and collaborative teams. Regular vertical instructional rounds are conducted, under the supervision of the director of curriculum, with sending schools, high school teachers, administrators, and teachers from sending schools to check for vertical alignment. However, this is ongoing work, and aligning curriculum with the sending schools is not yet completed. When curriculum coordination and vertical articulation between and among academic areas within the school as well as with sending schools in the district is further developed, the coherence and consistency of the grades K-12 curricula will further enhance students' success.

Sources of Evidence

- teacher interview
- school board
- central office personnel
- Standard sub-committee

Standard 2 Indicator 6

Conclusions

Across the school, staffing levels, instructional materials, technology, equipment, supplies, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities. However, in some instances the facility negatively impacts the delivery of curriculum. Farmington High School has a staff-to-student ratio of 1:15, which enables teachers and support staff to deliver the curriculum effectively. There is sufficient funding for instructional materials, technology, equipment and supplies to fully implement the curriculum. For example, Chromebook carts are available in all English and history classes and can be easily accessed or requested by all other teachers throughout the school. Parents cited that the school provides their children with the necessary materials needed to deliver the curriculum and to drive student learning and achievement. The library/media center is equipped with databases and e-books that can be accessed by students both in and out of school as well as opportunities for students to request print materials from the library media specialist. Each classroom is appropriately furnished with a document camera as well as a projector that is often used to implement the curriculum. There are a wide range of co-curricular activities such as Model UN, Economics, and Fashion and Design that are appropriately funded and extend the school's curricula. In some instances the facility inhibits the delivery of curriculum. There is some difficulty interdepartmental collaboration because of the sprawl of the building. The heating units in some classrooms are so loud that it makes it difficult for students to hear and for teachers to deliver curriculum. Lack of cooling systems throughout the school have prevented teachers from implementing curriculum in their own classrooms during extreme weather conditions due to the need to move classrooms, and even resulted in the early dismissal of school on one day. Because staffing levels, instructional materials, technology, equipment, supplies, and resources of the library/media center are sufficient, when the facility allows for delivery of the curricula, the means for student learning and achievement, assurance of the integration of 21st century learning skills school-wide can be fully supported.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- students
- parents
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 7

Conclusions

The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing collaborative development, evaluation, and revision of the curriculum using assessment results and current research. A district-wide director of curriculum directs training, evaluates curriculum needs, and supervises the practice of vertical rounds to check for sending school curriculum alignment. According to the Endicott Survey, 71% of staff agree that they are directly involved in curriculum evaluation, review, and revision work. During the 2014-2015 school year, permanent substitute teachers were available so that teachers could attend professional development opportunities centered around curriculum development. There is also time built into each teacher's schedule at least twice per week to be used for collaboration, evaluation, and revision of the taught curriculum. The high school uses a vertical team structure.and as part of that structure, the current curriculum is reviewed and evaluated in an ongoing cycle of review and renewal. Teams of teachers have the power and training to adjust and write curriculum as changes in the student population and performance data occur. The vertical teams incorporate the most current information in the discipline, including new standards such as the New Generation Science Standards (NGSS) and the Common Core State Standards (CCSS), state/federal mandates, and new research including *Understanding by Design* (Wiggins and McTighe, 2005) and*The Art and Science of Teaching* (Marzano, 2007) into the curriculum review and revision cycle. Teams work together on a regular basis to review data and content assessments, adjust teaching strategies, and evaluate rubrics. If major revisions are deemed necessary, they initiate a need for curriculum review in collaboration with department heads, who are also trained curriculum coaches. Department heads determine needs in conjunction with the Curriculum Coordinating Committee (CCC). The CCC relies on the vertical teams, where department leaders and teachers provide feedback regarding how the current curriculum is meeting the needs of the students and teachers. The CCC also has the tasks of analyzing and exploring emerging ideas in curriculum, instruction, and assessment, providing the coordination of the town-wide curriculum implementation, and overseeing the long-range plan for curriculum development. The vertical teams and Curriculum Coordinating Council both include professional faculty, teachers, and administrators from all levels. Time and financial support are made available from the district for the summer curriculum academy. The academy is accessible to all teachers through an application process that begins with school-based department leaders. Selection decisions are based on need for a given summer academy. Teachers accepted into the academy receive stipends for their time and work. The district supplies guidance in current research, professional development centered on relevant readings about curriculum. For instance, all teachers were recently given a copy of *Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment,* by Ron Berger, Leah Rugenm, and Libby Woodfin) and contemporary innovations from the League of Innovative Schools (http://www.digitalpromise.org/initiatives/league-of-innovative-schools). While the district does not use a time-bound curriculum revision cycle, completing major updates and utilizing the newly rewritten curriculum map template will be made on a need basis during the summer academy. The rewriting of this curriculum map document is innovative as it has been modified to incorporate the VOG skills necessary for all graduates. Over the last four years, the district-wide budget allocation for curriculum shows a steady increase in funding. The slight decrease in 2014 may be attributed to some of the curriculum development funding being moved to building-wide professional development to support all teachers. Because the district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing collaborative development, evaluation, and revision of the curriculum using assessment results and current research, teachers are able to maintain a fluid curriculum document which reflects the importance of the curriculum in guiding teaching, learning, assessment and the student attainment of VOG requirements.

Sources of Evidence

- teacher interview
- teachers
- school board
- central office personnel

- Endicott survey
- school website
- Standard sub-committee

Standard 2 Commendations

Commendation

The design of the curricula using the school's 21st century learning expectations

Commendation

The inclusion of course-specific rubrics and higher order thinking tasks within the new curriculum template

Commendation

The written curriculum that supports authentic learning experiences practiced by the students both in and out of school

Commendation

The collaboration and calibration exercised by department leaders and administrators in ensuring that written and taught curriculum are aligned

Commendation

The support provided for curriculum coordination and vertical articulation

Commendation

The provision of sufficient instructional materials, technology, equipment, and supplies needed to implement and deliver the curriculum

Commendation

The value and support placed on curriculum development

Standard 2 Recommendations

Recommendation

Complete all written curricula to align with the district-wide template

Recommendation

Ensure the curriculum emphasizes cross-disciplinary learning

Recommendation

Provide for further curricular coordination and vertical articulation between and among all academic areas within the school as well as with sending and receiving schools

Recommendation

Address all facility issues that hinder full implementation of the curriculum

Standard 3 Indicator 1

Conclusions

Teachers' instructional practices are frequently and deliberately examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. Teachers are provided with instructional documents that directly relate to 21st Century Learning Expectations (21st CLEs). These documents include the Vision of the Graduate (VOG), Farmington's Framework for Teaching and Learning (FTL), and the recommendations of the Farmington High School (FHS) Design Committee. The Framework for Teaching and Learning is the district's core improvement strategy and outlines what instruction and learning look like across grade levels in Farmington to ensure consistency with the core values, beliefs, and 21st century learning expectations, which are aligned for grades K-12. Teachers also participate in vertical and horizontal instructional rounds with administrators, teachers, and students visiting other classrooms in the building and other schools in the district. The Farmington Schools are highlighted in the book *School-Based Instructional Rounds* by Lee Teitel for using a powerful improvement strategy involving administrators, teachers, and students. The 21st CLEs are also directly linked to and referenced in the Farmington Public School's Educator Evaluation and Professional Development Plan (EEPD). Because of the alignment and focus on 21st Century Learning Expectations, Farmington is the only district in Connecticut selected as an exemplar district by the Partnership for 21st Century Skills. At the beginning of a teacher's career at Farmington High School, he/she attends an orientation that includes extensive study and examination of the VOG, the Framework for Teaching and Learning, and learns how those values and beliefs are integrated into instruction through the directives of the Farmington Teaching Standards (FTS). Each year, teachers engage in goal-setting and professional development aligned specifically with the FTS. Additionally, all teachers integrate the VOG expectations into their yearly goal setting. Several professional development initiatives, including the availability of six permanent substitute teachers, are available to support cross-discipline and multi-level teacher observations at the high and middle schools. Teacher-led conversations about best practices are examined at department meetings and teacher collaborative meetings. As a result of the above methods of examination, classroom teachers have implemented new techniques to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. By continuously examining teacher's instructional practices to ensure consistency with the school's core values, beliefs, and 21st century learning expectations, instructional practices are enhanced and student learning is improved.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

Standard 3 Indicator 2

Conclusions

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, and integrating technology. The common theme is that students are provided with a substantial amount of choice in their learning. Students are active and self-directed learners. Most students take initiative and responsibility for their own learning. Many courses allow students to choose the direction of their learning. For example, a parent cited ninth grade Physics as "fun, engaging, and hands-on with real world connections." A student explained that Advanced Placement (AP) Environmental Science is treated like a graduate seminar where students discuss topics of choice in a self-directed manner. A student was enthusiastic about an interactive choose-a-speech project in English class where students listened to and annotated speeches and collaborated in small groups. Teachers support students in cross-disciplinary learning. A psychology class assignment integrates a biology connection and chemistry assignment involves students in researching the history of the periodic table. Personalized instruction and the emphasis of inquiry, problem-solving, and higher order thinking are employed in the school's Capstone project. Students create a compelling question to explore and analyze, engage with experts in the field of their interest, and prepare a written paper and final presentation. Applying knowledge and skills to authentic tasks occur regularly when students tutor middle school students; participate in Project Lead the Way, a hands-on engineering program; and engage in anthropology digs and forensic crime scenes. Teachers engage students in self-assessment and reflection through students self-assessing after completing tests and projects, and directly involving them in the learning process. Students use rubrics to self-assess and reflect on their learning. Students have the opportunity to self-assess and self-reflect on the final work product and the process. Teachers integrate technology within their classrooms to enhance instruction. Most classrooms contain a cart of Chromebooks and a document camera/projector for student use. Students have access to Google Classroom to create and share documents and projects, and to collaborate in Google Cloud. The technology integration specialist supports teachers as they bring more purposeful technology into their classrooms. Technology changes are added during curriculum revisions. Through 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, and integrating technology, students are provided with dynamic experiences as they pursue mastery of the school's 21st century student learning expectations.

Sources of Evidence

- student shadowing
- teacher interview
- students
- parents
- department leaders

Standard 3 Indicator 3

Conclusions

Teachers across the school 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, and providing additional support and alternative strategies within the regular classroom. The teachers use formative assessment, especially during instructional time, as a means of informing their practice. They collaborate during their team period to create common formative and summative assessments. Literacy specialists use a learning target tracker and a rubric that indicates if the student is "getting started," "getting in," "nailed it," or "are able to teach others." The world language teachers continually ask students where they are on the rubric continuum, and teachers conference with individual students to move students forward. Students know the purpose of formative assessments. Teachers purposefully organize group learning activities. For example, many teachers in the English Department have adopted the Teachers College, Columbia University Writing Workshop model, which incorporates a ten-minute mini-lesson where students are able to lead their own lessons. Teachers facilitate peer conferencing and peer tutoring along with a "mini-lesson-option-day." Teachers create project-based, collaborative learning opportunities for students by supporting individual students while other students collaborate with their peers and create peer tutoring opportunities during class time. A biology teacher acts as the facilitator and uses the flipped classroom model providing continuous support for students. Teachers also have posted after school tutoring hours within their departments. Many teachers include differentiation in their instruction. Teachers with classes that are heterogeneously grouped are beginning to include more differentiated instruction. The use of formative assessment, especially during instructional time, the incorporation of strategic differentiation in many classes, the purposeful organization of group learning activities, and the additional support and alternative strategies within the regular classroom, support the achievement of the school's 21st century learning expectations for all students.

Sources of Evidence

- panel presentation
- teacher interview
- teachers
- students
- parents
- school support staff

Standard 3 Indicator 4

Conclusions

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, and engaging in professional discourse focused on instructional practice. The board of education and the superintendent of schools provide a safe environment for and have created a culture that encourages teachers to innovate and experiment with instructional practices. Teachers use self-assessments, formative assessments, and summative assessment rubrics to direct and improve instruction. Teachers examine and discuss student work, feedback from a variety of sources, and current research during their team meeting, which is built into all teacher's schedules. Teachers revise instruction based on information gleaned from data provided by and to the board of education. Parent surveys initiated by building-level and district administration and the board of education, and end-of-course surveys initiated by teachers are also used to guide the revision of instructional practices. Teachers may use exit tickets, surveys, and other activities to collect student feedback. Students complete detailed surveys, which include information about student engagement and the learning process. Much of this feedback is compiled on Google Forms or through in-class responses. Students reflect on their process and share that reflection to their teachers. Teachers are also given feedback about instructional practices by administrators and department leaders through Bloom Board after formal and informal observations, as seen through the classroom observation reports. Finally, administrators and department leaders provide feedback to teachers in pre-observations, observations, and post-observations. Teachers further engage in professional discourse focused on instructional practice during three full professional development days in the fall. During the school year, six permanent substitute teachers provide coverage in order for teachers to write curriculum, engage in professional development, and participate in vertical instructional rounds so that teachers can visiting other buildings in the district with administrators and students. Teachers may also use their team time to cross-grade student work and calibrate grading practices, discuss lesson planning, and evaluate specific student work as it relates to the VOG standards. In addition, teachers plan units of instruction and create common rubrics that align to learning goals and standards. The entire faculty is engaged in reading and discussing current research such as *Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment*, by Ron Berger, Leah Rugen and Libby Woodfin, (Jossey-Bass, 2014). The book details student-engaging assessment strategies such as learning targets, checking for understanding, models, critique, and descriptive feedback. Because 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, and engaging in professional discourse focused on instructional practice, student learning can improve and achievement will increase.

Sources of Evidence

- self-study
- teachers
- parents
- school board

Standard 3 Indicator 5

Conclusions

Teachers, as adult learners and reflective practitioners, regularly maintain expertise in their content area and in content-specific instructional practices. Many teachers have membership in their subject area's national organization, which includes subscriptions to professional journals and access to online resources. A large number of teachers have Masters' degrees in their subject area field. Advanced Placement (AP) teachers attend College Board training, some serve as exam readers, and others have attended professional workshops focused on their content areas. The district supports teachers continuing their education through funding for courses. Teachers are encouraged to work towards their administrative certification or take classes at local colleges and universities in their subject area. Many teachers attend combined professional development activities with teachers in other districts, including Simsbury Public Schools and West Hartford Public School. The vocal music teachers attend workshops sponsored by the American Choral Director's Association. The district provides bus transportation in order for teachers to attend Saturday seminars at Teachers College, Columbia University. Language teachers attend workshops provided by the Connecticut Council of Language Teachers and the American Council of Teachers of Foreign Languages. Science teachers attend and participate in webinars, online courses, conferences, seminars, and workshops at The Jackson Laboratory For Genomic Medicine. Art teachers take advantage of Art21 Educators. The district's leadership is committed to the implementation of professional development that is chosen and often directed by teachers. As a result, teachers are adult learners and reflective practitioners, who continuously strive to maintain their content-area and content-specific pedagogical expertise, improve their instructional practice and, correspondingly, enhance student performance and achievement in their classes.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

Standard 3 Commendations

Commendation

The productive and purposeful team meeting collaborations within departments to strengthen instructional practice

Commendation

The variety of professional development for teachers within their content areas to help improve practice

Commendation

The examination and discussion of instructional practices within departments to enhance teachers' repertoires

Commendation

The ongoing and frequent use of engaging students as self-directed learners and in self-assessment and reflection

Commendation

The purposeful differentiation within most classes to ensure all students are cognitively engaged

Commendation

The frequent and effective use of formative assessment to provide meaningful and actionable feedback for teachers to adjust their instruction according to student needs

Commendation

The use of data from formative assessments and summative assessment rubrics to direct and improve instruction

Commendation

The efforts made for and by teachers to so that they maintain expertise in their content area and in content-specific instructional practices

Standard 3 Recommendations

Recommendation

Engage students in formal cross-disciplinary learning activities

Recommendation

Incorporate the use of differentiation in all classrooms to further meet student needs

Standard 4 Indicator 1

Conclusions

All professional staff employ an informal process based on school-wide rubrics to assess whole-school learning, and formally employ a process based on school-wide rubrics to assess individual student progress in achieving the school's 21st century learning expectations. The Vision of the Graduate (VOG) identifies research-based 21st century learning skills and guides learning for grades K-12 in the Farmington Public Schools, providing a coherent model for student skill development that is vertically articulated district-wide. Critical Thinking and Reasoning, Problem Solving and Innovation, Communication and Collaboration, and Self-Direction and Resourcefulness rubrics were created to assess those skills and are used pervasively across content areas and adapted into content-specific rubrics. Individual departments identified specific skills from the VOG for which they are responsible and use corresponding rubrics to assess student development of the skills. The school-wide expectations for learning and skills identified in the VOG support the primary principles in the Farmington Public Schools K-12 Framework for Teaching and Learning. For example, the social studies department identified the communication and collaboration skills identified in the Vision of the Graduate to instruct and assess skills which align with Principle #1, "Active Learning Community," in the Framework for Teaching and Learning. In addition, the high school uses school-wide rubrics for genres of writing and for student presentations including opinion/argument, informative/explanatory, narrative, and oral presentation rubrics. While individual departments have not assumed ownership of these rubrics, the oral presentation rubric is well-integrated across disciplines, and social studies and English use and adapt portions of the writing rubrics. Rubrics are provided to students when learning tasks are assigned to provide students with specific criteria to guide them in their learning. Furthermore, rubrics are often used as teaching tools for students to assess exemplars or their own work in progress. Rubrics are used to provide feedback to students and to assess students' progress in mastering 21st century learning expectations. Through the use of Spotlight Assessments in various content areas across grade levels, professional staff use school-wide rubrics to assess whole-school learning of some grade levels and some content areas. No formal system is in place yet to gather data and draw conclusions about the assessment of whole-school learning based on the use of school-wide rubrics. Because school-wide rubrics are integrated into teaching and learning in all courses, professional staff is able to assess individual progress of students in achieving the school's 21st century learning skills. Although there is a formal process in place to assess individual student progress in achieving the school's 21st century learning expectations, implementation of a formal process to gather data on whole-school progress will ensure that all students achieve the school's 21st century learning expectations.

Sources of Evidence

- self-study
- teachers
- students

Standard 4 Indicator 2

Conclusions

The school's professional staff informally communicates individual student progress in achieving the school's 21st century learning expectations to students and their families. The school's professional staff communicate some of the school's progress in achieving the school's 21st century learning expectations to the school community. The school realizes the importance of more formally communicating the progress of individual students on the achievement of 21st century skills to students and families and to the school community and hopes to develop a system for communicating that information to students, parents, families, and the community. In each course through rubric-scored work and teacher feedback to individual students, they receive feedback on their progress toward achievement of the skills in the Vision of the Graduate (VOG) identified for that particular course. Over the past five years Spotlight Assessments have been given in several academic areas to measure achievement of the skills identified in the Vision of the Graduate. In the area of Critical Thinking and Reasoning, for instance, students' skills have been assessed through a ninth grade physics research project and a tenth grade English language arts (ELA) analytical essay and health research project. Different departments and grade levels have used Spotlight Assessments to assess other 21st century skills at different grade levels. In addition, students self-assess their progress on the Vision of the Graduate skills once a year through their work with counselors, then counselors share the results of these self-assessments with parents at annual meetings; however, the school has yet to identify the means by which it will communicate individual progress on achieving 21st century learning expectations to students and their families in writing. District leaders compiled aggregate data on the Spotlight Assessments for Critical Thinking, Communication and Collaboration, Problem Solving and Innovation, and Self-Direction and Resourcefulness, and shared the data with the board of education. District-generated reports provide some but not comprehensive aggregate data to determine whole school progress. In the 2015-2016 school year, Farmington High School plans to develop Cornerstone assessments to replace Spotlight Assessments. The Cornerstone tasks are intended to be curriculum-embedded, recur over the grades, establish authentic contexts for performance, integrate 21st century skills identified in the Vision of the Graduate within the subject content areas, and be evaluated with established school-wide rubrics. Once the school's professional staff implements a process to assess individual and aggregate progress in achieving 21st century learning expectations and communicates that information formally, student, parent, family, and community awareness of progress toward achievement of the expectations will increase while providing important information to guide refinements to the academic program.

Sources of Evidence

- classroom observations
- student shadowing
- panel presentation
- teachers
- central office personnel

Standard 4 Indicator 3

Conclusions

The professional staff thoughtfully collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement. A wide range and variety of data and results including both formative and summative assessments are used to address gaps in student achievement. Tutorials in skill development are available to support students in math, English, social studies, science, and world language. Students may voluntarily seek assistance in tutorial centers and department leaders use data to drive decisions about which students are formally assigned to tutorials. For example, the math department leader reviews students' grades, Connecticut Mastery Test (CMT) data, and qualitative data from eighth grade teachers to identify students needing this extra support to improve their achievement. Juniors who have not yet met the math graduation standard are assigned to the math tutorial. Similarly, the reading specialist, English department chair, language arts team leader, special education team leader, and reading intervention teacher have developed formalized procedures as well as a calendar of literacy intervention tasks to guide them in the identification of students at each grade level needing literacy interventions. To further respond to inequities in student achievement when creating the School Development Plan, the principal and school leaders collect, disaggregate, and analyze data such as standardized test scores, course failures, promotion to the next grade level relative to the performance of subgroups, including students identified to receive special education services, data related to race and ethnicity, and students receiving free and reduced lunches. The results of this analysis informs the development of school goals and the goals used for teacher and administrator evaluations. Myriad programs and interventions provide opportunities for students to improve their learning and the school to reduce inequities in student achievement. The Advancement via Individual Determination (AVID) Program incorporates proven practices to prepare students for success in high school, college, and career, especially students traditionally underrepresented in higher education. In this program, students in grades 9 and 10 are provided the opportunity to develop and practice undeveloped skills, including those addressed in school wide rubrics: writing, inquiry, reading, organization, and collaboration. Placement in theAvid program results from teachers' and leaders' analysis of assessment data, Degrees of Reading Power (DRP) results, grades, attendance, and behavior. Furthermore, a school-wide focus on the philosophy of a growth mindset provides the basis of a school culture that believes and supports each student's ability to achieve highly. As a result of intentional and thorough collection and analysis of data to identify student achievement gaps and provision of interventions, the school responds quickly and appropriately to inequities in achievement for all students.

Sources of Evidence

- classroom observations
- self-study
- teachers
- department leaders
- school leadership

Standard 4 Indicator 4

Conclusions

Prior to each unit of study, all teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed. The Vision of the Graduate, along with concrete learning targets, are constantly linked to unit plans, and formative, interim, and summative assessments. Every department mandates explicitly detailed syllabi for distribution to students and many teachers develop unit agendas to give students a breakdown of the school's 21st century skills to be taught at the beginning of study of each unit. Teachers deliberately articulate to their students what they are expected to know and be able to do. They explain which of the school-wide learning expectations will be assessed prior to each unit of study. For instance, in U. S. History classes, teachers give students a document that provides an overview of the unit which includes the core content standards being assessed along with the Opinion-Argument Writing Rubric, which identifies the skills related to focus and organization, support and elaboration, and fluency and conventions. These learning goals are included in the summative assessment on the Civil War and Reconstruction. Therefore, students know exactly what will be assessed, how it will be assessed, and what category of assessment it will be. Furthermore, teachers often model skills related to specific learning goals to be assessed, allowing students to take risks in attempting to show evidence of the ability to demonstrate that skill, then facilitate work for continued development of and reinforcement of these skills, for example, through homework. Unit instruction by teachers proceeds only when the students are comfortable in their understanding and knowledge of the learning targets. Students are comfortable asking clarifying questions related to specific learning goals and teachers provide specific direction and positive reinforcement. Because teachers deliberately articulate what students are expected to know and be able to do prior to each unit of study, 21st century learning expectations and unit-specific learning goals are achieved consistently school-wide.

Sources of Evidence

- classroom observations
- teachers
- students

Standard 4 Indicator 5

Conclusions

Prior to summative assessments, teachers frequently provide students with corresponding rubrics. All departments have collaborated to develop common summative assessments for courses in their content areas. They have adopted and often adapted school-wide rubrics to score these assessments. Rubrics provide levels of achievement for each attribute described and are used to guide students in the practice of skills and the development of student work products that demonstrate their mastery of skills. In physical education classes, for example, students write an essay analyzing external and internal influences on their level of involvement in a physical education unit. The cover sheet for student work includes a list of the learner outcomes, school-wide expectations, and relevant course expectations. The rubric provided to students with this summative assessment includes criteria from the Informative/ Explanatory Writing Rubric as well as rubric criteria specific to the unit. In addition, through a recent initiative, many teachers developed learning targets aligned to unit objectives and skills assessed on the school-wide rubric. These learning targets are frequently projected during classes and are identified on templates and learning activities. These learning targets are often phrased in student friendly language as "I Can" statements. Teachers often ask students to reflect orally or in writing about their progress on meeting their learning targets. Also, student work includes reflections on individual progress toward learning targets. On every handout, descriptors of the learning targets and skills from the Vision of the Graduate to be assessed in the school-wide rubrics are provided. Students understand that they are expected to know their own skill development with respect to learning targets and rubrics. Identifying learning targets for students and frequently providing them with corresponding rubrics prior to summative assessments guides students in understanding what they need to know and be able to do to master skills and content.

Sources of Evidence

- classroom observations
- self-study
- student work
- teacher interview
- students

Standard 4 Indicator 6

Conclusions

In each unit of study, all teachers employ a range of assessment strategies, including formative and summative assessments. Most units in the various content areas include formative, interim, and summative assessments. Formative and summative assessments include projects and presentations, essays, performance tasks, development of portfolio components, lab experiments and reports, and the creation of technical and artistic projects. In addition, formative assessments often occur more informally and provide real-time information on individual and whole-class learning, including strategies such as monitoring student understanding through the use of exit slips, software, and web-based applications such as Socrative. The involvement of learners in self-reflection and reporting to peers and teachers about their progress toward meeting learning targets is an important formative assessment practice embedded into the culture of the school and employed across disciplines and grade levels. Assessment and other strategies used in the school are guided by embracing the philosophy found in *Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment* by Ron Berger, Leah Rugen, and Libby Wooden (Jossey-Bass, 2014). The authors offer an approach to assessment in which students are actively engaged in understanding and monitoring their own growth and learning. In the Capstone courses, students are actively involved in self-assessment and write an essay on their experiences in initiating, developing, and executing their project with teachers serving as facilitators. In a unit on narrative writing in a tenth grade English class, students use checklists to score exemplar narratives and reflect on inclusion of essential elements of narrative writing, then use the same checklists to evaluate their own work in progress and report to peers and teachers about their strengths and areas for growth. Most formative assessments are ungraded and allow students to take a risk without the possibility of failure to show their current progress on mastery of skills on the summative assessment. As a result of the range of assessment strategies, including formative and summative assessments, students are empowered to improve their skills and content knowledge.

Sources of Evidence

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

Standard 4 Indicator 7

Conclusions

By design, teachers, department leaders, and building administrators collaborate regularly, in formal ways, on the creation, analysis, and revision of formative and summative assessments, including common assessments. Teacher teams meet for 42 minutes twice each week to engage in a variety of professional endeavors. During this time teachers collaborate, develop, and review formative, interim, and summative assessments, and work on calibration of scoring of common assessments through cross correcting. The use of common planning time is well known even by students, some of whom report that summative assessments are not returned to students until a teacher's team is finished reviewing it. Two Tuesdays a month are designated for after-school meetings for the entire faculty, departments, or teams. This designated time allows professional staff to analyze and review assessment practices closely and consistently reflect on the validity and effectiveness of the assessments that are given. Staff also utilizes six substitutes who are designated for coverage for professional learning purposes, which provides time to review assessment data together. As the professional staff consistently reviews summative assessment data, they make modifications in both formative and summative assessments, including common assessments. Modifications are made for courses at all levels in every department. For example, as a result of collaboration with colleagues, a statistics teacher not only differentiated his delivery of a lesson on writing a specific code, but also incorporated student choice in the subject matter and the ways students could demonstrate their understanding. Collaboration between specific disciplines and the special education department occurs often as well. Students and teachers both practice sayings such as, "Try, fail, try again" and "I do, you do, we do," which reflect the growth mindset for true learning. In every discipline, the professional staff consistently focuses increased attention on common assessments within common courses. Significant time, energy and effort is dedicated to ensuring that each student has a common experience regarding assessment within common classes, thereby maintaining the fidelity of the curriculum. Teachers maintain autonomy within their formative and interim assessment strategies; however, all students engage in common summative assessments within common courses. For instance, in English classes, students complete a research paper. All sophomores complete a Spotlight Project revolving around critical thinking skills embodied in the Vision of the Graduate. Because the school provides designated formal time for teachers, department leaders, and building administrators to collaborate regularly about common assessments and assessment practices in support of students learning the 21st century learning expectations have been established.

Sources of Evidence

- facility tour
- teacher interview
- teachers
- department leaders
- central office personnel
- school leadership

Standard 4 Indicator 8

Conclusions

Teachers usually provide specific, timely, and corrective feedback to ensure students revise and improve their work. Most units in most courses include ungraded formative assessments. Teachers provide students with feedback on these assessments to guide their continued skill development and content mastery as they progress through the remaining learning activities of the unit. Targeted feedback and "on the spot" formative assessments assist students as they collaborate on performance tasks and/or work independently on learning activities. Teachers also involve students in self-assessment of a variety of work products, both those in process and completed products, and use student self-assessments as a means of providing corrective feedback to students. Software and web-based formative assessments such as Plickers, Socrative, and Pear Deck allow teachers to track individual and class understanding during instruction, to provide immediate feedback to students, and to adjust instruction based on these quick formative assessments. Teachers in a variety of courses and programs often engage in formal and informal conferencing opportunities with students to coach them on skill development as they engage in learning tasks, prepare for summative assessments, or engage in developing products that demonstrate their learning. The skilled tutors in the English, science, social studies, and math centers provide students with feedback and instructional support. School-wide rubrics are commonly used to provide feedback on 21st century learning skills and, because they are usually provided to students prior to the summative assessment, students can use the rubrics as a tool for self-assessment and peer assessment. English and and social studies classes engage students in providing peer feedback on writing assignments utilizing school-wide rubrics or student checklists derived from them. Graded student work sometimes has specific, written feedback that is focused on helping the student to improve his/her performance in the future. With the introduction of online collaboration platforms, some teachers have been able to provide more immediate and targeted feedback to students as they post drafts of work that is in progress. Teachers are quickly able to highlight sections of student work and post comments, suggestions, and questions to guide students as they engage in their learning. As the district continues to explore the concepts and practices of mastery learning, most departments and teachers provide students with the opportunity to revise and improve their work, including retaking summative assessments and revising essays and making improvements to performance tasks. Students indicate that this is an important aspect of the learning process for them which they highly value. Because teachers provide specific, timely, and corrective feedback, students are able to learn from, revise, and improve their work for mastery of the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- student work
- teacher interview
- teachers
- department leaders
- central office personnel

Standard 4 Indicator 9

Conclusions

Teachers frequently use formative assessments to inform and adapt their instruction for the purpose of improving student learning. Teachers use the results of their formative assessments to adapt their instructional strategies within a lesson or prior to the next lesson in order to ensure that all students understand the content and skills being introduced. In a freshman English class, focused on major stylistic influences on a specific author, and a junior history class, concentrated on learning about objectivity and subjectivity in primary sources, teachers used the interactive PowerPoint "Pear Deck" as a formative ice breaker to instantly assess what content knowledge students retained from the previous lesson. In both instances, it was apparent from the results of the immediate formative assessment that further review was necessary before the instructor could introduce new topics. Software and web-based formative assessments such as Plickers and Socrative also allow teachers to monitor the understanding of all students during instruction, while not drawing attention to student errors and adjusting instruction immediately. Teachers collaborate on a regular basis for the expressed purpose of using formative assessment results to determine appropriate, necessary changes in instructional practice. Teachers frequently use formative assessments to inform and adapt their instruction to improve student learning, therefore, ensuring that all students understand the skills at hand.

Sources of Evidence

- classroom observations
- self-study
- teachers

Standard 4 Indicator 10

Conclusions

Teachers and administrators, individually and collaboratively, frequently examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including 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, and post-secondary institutions, and survey data from current students and alumni. According to the Endicott survey, 90 percent of teachers agreed that teachers and administrators examine a variety and range of student work, including common course assessments, common grade-level assessments, and standardized assessments, to revise and improve curriculum and instructional practices. At team meetings and during other professional learning opportunities, teachers examine student work, individually and collaboratively, in order to revise the curriculum and to improve instructional practices. Student work is reviewed to examine the student's strengths and areas for growth in approaching learning targets. The student work may be performance tasks and student work generated on summative assessments. The English department, for instance, developed a detailed protocol for looking at student work and then using that process to inform instructional decision making. Individual departments determine the timeline and purpose for looking at student work. For example, the social studies department invited coaches to facilitate team meetings to assist teachers of U.S. history in revising the research paper unit to refine the selection of instructional strategies to support student learning. Student work and data generated by common summative assessments are examined collaboratively by teachers for a variety of purposes and are used in a variety of ways to make instructional decisions. Special educators add assessment results from the content areas to individual student Individual Education Programs (IEPs) for goal setting and analysis of students' mastery of the school's 21st century learning expectations. The math department used the analysis of summative assessment data to provide information for curricular revisions and made changes to its Algebra II program as a result. This same approach is implemented more consistently and thoroughly when common course and common grade-level assessment are involved. Common course teachers use common planning time to assess and monitor student work and progression to ensure that the curriculum is appropriate for the grade level and that students maximize their experiences. Analysis of standardized assessment data is used to support curriculum revisions and improve instructional practice. Degrees of Reading Power (DRP) scores are used as part of a larger process to identify students for customized interventions and individual programs. The results are also used to identify Lexile levels for students' reading and to guide differentiation of instructional materials. Teachers of Advanced Placement (AP) courses review exam data to guide instructional decisions. Analysis of the 2015 data for AP U. S. History, a course in which almost half of the junior class is enrolled, lead to the decision to add an extra class period for instruction in all sections of the course and to use that class period to focus on student skill instruction and reteaching. Use of Pearson Inform, a powerful data analysis and decision support tool, assists teachers in analyzing district and standardized assessment data and making class-to-class and school comparisons. It includes a history of all major assessments for students including the grades K-12 history of students' placement in interventions. It is also a powerful tool teachers use collaboratively to inform decision making about student interventions and programming. Survey and anecdotal data guides evaluation of services, programs, and instruction. Exit data generated through surveys administered to high school seniors provides information on college acceptances and students' future plans, which school counselors use to inform their college admission processes. After reviewing data regarding incoming eighth graders, administrators and counselors made the decision to implement a new course called AVID, a college-readiness program dedicated to helping students achieve their goal of attending a 4-year university after high school. The school is not yet using data from post-secondary institutions or alumni for these purposes, but there are plans to do so in the future. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning student work including common course and common grade-level assessments; individual and school-wide progress in achieving the school's 21st century learning expectations; standardized assessments; including additional data from sending schools, and post-secondary institutions, and survey data from alumni, will further enhance making informed revisions to curriculum and improving instructional practice.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- department leaders
- Endicott survey

Standard 4 Indicator 11

Conclusions

Grading and reporting practices are frequently reviewed and revised to ensure alignment with the school's core values and beliefs about learning. As the the district and school continue to learn about the philosophy of mastery-based learning, teachers' understanding of grading approaches and practices that support student mastery of standards is deepening. The Grading Practices Committee involves teachers and school leaders in discussions about the school's approach to grading practices, their alignment to the Vision of the Graduate and the Framework for Teaching and Learning, and the need for common grading practices across disciplines. At the beginning of the 2014-2015 school year, grading practices were revised school-wide for implementation of the Habits of Work (HOW) grading scale. This practice encourages grading on mastery of standards and expected learning outcomes and eliminates grading on student work habits, class participation, and student practice, such as homework, in order to focus grading summative assessments on mastery of the curriculum expectations. Although the use of "HOW" grading was suspended, the endeavor fostered professional discourse about best and effective grading practices, which has, in turn, benefited the school. Teachers have begun to shift grading practices to support the principles of mastery-based learning. In addition, grading practices are a recurring topic on meeting agendas and a focus of regular review and discussion. Each department has created a summary of its assessment practices including its use of formative and summative assessments in the grading process, grading policy goals, and creating future goals related to grading practices. Furthermore, to support teachers in developing and employing best practices related to assessment and grading, the Farmington Public Schools sponsored three summer Assessment Academies for teachers. By regularly reviewing and revising grading and reporting practices, the practices are refined and in alignment with the values and beliefs about learning held dear by all members of the school community ensuring student achievement is supported.

Sources of Evidence

- self-study
- panel presentation
- student work
- teacher interview
- teachers
- school board
- department leaders
- central office personnel

Standard 4 Commendations

Commendation

The use of articulated grades K-12 21st century skills to inform the development of school-wide rubrics

Commendation

The individualized, informal feedback provided to students on their progress in achieving 21st century skills

Commendation

The intentional and thorough collection and analysis of data to identify gaps in student achievement and the responsiveness to support student achievement through tutorials and support systems

Commendation

The articulation of specific 21st century learning expectations to students prior to unit of study

Commendation

The development and clarity of specific learning targets and establishment of clear expectations for student learning prior to units of study

Commendation

The involvement of students in self-reflection as part of the formative assessment process

Commendation

The provision of rubrics and clearly stated learning targets prior to summative assessments

Commendation

The adapted, personalized instruction employed based on results of formative assessments

Commendation

The district's and school's commitment to time for teacher collaboration on assessment practices

Commendation

The extensive opportunities for students to revise and improve their work

Professional focus and discourse about grading practices centered on the school's core values and beliefs about learning

Standard 4 Recommendations

Recommendation

Establish and implement a formal process to draw conclusions about whole-school achievement of the 21st century student learning expectations

Recommendation

Communicate individual student progress toward achievement of the school's 21st century learning expectations to students and their parents, and whole-school progress to the community in a formal way

Recommendation

Assess the consistency in school wide practices in providing feedback on written student work

Recommendation

Explore the use of team time to collaborate on the development and use of common formative assessments

Recommendation

Evaluate current grading practices and explore practices to provide consistency across and within departments that continue to support the principles of mastery based learning.

Standard 5 Indicator 1

Conclusions

The school community regularly, consciously, and continually 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. Student, parent, and teacher handbooks reflect and communicate high expectations for all students. School expectations and policies are clearly defined, including but not limited to, the Code of Conduct, Professional and Behavioral Expectations, the Framework for Teaching and Learning, as well as the Vision of the Graduate. These expectations are also posted in most areas of the school, and students shared that they are referred to often by faculty and staff. Discipline and attendance policies are described within the student handbook and planner and in the faculty handbook; however, students and teachers agreed that these policies are not always consistently enforced. For instance, faculty members are unclear about how loss of credit decisions are made by the administrative team. The annual data on discipline and vandalism shows a downward trend in the amount of incidences, down from 170 incidences in 2009-2010, 107 incidences in 2010-2011, and 47 incidences in 2011-2012, which is the most recent data available. A Positive Behavioral Intervention and Supports (PBIS) program, although difficult to fully implement, has been started as well. Farmington High School has more than 60 clubs and activities in support of a positive school climate, including Unity, Gay-Straight Alliance (GSA), Unified Sports, Peer Leaders, and Student Ambassadors. Within the Connect program (advisory), students engage in community service projects. School pride is apparent and athletics are a large part of the school culture with approximately 70 percent of students participating. Students are held to high expectations by faculty, but at a level that is acceptable and appropriate for each individual student. Students are engaged and invested in learning and growing, and they speak highly of the supports and opportunities available to them. Because the school community regularly builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations, students belong to a nurturing school environment focused on helping them learn and grow.

Sources of Evidence

- student shadowing
- teachers
- students
- Endicott survey
- school website
- Standard sub-committee

Standard 5 Indicator 2

Conclusions

The school makes a conscious and consistent effort to ensure all students have equitable and inclusive access to academic experiences, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting achievement of the school's 21st century learning expectations. The 2014-2015 school year marked the first year of a heterogeneous freshman history class, which was designed to align with the school's core values and beliefs about learning. There is a possibility that freshman and sophomore English and sophomore history classes may move to be heterogeneous courses in the future as well. Additionally, elective courses are open to all students, with no teacher recommendations required. All students choose multiple electives during their high school years. There is an Advanced Placement open enrollment policy, which allows for all interested students to enroll in the courses without a previous grade prerequisite or a teacher recommendation. According to the Endicott survey, 75 percent of students report that they have a number of opportunities to take courses in which students of varying levels of ability are enrolled. The high school transcript does not delineate courses that are grouped heterogeneously, thereby encouraging all students to enroll. Students are grouped in classes by the teacher recommendations that are made the previous year, as well as by student choice in elective courses, and parent overrides, as applicable. There are three levels of courses available to students: College Preparatory, Honors, and Advanced Placement. School-wide, there is an effort to ensure a balance between regular education students and students with Section 504 plans and Individual Education Programs (IEPs) in classes. There is diversity in the enrollment in most courses, in both class levels and cultural/ethnic identity. Furthermore, there is a focus on investigating special education strategies to ensure that all students have equal access to the same curriculum. There are focus groups consisting of parents and students that are discussing curriculum with the goal of revising special education programs. In addition, there has been a recent initiative by the board of education (BOE) to bring students who are placed in schools out of the district back by expanding programs to accommodate these students' needs. By ensuring all students have equitable and inclusive access to academic experiences, through courses are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting needs, students are able to work toward achieving the school's 21st century learning expectations.

Sources of Evidence

- teachers
- central office personnel
- school leadership
- school support staff
- Endicott survey

Standard 5 Indicator 3

Conclusions

Farmington High School has a formal, ongoing process through which each student has an adult in the school, in addition to the guidance counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations. This program, Connect, meets every Friday, with an extended period once a month for more detailed activities. Students are assigned to an advisor and remain with that advisor throughout their high school years. Some students expressed concern that they are assigned with the same students they have been grouped with alphabetically since the fifth grade, so the program has not afforded them much of an opportunity to get to know new students. Nonetheless, this purposeful scheduling creates an environment of trust and familiarity among the advisors and students. The Connect advisor's role is to support students' growth in civic and social engagement, to help strengthen students' social, emotional, behavioral, and cognitive competencies, and to help promote a positive, caring, and safe school climate. Outside of Connect, both faculty and students pride themselves on the connectedness of the entire school community and the willingness of the faculty to participate in co-curricular and extra-curricular activities. Many teachers are coaches and club advisors. If a student wants to start a new club, more than likely, a faculty member is willing to advise it. Academic support time is built into the after-school schedule, during which all teachers are available for extra help; students take great advantage of this opportunity. Students feel very supported by the faculty, and they have a sense of comfort in the relationships they hold with them through these various activities in addition to Connect. By developing and implementing a formal, ongoing process through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists him/her in meeting the school's 21st century learning expectations, all students feel connected and supported within the school.

Sources of Evidence

- student shadowing
- teachers
- students
- school website

Standard 5 Indicator 4

Conclusions

In order to improve student learning through professional development, the principal and professional staff regularly 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, and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. There is a strong sense of collaboration and communication among most faculty and staff. Additionally, there is a strong feeling of support from the administrative team for the staff and faculty. Conversations about building procedures and policies, curriculum, and other topics occur frequently, whether during a casual conversation in the hallway, collaborative team meetings,formal department meetings, or monthly faculty meetings. In a district teacher showcase, best practices are displayed by faculty. There is a vertical visitation plan, through which teachers can visit other classrooms throughout the district. There is ample funding for teachers and departments to order professional readings/literature related to their fields through the library/media center. There are five built in professional development days per year. Typically, there is a school-wide activity in the morning and time in the afternoon for breakout sessions by department. The administrative team, in conjunction with department leaders, prioritize the goals for the school year in the School Development Plan. School-wide professional development substitutes were introduced last year to support teacher growth and learning. Staff are encouraged to attend out-of-district professional development to help enhance their teaching practices. Some examples of professional development attended by staff include the Summer Curriculum Institute in 2015 and the Spring Assessment Academy in 2013, and in their collaborative meetings share ways they've applied the skill, practices, and ideas gained through professional learning. By emphasizing the importance of professional development within the school and across the district, professional staff has been provided relevant and engaging opportunities to reflect, inquire, and improve upon all aspects of teaching and learning on behalf of their students.

Sources of Evidence

- teachers
- students
- department leaders
- central office personnel
- school leadership

Standard 5 Indicator 5

Conclusions

At FHS, all school leaders regularly use research-based evaluation and supervision processes that focus on improved student learning. The district's Educator Evaluator and Professional Development Plan Handbook (EEPD) has been built around the district's core beliefs, which are based on the five principles of expectations matter, effort matters, instruction matters, relationships matter, and results matter. The EEPD outlines an evaluation process that includes three meetings per year with administrators. These meetings consist of an initial goal setting meeting, a mid-year check-in, and an end-of-the-year review. The goal setting meeting establishes a teacher's professional growth focus area, stakeholder feedback goal, and the two student learning goals. The mid-year meeting focuses on the progress on student learning goals, review of observations, and summative ratings. The end-of-the-year review includes a discussion of the teacher's ratings based on evidence gathered through observations, as well as on the level of success on the student learning goals. The evaluation plan also ties improvement of student learning to continuous improvement of educator effectiveness through professional development. Administrators conduct observations with department leaders, who hold administrative certifications (092) in Connecticut. Informal observations include superintendent and principal instructional visits, as well as instructional rounds with students, district, and leaders from nearby districts. As part of the teacher induction program, new faculty participate in school rounds. Additionally, teachers are encouraged to conduct vertical visitations to observe best practices district-wide. The EEPD's summative rating forms provide teachers with both commendations and recommendations for future growth. Most teachers and administrators agree that this process allows for objective feedback; however, some teachers expressed concern about some needed role clarity for the "support evaluators" in relationship to the role of formal evaluators. As a result of the comprehensive nature of the teacher evaluation program, leaders use research-based evaluation and supervision processes to systemically support improved teaching and learning.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

Standard 5 Indicator 6

Conclusions

The organization of time mostly supports research-based instruction with the limited time available, regulars supports professional collaboration among teachers, and mostly supports the learning needs of students. Someteachers seem unable to complete their lessons in 42-minute periods, which creates a need to suspend learning and resume during the next class, thereby decreasing the lesson's effectiveness. This creates particular problems in performance classes such as physical education, band, art, and science labs, where it takes time to set up and prepare before students' engagement with the lesson begins. While dissatisfaction with the schedule is not universal, the limitations of the 42-minute periods are experienced daily by students in various disciplines. The school schedule allows for the flexible use of student time, as students can choose to forgo lunch should they wish to take an extra class, and time is built in during study halls and lunch periods for students to attend tutorials and extra-help sessions from teachers. For some, there are a few circumstances where classes overlap and students are challenged with making the decision of which class to take. A scheduling committee existed in years past with the charge of reviewing and potentially revising the school schedule. The committee no longer functions and no changes have been made to the schedule due to facility issues. The school building layout has proven to be a challenge, as there have been multiple additions over the years and there is not a clear "flow" to the design. There is currently a four-minute hallway passing time, which does provide enough time for all students to get from one end of the building to the other as the school is approximately one-quarter mile long. Many students use an outdoor cut-through, which can be challenging in poor weather. There are formal collaborative team meetings that occur twice per week totaling 84 minutes weekly within departments for collaborative team time. These meetings have been in place since 1997, and during this time, teachers create curriculum and review assessments. There are also opportunities for collaboration across content areas within the building leadership team that includes department leaders and school administrators twice per month. The school-wide faculty meetings once per month provide a time for all to meet. The school provides opportunities for interdisciplinary curriculum design, particularly for Capstone program in which students can design their own project of deep personal, academic, or professional interest; there are approximately 15 Capstone courses from which students can choose. The school provides opportunities for students in need of additional practice to achieve their learning expectations through departmental tutorials, the test re-take policy, as well as the built-in student support period after school hours. Also, there are a number of summer learning opportunities designed to assist students in meeting standards in all major disciplines, including but not limited to, Writing Proficiency Institute, World Language Proficiency Institute, and Bridge to Algebra II and Geometry courses. The Advancement Via Individual Determination (AVID) program is a college preparatory program designed to support students in the academic middle. According to the FHS website "a typical AVID student is one who exhibits academic potential, may be the first in family to attend college, and demonstrates willingness and determination to enhance one's academic standing." AVID is a four-year program that is aligned with the Common Core State Standards and the Farmington Public Schools Vision of the Graduate. There is also an alternative school program off school grounds, which serves students who are struggling in the traditional learning environment. This program provides a small-group setting with individualized study and support from a social worker, teachers, and community mentors who work with the students on jobs or internships. Although the organization of time allows for professional collaboration, appropriate time for teachers to more fully implement research-based instruction will provide teachers with the ability to support the needs of all students and the ability to maximize instructional opportunities.

Sources of Evidence

- classroom observations
- student shadowing
- teachers
- students
- department leaders
- school leadership

- school website
- Standard sub-committee

Standard 5 Indicator 7

Conclusions

Student load and class size consistently enable teachers to meet the learning needs of each individual student. The average class sizes for Algebra 1, Biology 1, tenth grade English, and American History are very close to or below the state average for class size. The class sizes are manageable, averaging 19 students, and teachers are able to provide individualized attention. Teacher load is generally five classes, and students often take seven or eight classes in their schedules. By purposefully managing student load and class size to enable teachers to meet the learning needs of each student, all students are supported by the individualized attention required to be leaders of their own learning.

Sources of Evidence

- student shadowing
- students
- school website

Standard 5 Indicator 8

Conclusions

The principal, working with other building leaders, regularly provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. The principal models and "lives" the core values found in the mission statement through his belief in the district mantra, "relationships matter." He develops these relationships through his work with the administrative team and building leadership team. The principal meets formally with the administrative team on a weekly basis. The team is responsible for developing and monitoring the implementation of the School Development Plan. This plan includes goals for the school year related to the five core beliefs. The principal often models the positive impact of a growth mindset for students and staff, in faculty meetings, daily interactions with students, by participating in instructional rounds, and at other opportunities as they present themselves. As building leader, he relies upon the administrative and building leadership teams (administrative and building) to carry forward the stated belief that students should be "leaders of their own learning." The principal provides these teams with the latitude to make important decisions. Decisions about professional development, learning targets, and school goals are made collaboratively--no decision moves forward without input from the team. Furthermore, the principal models instructional leadership through his regular conversations with teachers during the evaluation process. The principal, in both formal and informal conversations, speaks about data-driven decision-making. In particular, students believe he makes decisions that are generally both fair and consistent. Through the principal's advisory program, students are able to discuss their needs with the leadership team. The principal and other school leaders, including teachers and administrators, regularly provide instructional leadership that is rooted in the school's core values, beliefs, and learning expectations; therefore, stakeholders can be confident that there are meaningful learning opportunities designed to meet students' individual needs.

Sources of Evidence

- panel presentation
- facility tour
- teachers
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

Standard 5 Indicator 9

Conclusions

By design, teachers, students and parents are regularly involved in meaningful and defined roles in decision-making that promote responsibility and ownership. There are variety of groups that have been developed to provide feedback and guidance to the principal as he works to improve school-wide programs. Some examples of key stakeholder groups include, the Principal's Advisory Council, Positive Behavior Interventions and Supports (PBIS) Committee, Connect Advisory Committee, Parent Advisory Council, and the Faculty Advisory Committee. Each group meets on a monthly basis and includes, parents, teachers, students, and staff. The faculty advisory council allows staff to bring concerns and ideas for improvement forward to the principal. A member from each department is represented on the council. To gain input about new programs, school climate and post-high school plans, the principal surveys and holds focus groups throughout the year. For example, a special education focus group met to gain feedback from parents and students concerning curriculum changes. Students are regularly trained in the instructional rounds process as a way to provide meaningful feedback to faculty. The first rounds will be held during October 2015 with the math department. Because students, teachers, and parents are invited to provide input and are involved in meaningful and defined roles during the decision-making process, a sense of pride, responsibility, and ownership is promoted within the school and greater community.

Sources of Evidence

- student shadowing
- teachers
- students
- department leaders
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 10

Conclusions

Teachers often exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Teachers serve on teams during the summer and throughout the school year to revise curriculum, analyze assessment practices, and set learning targets. Teachers are actively engaged in providing professional development support for their colleagues. Teachers are often encouraged by the district administrative team to present innovative practices through a teacher showcase and vertical classroom visitations. Additionally, teacher eagerness to learn new concepts through professional development opportunities is exemplified through 25 teachers attending a conference on the "writers workshop" during the summer of 2015. Approximately 60 student clubs are led by teacher advisors in both paid and unpaid capacities. Students are able to request new clubs and activities any time an interest arises. The Capstone project is a teacher-led initiative that provides for more student engagement in learning including teaching internships and peer leadership. Students may also customize their own projects. Teachers continue to develop new course offerings in support of this program. The principal's Faculty Advisory Committee is open to all teachers. Representatives from each department meet monthly to discuss and work to resolve questions from individual teachers and departments regarding the implementation of policy and or the school development plan. The principal often sets the agenda for this forum with teacher input. Because teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement, a stronger community of learners is developed.

Sources of Evidence

- student shadowing
- panel presentation
- teachers
- students
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

Standard 5 Indicator 11

Conclusions

The school board, superintendent, and principal, are consistently collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. The principal attends and participates in board meetings frequently, especially when it relates to any business of the high school and attending these meetings often allows him to communicate with the board about student progress in meeting the Vision of the Graduate (VOG) standards. The superintendent meets monthly with the principal in a coaching capacity to support goals set within the school development plan. Furthermore, the superintendent and principal frequently discuss the VOG and Framework for Teaching and Learning. Every six weeks, the principal and superintendent carry out classroom visits to gather data about instructional practice. As an example, during October 2015, the superintendent and principal will conduct instructional rounds in the math department with students and district administrators. The Board of Education is keenly aware of educational trends and relevant topics for the Farmington Public Schools, and work with the administration as partners towards their district vision and goals. Because the school board, superintendent, and principal are collaborative, reflective, and constructive, the entire school community is supported in its efforts to ensure all students are able to make progress toward achieving 21st century learning expectations.

Sources of Evidence

- self-study
- teachers
- school board
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

Standard 5 Indicator 12

Conclusions

The school board and superintendent provide the principal with sufficient decision-making authority to lead the school. The board empowers the principal to lead the school by understanding and maintaining their role in creating policies that then the principal can carry forward and the board's Vision of the Graduate is aligned seamlessly to the mission of the school. The principal also works collaboratively with the superintendent to conduct instructional rounds on a regular basis. The principal and the superintendent are are committed to "leading from the middle" as it relates to the principal and central office staff; in essence, they practice cooperative and collaborative leadership focused on engaging all members of the school community as partners in their important work. The school board and the superintendent regularly ask the principal how they can help him use his authority to lead the school. Three-way communication occurs during his goal setting process to successfully address overall school needs. It is a collaborative process and is also aligned to the mission of the school. The board is willing to listen regarding the needs of the school and apply those concerns into actions that improve the school. Future challenges at Farmington High School will be addressed as part of the collaboration between the principal, superintendent, and the school board including a response to a recent review of the facilities. The principal also expresses the needs of the school through the School Development Plan process and will work with the school board and the superintendent to successfully address some of these needs. According to the Endicott survey, a majority of the high school staff and parents agree that the principal has the authority to lead the school. As the school moves further toward its vision for the engaged learner, the principal, along with his leadership team, will continue their work with all stakeholders, including the superintendent, the board, parents, students, and faculty, to pace the roll-out of this initiative in a way that meets the needs of all stakeholders. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school, fostering a positive atmosphere for learning.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- parents
- school board
- school leadership
- Standard sub-committee

Standard 5 Commendations

Commendation

The safe, positive, respectful, and supportive school environment

Commendation

The provision of ample opportunities for diverse learning experiences and fostering heterogeneity

Commendation

The Connect advisory program that promotes achievement of the learning expectations through strong student and staff relationships

Commendation

The provision of ample professional development opportunities to improve student learning

Commendation

The dedication of time for productive, collaborative meetings

Commendation

The research-based supervision and evaluation process implemented to enhance teacher practice and student learning

Commendation

The low class sizes that allow for learning and support of students

Commendation

The collaborative approach of the principal and leadership team in shared decision-making, through a variety of pathways, to promote responsibility and ownership

Commendation

The wide variety of school improvement initiatives led by teachers

Commendation

The strong working relationship between and among the school board, superintendent, and the principal and the autonomy provided to the principal to make decisions

Standard 5 Recommendations

Recommendation

Ensure consistent implementation of discipline and attendance policies

Recommendation

Ensure the organization of time supports instruction and student learning

Standard 6 Indicator 1

Conclusions

Farmington High School uses 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. The implementation of content-specific tutorial services in English, math, science, history and world languages are delivered throughout the school day, on mostly a drop-in basis; however, at times, these services are delivered within the classroom and allow all students the ability to achieve success on the learning expectations. School instructional support opportunities are provided to all students, by individual teachers, during academic support periods that are offered daily for approximately 30 minutes after school. Students may pursue extended learning opportunities that are collaborative and self-directed, though the Capstone program and the school-to-career resource center. Once a week, at-risk students are discussed at case review meetings, which include all school counselors, social worker, school psychologist, special education department leader, nurse and school administrators. The math lab, which services struggling students in grade 9, offers services twice per week, in a small group setting, utilizing Khan Academy and IXL computer programs. Students who are at-risk are identified for the Student Intervention Team (SIT). The SIT includes a regular education teacher, school psychologist, social worker, nurse, special education teacher, counselor, and when appropriate, the parent and the student. The SIT identifies an at-risk student, obtains relevant student data, brainstorms appropriate strategies, and implements and tracks the effectiveness of those strategies. The SIT data may lead to Scientific Research-Based Interventions (SRBI) Tier 2 or Tier 3 services, or a referral may be made for special education services. The Students Pursuing Achievement (SPA) at 2:30 program, is an after-school program that provides tutors and support staff to give students additional academic supports and grants them access to technology. Literacy intervention specialists are utilized in grades 9-11, and a literacy specialist provides Tier 2 services in English classes that are co-taught with an English teacher. Tier 3 SRBI services are given to students, with the implementation of an additional daily intervention class that is taught by a literacy specialist. The Advancement via Individual Determination (AVID) program, in its second year of implementation, services students in grades 9-12. AVID is a college readiness program dedicated to helping students who are functioning academically in the middle ground, to achieve their goal of attending a four-year university. The students are identified by a school counselor, and they are enrolled in this four-year course that teaches writing, inquiry, collaboration, organization, and reading skills. After a case review, students who exhibit at-risk behavior are placed in the Minds in Motion program, which assigns students adult mentors and helps foster positive relationships. Students who exhibit emotional and behavioral challenges are placed in the Specialized Transition Educational Program (STEP). The Farmington Alternative High School is also available to students in grades 11 and 12, if they are at-risk of not meeting graduation expectations, as determined through a data driven process completed by school administrators, counselors, and social workers. On a daily basis, a special education teacher, social worker and paraprofessional support this program. Special education teachers teach a credit bearing Academic Methods class that is team taught, and includes instruction in study skills to increase the students' level of success on the learning expectations. The district's Care Team, which has been in place at the elementary and middle school levels, was implemented during the 2015-2016 school year. The team includes a special education teacher and a school social worker, that specifically deal with challenging students by developing individualized Functional Behavioral Assessments and plans. Struggling students can participate in a summer school program that allows students to gain mastery of academic material, and to recover lost credits. Students who have not met the district's graduation requirement in English, math, or science through standardized assessments are given the opportunity to meet standards in other ways, such as on the SAT test, ACT test, mid-year and end-of-year course assessments, and by participating in portfolio classes. Because of the successful implementation of timely, coordinated, directive intervention strategies and programs targeting all students, including students identified as at-risk, students at Farmington High School who are experiencing learning challenges are placed in a program(s) that will address these learning difficulties and that will help them successfully attain the school's 21st century learning expectations.

Sources of Evidence

- self-study

- panel presentation
- teacher interview
- teachers
- students
- school board
- department leaders
- school leadership
- school support staff
- Standard sub-committee

Standard 6 Indicator 2

Conclusions

The school consistently provides information to families, especially to those most in need, about available student support services. The school counselors continually communicate with parents via emails, phone calls, websites, and formal written correspondences. The school counseling office begins to provide information about available services to the incoming ninth grade students during an eighth grade presentation that is held in January prior to their arrival at Farmington High School. Students are again given information about available services during orientations that are held at the end of eighth grade, and in August, prior to their ninth grade year. A monthly principal and counselor's newsletter is sent home to all parents; however, some parents have identified that they would like to be more informed regarding school programs, especially for those in need of services. A formal invitation is mailed home to parents inviting them to their children's yearly counselor meeting. Counselors offer families in need referrals to community and to mental health agencies. During the first five weeks of school and during five weeks at mid-year, counselors conduct freshman seminars that provide information to students regarding available services and opportunities. The special education department holds a transitional open house for upcoming ninth grade special education students highlighting available services. A school-wide open house is offered at the beginning of each school year, and information is e-mailed home to parents who could not attend this open house. The district's website and student/parent handbook contains up-to-date information regarding services. Communication is further enhanced by the use of the Google platform's ability to perform brief surveys and share documents, and grades can be accessed via the web-based PowerSchool program. Each student is given a Farmington gmail account, and it is used continually to communicate about available support services to them. The school collects data on the effectiveness of student supports through participation data, parent/student surveys, and anecdotal data that is collected at structured guidance conversational programs with parents. Because of the regular communication about support services to students and to parents, Farmington High School stakeholders are aware of and able to take advantage of these services in pursuit of achieving the 21st century learning expectations.

Sources of Evidence

- panel presentation
- teacher interview
- teachers
- students
- department leaders
- school leadership
- school support staff
- Standard sub-committee

Standard 6 Indicator 3

Conclusions

Support services staff consistently use technology to deliver an effective range of coordinated services for each student. School counselors utilize the Naviance and Career Cruising computer programs to assist students in career exploration and post-graduation planning. Students can schedule an appointment with their counselor using the You Can Book Me program. Students and parents can monitor assignments and grades via PowerSchool. Farmington is a Google Apps for Education district, and the presence of Chromebook carts in most of the classrooms and in the library has led to substantial use of Google Docs and Google Classroom for providing information, assignments, collaborative opportunities, and written feedback to students. Support services personnel coordinate services and provide information about students to one another through use of electronic forms and Google Docs. Google translation applications are also used to support English language learners. Technology equipment and use of collaborative library space are coordinated using Google Calendar. Support services information, such as guidance reminders and volunteer opportunities, is provided to students via their school email accounts as well as through the scrolling announcements on the school televisions. The guidance department also utilizes e-blasts, a counseling department newsletter, additions to the principal's newsletters, the guidance website, and announcements on the 9:05 Friday school news to publicize information. Library databases and ebooks are electronically available to students, and during the 2014-2015 school year, the district technology department set up a Virtual Desktop platform to allow student access to school software programs from any computer at any time. Kindles are available for students who benefit from text-to-speech and audio book capabilities. Chromebooks, desktop computers, video cameras, digital cameras, iPads, and MacBooks in the career center and library are available for student work and Capstone projects, both for the delivery of support services and direct instruction. Every educator, including support services staff, has a professional goal to improve communication with parents, much of which takes place electronically. In addition to use of emails to convey information about their offerings, support service personnel continually update their websites, draft and send department-specific newsletters, and include information in the principal's newsletters which are sent electronically. The special education department uses various technologies as well as online tutorials and specialized software to meet the physical and learning needs of their students. Because of the consistent use of technology by support services staff, students receive a wide range of coordinated support services and information, which assists them in their academic learning and personal needs, involvement in extracurricular activities, access to educational technology, college and career planning, and achievement of the school's 21st century learning expectations.

Sources of Evidence

- self-study
- panel presentation
- students
- parents
- department leaders
- Standard sub-committee

Standard 6 Indicator 4

Conclusions

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 mental health agencies and social service providers, and 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. There are eight school counselors. The department director and AVID director each carry a reduced caseload due to their additional duties. Counselors meet regularly with all students in individual and group meetings to provide a comprehensive range of personal, academic, career, and college counseling. High school counselors meet with eighth graders to present the high school program of studies, which is also mailed home to parents, and subsequently they host an open house for those students. Counselors meet with incoming students through weekly freshman seminars during the first marking period, which is an orientation session to describe counseling services. They also set individual conferences to review the transition to high school, visit classrooms to explain and explore the program of studies booklet, and conduct a planning conference where they review academic performance, help choose tenth grade courses, and discuss career interests. Counselors discuss the program of studies with tenth graders, provide information regarding interpretation of PSAT scores, deliver lessons on career clusters and administer the career interest inventory, and participate in individual conferences with parents and students to review credits, academic performance, selection of courses, and career plans. Counselors also visit grade 11 classrooms to review PSAT interpretation and provide a program of studies orientation, meet individually with parents and students to review academic performance, help choose 12th grade courses and discuss post-secondary plans, present an evening program to juniors and their parents about the college planning process, administer and interpret computerized college search information, and present a college fair and career/vocational school fair. They also provide lessons on college planning activities such as resume writing, the college search, and the college admissions process through Naviance. For 12th graders, counselors present an overview of the college admissions and application process and timeline, conduct an informational college financial aid night for students and parents, hold individual conferences with students and parents to review credits, discuss future educational and career plans, select options for post-secondary education, and host a college fair and career/vocational fair. Additionally, counselors support students with academic, personal, and behavioral issues, arrange job shadowing, assist with financial aid forms and scholarship searches, identify and assist students with enrichment programs, facilitate student intervention team and Section 504 meetings, and assist in administering the Connecticut Academic Performance Test (CAPT) and Advanced Placement (AP) exams. Counselors also email students and parents at key points during the semester with encouragement to check PowerSchool. Counselors also collaborate with advisors in the Connect program to reach students with information. The counseling department meets individually with students and their parents each year during grades 10, 11, and 12. Although the school hosts an all-school open house, there are no formal conferences scheduled between parents and teachers, and parents most often meet with their child's counselor about school-related issues. Once per month, the counselors also offer a "coffee and conversation" program for parents, which is well attended. Counselors also work with students on matters requiring conflict resolution. A formal process exists and a form is completed, which is then shared among all support personnel who work with that student. During the 2014-2015 school year, the school counseling department instituted a suicide prevention training program for seniors entitled Question, Persuade, Refer (QPR) which they deliver through health, physical education, and wellness (HPEW) classes. Counselors also offer a voluntary college preparation day program to seniors, which has been well attended in the past. The program teaches graduating seniors about transition to college life, alcohol consumption concerns, and personal safety issues. There is one full-time school psychologist on staff who is responsible for all of the psychology-based assessments for students at Farmington High School as well as Farmington students who attend private high schools. The psychologist is also currently responsible for teaching several classes in the Special Education program. In addition to one full-time social worker, there are two half-time social workers; however, one half-time social worker is responsible for servicing both the STEP program and the alternative high school, both of which are designed to help students academically and socially. In addition to counseling students individually, the social workers also embed themselves into the HPEW classes to teach students about mental health issues and how to report any mental health concerns that they may have. Counselors deliver collaborative outreach and referral to community and area mental health agencies and social service providers. Additionally, they report that the number of students experiencing severe anxiety and depression, as well as the numbers of Section 504 accommodations and students identified for special education services, has been consistently increasing over the past few

years. The counselors provide ongoing assistance on-site and also maintain a listing of community resources and therapists to which they refer students in need. Also, counselors use an 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. Data is collected both formally and informally. Every senior completes an exit survey to provide feedback on school counseling services. Many graduated seniors return to FHS for a reception on the day before Thanksgiving and report back to counselors how prepared they were for college. Students are also asked to complete evaluative surveys after participating in the freshman seminar and other guidance lessons and programs. Parents and students are typically surveyed after junior planning night and other group presentations. Counselors also invite students to be part of focus groups to obtain feedback about school counseling services. Informal data is collected from parents during both the "coffee and conversation" programs and the individual yearly student/parent meetings. Every two to three years, the parents are mailed a formal survey. Due to the adequate number of counseling personnel who provide comprehensive personal, academic, career, and college counseling services, deliver a written developmental program, deliver collaborative outreach as necessary, and use feedback to improve services, every student has the supports necessary to succeed academically, to maintain their personal wellness, and to prepare well for post-secondary plans.

Sources of Evidence

- self-study
- panel presentation
- facility tour
- students
- parents
- department leaders
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 5

Conclusions

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, and 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. Late in the 2014-2015 school year, the health services staff of one full-time registered nurse was supplemented by the addition of a half-time licensed practical nures (LPN). The LPN works two full days and one half-day. Additionally, two certified athletic trainers work in conjunction with the school nurses regarding sports-related injuries, safety issues of athletes, and return-to-play procedures. The nurse previously provided preventative care by conducting vision, scoliosis, and hearing screenings on all ninth graders. However, the state law has changed and school nurses are no longer required to conduct vision and hearing tests; scoliosis screenings will only be conducted for male ninth graders if they were not assessed for scoliosis while in grade eight. The nurses provide medical care for all illnesses and accidents in the building and maintain documents regarding treatment; maintain and update student health records; manage return to school procedures for students who had been absent due to illness or injury; administer medications; provide flu vaccines to staff; participate in student Section 504 plan and planning and placement team (PPT) meetings and procedures; complete reporting for special education students; act as liaisons with outside medical providers concerning school issues; collect and document state-mandated health screening information; order and manage medical supplies; and maintain health records for current, incoming, and outgoing students. Additionally, the nurses create and maintain individual health care plans for students with special medical needs. The nursing staff is very timely in providing teachers with information concerning their students' special medical needs and in providing them with the necessary medical training to handle medical issues while on field trips. Students who have a long-term medical condition of less than six month's duration which will impact their education, but not one which would require a 504 accommodation, the nurse creates and oversees an individualized medical plan that is followed appropriately. She works with guidance counselors, notifies all of the student's teachers, and coordinates with parents on any necessary educational accommodations necessary to assist the student with his/her learning. The nurse closely monitors the student during this time, to ensure medical improvement and that educational accommodations are made and adjusted so the student can meet his/her learning needs. The school nurses also work closely with the two certified athletic trainers on athletic issues. Nursing staff often coordinate support efforts for students, helping them to succeed academically despite injuries; for example, by coordinating use of audiobooks and other educational supports for students who cannot read print books due to concussion, and serving as the point of contact between parents and the school for students with injuries. The Endicott survey indicates that 74.4 percent of parents agrees that Farmington High School's health services program is adequately staffed and 61.8 percent of students are comfortable going to the school nurse. Health services personnel provide health referrals to parents via mail, phone or email, depending on the situation and the parent's contact preference. Students may be referred to the hospital or various medical providers in the area. Health services staff collaborate with school counselors and social workers informally and through the PPT process concerning the medical care of students. When necessary, the school nurses may obtain releases in order to communicate directly with outside medical practitioners concerning students. The nurses maintain a daily log of student visits, which specifies student medical needs and conditions. A pass is required to go to the nurse's office. Nurses note patterns and needs in school health services and provide required statistics, such as asthma reports, to the state. Data concerning immunizations were previously compiled in accordance with state requirements. The school administrators are very supportive of the health services department. When the full-time nurse was the only health care provider in the school, she compared the nurse-to-student ratio at Farmington High School and data to that of similar high schools and determined that another nurse was needed. The principal brought the need to the school board, and the additional half-time position was added at the end of the 2014-2015 school year. Because there is an adequate number of licensed school nurses who follow the health care of the students so closely, and work in close collaboration with the school counselors and teachers regarding student needs and necessary learning accommodations due to medical concerns, provide direct intervention services, all students receive the medical and educational supports that they require to achieve the school's learning expectations.

Sources of Evidence

- self-study
- panel presentation
- students
- parents
- Endicott survey
- Standard sub-committee

Standard 6 Indicator 6

Conclusions

Library/media services are well 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; and 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. The library media staff includes one full-time librarian, one librarian who serves half-time at Farmington High School and half-time as the grades K-12 district library media coordinator, a full-time technology integration specialist, and a full-time media aide. Currently, a former parent volunteers approximately 20 hours per week. Additionally, certified teachers are often scheduled for library duty, which provides additional oversight of students as they use the upper floor of the library in addition to the main floor. The school librarians are actively engaged in the implementation of the school's curricula. All freshmen participate in a formal library orientation and introduction to digital resources. A librarian routinely attends social studies team meetings in order to incorporate library media services into their projects. Librarians are often asked by teachers to present lessons on citations, research skills, oral presentations, and literacy skills across disciplines. The librarians also assist students with their Capstone research and are actively involved in collaborative literacy initiatives with teachers and instructional coaches in the building. The technology integration specialist teaches lessons, supports other teachers as they instruct students, works with teachers to integrate technology into lessons, and provides professional development opportunities for faculty and staff. The technology integration specialist also serves on the Capstone committee. The school purchased a subscription to lynda.com, which provides educational training videos. The integration specialist focuses his lessons on skills and educational principles, while students use the lynda.com videos to learn how to use the actual technology. The district's grades K-12 Inquiry Standards are currently being drafted and technology skills are being embedded into the curricula across disciplines. The library maintains two Chromebook carts each with 26 computers, a cart of MacBooks, 10 iPads, 10-15 Nooks and 10 Kindle readers, and video and audio recording equipment. The print and electronic database collections are adequate and are constantly being enhanced and refreshed. Additionally, students are able to access hundreds of ebooks via BryteWave and Overdrive applications. There are two areas that have desktop computers, one on the main level of the facility and the other in the upper library, which are both well utilized, although the addition of Chromebooks in the classrooms has lessened this demand. The upper library also includes a small area used for professional development by the faculty. The library facility is well used by classes, study hall students who have the need for technology, groups of students who are collaborating, students who need a quiet study area, and faculty. Because it is not currently possible to print from the Chromebooks, the printers and copiers in the library are also used extensively. Teachers access a Google calendar in order to reserve equipment and space. The librarians reported that despite their desire to allow students open access to the library, there are times when study hall students must be turned away in order to accommodate scheduled classes; therefore, providing adequate space to meet the competing demands of this small facility is an ongoing challenge. Despite the physical limitations of the facility, the library media staff provide a high quality program with strong resources and a very welcoming atmosphere. The facility is available to students from 7:00 a.m. until 4:00 p.m. During the school day, freshmen and sophomores may visit the library by obtaining a pass from an academic teacher, a study hall teacher, or a member of the library staff. No pass is required for juniors and seniors. Teachers and tutors staff the library after school through funding from a state grant for the Open Choice program. Students may schedule time with the teachers for extra help or may receive assistance on a drop-in basis. Information regarding library media and technology services are provided to students and parents via the library media website, email blasts to students, and the principal's newsletter. The library media staff is very responsive to the interests and needs of students and faculty in order to support independent student learning. The librarians are exceedingly helpful in obtaining required materials. For example, e-readers allow immediate purchase and download of e-books to meet student needs. Students may also verbally request that a book be purchased or complete a form requesting new library materials. Teachers may also request the purchase of items to support their curriculum and their professional learning. The library budget allows for purchase of necessary and desired print and electronic resources. The principal is very supportive of the library program and allows the librarians autonomy in purchasing decisions so they can be responsive to student and faculty needs immediately. Library media staff collaborate closely with content area teachers and are able to use a variety of learning assessments to gauge student understanding of research, literacy, and technology skills. The librarians work closely with students in locating required resources and

obtaining individual student feedback about the helpfulness of the library media lessons and collection to their learning. Library media staff is able to evaluate student learning and understanding through informal formative assessments throughout the research process. Teachers and librarians typically conference after a library media lesson to ensure that the information and resources provided were helpful to the students, and to adjust instruction as required. At times, the librarian may meet with teams after conclusion of a project. Statistics on database and e-book use as well as circulation and collection specific statistics are compiled and assessed to drive collection development decisions. Formal technology surveys are used to assess the skills and needs of the faculty, and students are also surveyed about their knowledge and comfort level with various technologies; however, students exhibit some frustration with the number of surveys that they are asked to complete. The library media staff also engages in educational rounds using a formal technology integration matrix to explore ways in which technology is currently being embedded into lessons and to determine student technology learning needs. Recently, there was a strong shift in the use of technology and an increase in use of Google Apps throughout the school. A teacher-led summer professional development day provided a way for teachers who attended a Google Summit to share their knowledge and allowed teachers to expand their technology knowledge in areas of interest to them. The integration of high quality library media services and resources into the curriculum, the strong focus on technology integration across disciplines, the availability of the of the media center, the use of feedback from the school community, and the responsiveness to students and staff interests and needs, all provided by an adequate number of licensed professionals and support staff, ensures that students learn the important research, literacy, and technology skills needed to achieve the school's 21st century learning expectations.

Sources of Evidence

- self-study
- panel presentation
- facility tour
- teacher interview
- students
- department leaders
- Standard sub-committee

Standard 6 Indicator 7

Conclusions

Support services for identified students, including special education, Section 504 of the Americans with Disabilities Act (ADA), and English language learners (ELL), often have an adequate number of certified/licensed personnel, who occasionally collaborate with all teachers, provide inclusive learning, and 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 (Vision of the Graduate). The school employs a school psychologist, two social workers, nine special education teachers, thirteen paraprofessionals, a half-time speech and language pathologist, and a part-time English language learner tutor. The special education staff is part of the core academic team, and they collaborate during some of the team meetings. If the schedule permits, co-teachers collaborate and plan lessons together. A special education full team meeting is held on a bi-weekly basis. These meetings address individual student concerns, legal mandates, upcoming planning and placement (PPT) meetings, new referrals, assessments and grading policies. A special services team includes special education teachers, social workers, school psychologist, speech and language pathologist and school counselors, who meet on a weekly basis to discuss students of concern, to analyze student data, and to collaborate more fully about the students that they service. Collaboration amongst colleagues is further enhanced by periodic checks into the Google Classroom interface.

Students are provided with inclusive opportunities in co-taught classrooms and adult-supported classes within the general education environment. Self-contained services for special education students are predominately used for freshmen, with a few classes offered for sophomores, and one Consumer Math class for upper classmen that targets functional math skills. Reverse inclusion opportunities are provided both during and after school. During the school day, identified students may take a unified arts or unified physical education class. After school, identified students may participate in the Unified Theater or a Unified Sports program. The two Friends classrooms, which service students with multiple disabilities, have an open door policy that allows general education students to come into these classes during their lunch periods. The students who are in the Friends classes have an opportunity to take classes outside of these programs, and a prom, specific to their social needs and includes general education students, is held once a year.

Students receiving special education services have ongoing assessments, culminating with a triennial evaluation. The progression on their Individual Education Program's (IEP) long-term goals and short-term objectives are assessed on a quarterly basis, and are reported at each student's annual review at the Planning and Placement Team meeting (PPT). The vast majority of students provide self-assessment data on their goals and objectives at their yearly PPT meetings. Some student grades are assessed using a mastery-based approach. Students' 504 plans are reviewed annually by the school counselors. English language learners are assessed by the English language tutor, using standardized measures, and plans are developed, implemented and modified based on these test results. Surveys and alumni/parent focus groups are used as assessment data for program improvement as well. By providing support services for identified students involving collaboration, inclusive opportunities, and ongoing assessments, the Farmington High School community will be ensured that each student is given the opportunity to achieve the school's 21st century learning expectations.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- school support staff
- Standard sub-committee

Standard 6 Commendations

Commendation

The development and implementation of several initiatives that support academic and behaviorally at-risk students

Commendation

The regular development and dissemination of information about student support services for parents and students

Commendation

The wide variety of technologies and platforms used to deliver coordinated services and information to each student

Commendation

The individualized and comprehensive personal, academic, career, and college counseling services provided to all students

Commendation

The strong collaboration between health services and parents, students, and staff to provide educational accommodations and supports to students with medical needs

Commendation

The responsiveness and support provided to students and teachers from library media services

Commendation

The embedded integration of library media resources and technology across disciplines

Commendation

The consistently scheduled collaboratiive time for support services staff to meet

Standard 6 Recommendations

Recommendation

Create and implement a data-driven protocol that assesses the efficacy of the initiatives targeted to at-risk students

Recommendation

Identify and address the limitations of the library media facility on furthering development of program delivery

Recommendation

Ensure sufficient collaboration time for co-teachers

Standard 7 Indicator 1

Conclusions

The community and district's governing body consistently 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, and sufficient equipment, instructional materials, and supplies. Farmington High School programs and services have been sustained during difficult budgetary times, and the overall staffing appointments increased for the 2015-2016 school year by 0.2 full-time employees. Grant money has helped to support the budget and operating costs, such as the $550,000 in grant money received in 2013-2014 for security and technology. The programs that have been funded reflect the diverse interests and academic opportunities at Farmington High School, including engineering courses, multiple Advanced Placement (AP) courses in all disciplines, and a celebrated music program. Beginning with the 2014-2015 budget, the professional development allotment increased to fund the addition of six professional development building substitutes. The substitutes are used to support teacher teams for professional development or curriculum writing. Existing professional development opportunities were expanded, such as workshops at Teachers College, Columbia University and content- and initiative-specific learning opportunities. The technology budget has included building-specific technology and infrastructure allotments such as increased access points for improved wireless connections and fiber installation to increase data transmission rates throughout the large campus. The budget for technology has been sufficiently supported by the town and board of education, with enough funding available so that grant money would only accelerate the requests in the budget. For the 2015-2016 school year, the requested budget for technology decreased by $275,000 and will focus on replenishing the existing Chromebook carts. Chromebook carts are used in each classroom; Naviance has helped grow career development with students and parents; and, the school is working on installing more Smart Boards to support instruction and to utilize the projectors in each room. The technology equipment has been expanded as the science, technology, engineering, and math (STEM) and engineering labs grow, and grants from the community partnerships, such as the Jackson Laboratory for Genomic Medicine's genomics unit and the Stanley Tools three dimensional (3D) printers, allow for an increase in instructional equipment. The current technological equipment is maintained by on-site personnel known as the Technical Service Group to enable rapid responses and allow for teacher-specific maintenance. With Maintenance Direct, current equipment can be maintained by local custodians, who are responsive to teacher needs. The maintenance, building repairs, and custodial supply budgets are sufficient, with the staffing budget showing a small increase in staffing of 0.2 percent. Equipment, instructional materials, and supplies are sufficiently funded to support the educational program. Farmington Public Schools' governing body provides dependable funding for programs and services, personnel, professional development, curriculum revision, technology support, equipment, and instructional materials and supplies, which provides students the resources to successfully meet the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- facility tour
- teacher interview
- teachers
- parents
- school board
- department leaders
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 2

Conclusions

Farmington High School frequently develops, plans, and funds programs to ensure the maintenance of the building and school plant, to properly maintain, catalogue, and replace equipment, and to keep the school clean on a daily basis. However, although the school has plans, insufficient funds are available for the necessary upgrades of the building and school plant. The daily maintenance of the building is monitored through a ticket program called Maintenance Direct, a sub-component of SchoolDude software. Staff members can request routine maintenance or equipment repairs for the custodial staff to track, and it is an efficient method of providing the requester with the proper assistance. Due to the ticket system, the specific duties of the custodians can be matched to the needs. For routine emergency maintenance, the school uses a company called Red Hawk, for tasks such as the inspection and maintenance of life safety equipment. The general budget for repairs has remained consistent over the last three years, and this should allow for the continuance of these programs. The funding for the building comes from the general budget and discretionary line-items that would draw from funds allocated for the specific needs of the repairs, such as electrical funds for electrical needs, and the school can request funds to handle general building maintenance. The 2015-2016 budget shows that the annual building repairs cost is maintained at $73,400 from the previous year, along with the annual service contracts total of $51,721. However, the roof is leaking, which has caused some concerns. Currently, $29,000 has been requested in the capital expenditure budget for repairs set to begin in 2016-2017. However, the estimated cost for repair of this area of roofing is $300,000; therefore, additional funding will be required. The school itself is well-maintained with daily cleaning that impresses the members of the school community. The clean school contributes to the positive school climate. Sixteen custodians work a combined total of 92 hours per school day cleaning and disinfecting the approximately 222,000 square foot building. In addition, each summer, the school receives a deep cleaning by the custodial staff. Each custodian has an assigned area of the school for which he/she is responsible, tasks are clearly communicated, and the quality and completion of the work are monitored daily. While the school develops and plans programs to ensure the maintenance of the building and school plant, maintains, catalogues, and replaces equipment, and keeps the school clean on a daily basis, funding the necessary upgrades of the building will ensure appropriate delivery of curriculum, instruction, programs, and services.

Sources of Evidence

- self-study
- teacher interview
- school support staff
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 3

Conclusions

The community funds and the school implements a long-range plan that addresses programs and services, short-term facility needs, technology, and capital improvements, and most enrollment changes and staffing needs; however, a long-range plan to address facility needs is only just getting underway. The school always has long-range plans for programs and services. The School Development Plan details the objectives for which every department in the school is accountable and sets targets which must be met by appropriate dates. This plan aligns with the school's Framework for Teaching and Learning, as well as the Vision of the Graduate. These include efforts to create authentic learning experiences through co-curricular activities, such as internships or clubs. This plan also examines the services available to students, including efforts to expand the career center's offerings and tutoring services. Other notable programs that have been implemented as a result of long-term planning for student success includes the AVID program, which identifies struggling students and provides extra support throughout their four years in the school, and the development of the Alternative High School, which services students who have struggled in the traditional classroom environment. The community has provided funding to address most long-range concerns over enrollment changes and staffing needs. For example, a full-time social worker was added in the past year to provide extra mental health and support services to students in crisis. This position is shared with all schools in the district. The community also funded the addition of tutors for each of the core areas of writing, social studies, math, and science over the past two years in order to support struggling students in meeting the educational goals set in the School Development Plan. English language learner (ELL) students have increased sharply within the district in the past decade, however, and there are not enough staff members to teach, develop programs, and provide support services, creating significant concern in the school community about sufficiently funding to assist ELL students.

The community funds and the school implements long-range planning for technology and capital improvements. For example, the Capital Improvement Plan for 2014-2019 shows an investment of $135,000 in improvements to the kitchen equipment over the five-year period; $735,000 has been planned for furniture; and $2.7 million has been planned for technology upgrades. The board of education shared a comprehensive plan for Farmington High school that detailed capital project needs, such as security concerns, roof issues, and auditorium renovation. Teachers, administrators, and members of the board of education are well aware of the district's needs and actively work to create long-term plans to address these needs. For example, in the last budget, $8.2 million was requested by the Board of Education for auditorium improvements but was not included in the final town approved budget. Upgrades for technology and capital improvements have been mostly funded. Facility needs are well budgeted for the short-term to maintain and upkeep as detailed in the Five-Year Maintenance Plan, mostly funded by the Town Council. However, significant, long-term concerns about the accessibility, safety, and climate exist. The Five-Year Maintenance Plan includes $75,000 requested in the 2015-2016 budget to address Americans with Disabilities Act (ADA) non-compliance issues; however, a commissioned study reveals that many areas of the building are not in compliance with the ADA, including bathrooms, the auditorium, the music room, parts of the library, and classrooms located on the second and third floors of the building. This appropriation may sufficiently maintain the current building, but is insufficient as a remedy to the overarching issues of whole-building accessibility for all students in compliance with the ADA. The board of education committed to begin planning for ways in which to make the school fully ADA compliant.

In the 2015-2016 budget, $15,000 was proposed to maintain heating and cooling. Several wings of the school are without air conditioning and become uncomfortably hot during warm weather days and is nearly a universal complaint among students, staff, and administrators. The board of education is aware of the shortcomings of the facility, and recently commissioned a study to design and propose a new high school facility to meet the curricular, legal, safety, and climate needs of all students. By planning, budgeting, and implementing a long-term plan to provide sufficient programs, services, technology, enrollment, staffing needs, and short-term facility needs, the school and community are able to provide relevant and engaging educational experiences for their students; however, developing and funding a long-term plan to address facility needs will remove the restrictions they place on future improvement and growth.

Sources of Evidence

- self-study
- facility tour
- teachers
- school board
- central office personnel
- school leadership
- school website

Standard 7 Indicator 4

Conclusions

Building administrators are actively involved throughout the budget development process, and faculty is somewhat involved. Typically, department chairs begin developing the budget by using the previous year's department budget as a baseline with the understanding that new expenses for equipment or resources for instance, require explanation and justification. These budget requests are shared with the principal, who amasses considerations from each department along with facilities, technology, and other expenses for the school. The principal then presents the school budget proposal to the superintendent, who modifies the budget as necessary and presents a complete budget for the Farmington Public School District to the board of education. The board, after discussion and consideration, presents the budget to the town council for review, debate, and approval. Department leaders, who are faculty members, always play a key role in developing the budget. However, teachers have only limited or sporadic input in the development of the budget. Some department leaders do not solicit department members' feedback, and there is no formal process by which teachers can propose budgetary items or raise budgetary concerns outside of their departments. The principal has the ability to allocate funds and prioritize the spending of monies designated for teaching and learning at the school. Each year, the principal speaks at a board of education meeting where the proposed budget is presented to the public. He explains the rationale for budgetary requests, particularly any increases. The software used for the budget allows the principal to view requests and up-to-date account balances in real time. This also allows the principal to respond to budget requests by department heads almost instantly. Department leaders generally do not know the exact balance of their budget at any given point, but can inquire with the principal or administrative support staff at any time to get this information. When the budget development process actively involves all stakeholders, all priorities to support teaching and learning can be expressed and considered.

Sources of Evidence

- self-study
- school board
- central office personnel
- school website
- Standard sub-committee

Standard 7 Indicator 5

Conclusions

The school site and plant do not support the delivery of high-quality school programs and services in all areas. There are a sufficient number of science labs adequately equipped to deliver a 21st century curriculum. A grant recently funded a new engineering lab and new spaces have been found for Project Lead the Way classes, in addition to standard science classes. There is adequate space for the guidance, nursing, and administrative staff; however, due to the layout of the building these resources are not readily accessible to students. Nonetheless, the spaces provided for nurses and counseling includes private spaces to ensure confidentiality and privacy for students. The cafeteria, dining services, and food preparation areas are such that four lunch shifts are required, which places limits on the master schedule due to the limitations of these spaces.

While the heat of the building poses challenges to teaching and learning, the inconsistencies between zones of the facility also is problematic for students and teachers. The school did not have a consistent or comfortable temperature throughout the building, with portions of the building feeling hot and humid while other areas are air conditioned and comfortable. The fine arts and world languages departments are situated on the upper floors of the original building, and as a result have warm and sometimes uncomfortable temperatures; additionally, other areas on the main level are also adversely affected by the lack of climate controls.

There appears to be inadequate outdoor space for parking and athletics. Although there are two lots for parking, some teachers are often forced some to leave their vehicles in "no parking zones" behind the school. Although the athletic spaces are currently adequate to implement educational programs, it requires extensive planning as most space in the building and outdoors is shared among many different groups. Overall, the school has an adequate number of classrooms to deliver high quality academic programs. This is due to the creative scheduling, hard work of faculty and staff, and dedication of the entire school community as they have consolidated offices and other staff work spaces to create rooms for classes and tutorials, and made other adjustments to the facility to meet student needs. Although an entire wing was added to the school in 2004, current class usage is at 95 percent in the building, which strains the facility and limits the programs. Although they are committed to making it work, staff and administrators are frustrated with the building, and the limitations it places on their ability to expand, improve, and enhance curricular and co-curricular offerings. For example, there is interest in expanding offerings for Project Lead the Way, Applied Arts, tutorials, ELL support, digital media, and audio/visual efforts. In addition, the library does not support the implementation of 21st century curriculum or independent inquiry. Although the space has some computers, there is not enough space or technology to support student inquiry. Several spaces have been reclaimed from the library to create offices or classrooms for other programs, which has inhibited efforts to create dynamic spaces that can be used for research or classwork. There are no rooms for classes to meet or for students to work quietly on projects. Moreover, the second floor of the library is completely inaccessible for students with physical disabilities. Consequently, due to the creativity of the faculty and staff, the existing schedule with 42-minute classes and four lunch waves, and the efforts of all involved, the facility can sustain the current curricular offerings. When the school site and physical plant can fully support the delivery of current and future high quality programs and services, teaching and learning, and opportunities for student learning and growth, will be maximized.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- teacher interview
- teachers

- students
- parents
- school board
- central office personnel
- school leadership
- Standard sub-committee

Standard 7 Indicator 6

Conclusions

The school maintains most of the documentation that the physical plant and facilities meet applicable federal and state laws and are in compliance with local fire, health, and safety regulations; however, the physical plant and facilities are not fully compliant with federal and state laws. Farmington High School provides current documentation about federal and state laws surrounding the maintenance of fire alarms, fire extinguishers, food safety, elevator inspection, and some Materials Safety Data Sheets (MSDS). The annual and routine maintenance of life safety equipment is provided for the district by a contracted company, who provides documentation. The fine arts department supplied their MSDS sheets, applied arts could not provide current documentation for their materials used, and, although science has their sheets, they could not find them upon request, which they are expected to do. The Office of Civil Rights report from June 2014 cites multiple non-compliance concerns with the Americans with Disabilities Act, including access to the auditorium and stage, the library media center, portions of the world languages and fine arts departments, and a section of the nurse's office. The school has a plan to improve access, but it has not yet been enacted. Farmington High School has emergency response protocols, and has trained the staff in procedures for such emergencies as a fire drill, lockdown, and evacuation from the site. The school maintains most of the documentation about the physical plant and facilities' state, and local law compliance; however, full compliance with all applicable federal and state laws will ensure the needs of all students can be met.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- teacher interview
- teachers
- parents
- school board
- department leaders
- central office personnel
- school leadership
- school website
- Standard sub-committee

Standard 7 Indicator 7

Conclusions

Collectively, Farmington High School's professional staff actively engages parents and families as partners in each student's education and, in a variety of ways, reaches out specifically to those families who have been less connected with the school. The school newsletter is published monthly, and is generalized to cover all school events and topics for the entire school's population. Parents are engaged in their children's academic progress primarily through PowerSchool, which allows them to check grades, attendance, and other information online. Teachers use Remind101 and emails to contact parents with concerns about students or positive reports of student achievements. A survey of Farmington High School (FHS) staff revealed that 60 percent of teachers communicate with parents monthly. Teachers contact parents individually for conferencing, primarily when students are struggling with academics. Counselors meet with each student individually at least once per year; parents are formally mailed an invitation to attend this yearly meeting, and the majority attend. The professional staff makes efforts to connect with those families who have been less connected with school in a variety of ways. For example, many teachers call home to encourage parents to come to open house or to discuss academic issues. Teachers email parents who were unable to attend open house with the materials that were disseminated, along with an invitation to contact them directly with any questions or concerns. These efforts have resulted in increased attendance at open house by parents who may not have traditionally participated. Furthermore, the AVID program notifies parents about school events and encourages them to attend and to become familiar with the school. A culture and climate coordinator has taken the initiative to contact the parents of out-of-district students in the Open Choice Program, which has also increased parental contact with the school. In the past year, a "meet and greet" night was held in Hartford for FHS faculty to meet out-of-district students' families. Parents with children in the Alternative High School have four group parent meetings a year and one mandatory individual parent meeting per year. By engaging parents, especially those less connected to the school, Farmington High School nurtures relationships with parents to include these important stakeholders as members of the school community.

Sources of Evidence

- self-study
- student shadowing
- teachers
- students
- Standard sub-committee

Standard 7 Indicator 8

Conclusions

The school consciously develops productive community, business, and higher education opportunities, and generally develops parent partnerships to support student learning. Farmington High School has multiple business and industry partnerships that provide students with both curricular and extracurricular opportunities. These partnerships include the Jackson Laboratory for Genomic Medicine, United Technology Corporation, and Westfarms Mall, with students having experiences including career shadowing and research opportunities at the Jackson Laboratory. The University of Connecticut Health Center is also a local partner for research opportunities and internships in the laboratory environment. Beyond the partnerships with local businesses, students at Farmington High School can participate in a Capstone program that requires them to forge connections with local community members to develop their expertise. This allows universities, businesses, and community members to work with students to supplement school programs and provide an insight into the specific industry or background represented. Students are also able to take classes at the local colleges and universities, such as Tunxis Community College or the University of Saint Joseph. The University of Saint Joseph is also developing a scholarship program for female students with an interest in STEM careers. The community partnerships encourage real-world, authentic activities through practical applications, such as Habitat for Humanity and Rebuilding Together Hartford, the additive and subtractive 3D printers furnished by Stanley Tools, a collaboration between the Hartford Symphony Orchestra and the music department, and Project Lead the Way's engineering projects. These learning partnerships help students link the classroom knowledge with practical and authentic applications. Parents have an active involvement in booster clubs, Friends of Music, and some advisory committees, such as the Parent's Advisory Committee and the Design for Continuous Improvement Council. By deliberately developing productive business, community, and higher education partnerships to support of student learning, authentic and relevant experiences are provided for students outside of the school walls as they pursue mastery of the school's 21st century learning expectations.

Sources of Evidence

- self-study
- student shadowing
- panel presentation
- facility tour
- teacher interview
- teachers
- parents
- school board
- department leaders
- central office personnel
- school leadership
- school website
- Standard sub-committee

Standard 7 Commendations

Commendation

The reliable funding provided by the community for programs, personnel, and instructional materials

Commendation

The funding provided for additional staff to help meet student students' academic and emotional needs

Commendation

The cleanliness of the building, which supports teaching and learning and contributes to the positive school culture

Commendation

The long-range planning for facilities, technology, capital improvements, programs and services that support educational opportunities

Commendation

The planning and management of the upkeep and maintenance of the facility

Commendation

The funding provided for investments in technology upgrades to support teaching and learning

Commendation

The school-wide efforts to engage all parents as partners in education, especially those less connected with the school

Commendation

The well developed and productive business, community, and higher education partnerships that support student learning

Standard 7 Recommendations

Recommendation

Remedy all facility issues to ensure compliance with all state and federal laws and regulations, including those related to ADA compliance issues, and to fully support the educational program

Recommendation

Ensure sufficient staffing, programs, and structures to support English language learners' achievement and full integration into the school community

Recommendation

Ensure all faculty are actively involved in the development and implementation of the budget

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 this school. 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 initial/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 which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal submit routine 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 days (60) 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 which the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to 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, which 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 committee would like to express thanks to the community for the hospitality and welcome. The school community completed an exemplary self-study that clearly identified the school's strengths and areas of need. The time and effort dedicated to the self-study and preparation for the visit ensured a successful accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES
Commission on Public Secondary Schools

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a negative impact on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair
Dr. Bryan Luizzi - New Canaan Public Schools

Assistant Chair
Mr. Andrew Rockett - Rockville High School

Visiting Committee Members
Jill Andruskiewicz - Marine Science Magnet High School of Southeastern Connecticut

Tod Couture - Enrico Fermi High School

Shawn Draczynski-Tobin - Torrington High School

Jessica Fagan - Watertown High School

Guy Fortunato - Suffield High School

Thomas Green - Ledyard High School

Cheryl Gustafson - Somers High School

Adrienne Harris - Brien McMahon High School

Michele Mullaly - Coventry High School

Janice Pellegrino - Joseph A. Foran High School

Adam Reynolds - Norwalk High School

Joy Sheeran - Brookfield High School

Julie Sochacki - John F. Kennedy High School

Mr. Christopher Troetti - Bethel High School

Interview Rating Form

Project Name: FHS Schematic Design

                    Project Description: Schematic architectural design and related engineering and cost
estimated services for the renovations at Farmington High School

Name of Lead Firm:_____

Location of Office: _____

Name of Sub-Consultant Firm(s): _____
        (If applicable)

	Maximum Points*	Point Rating
1. Please rate the design team's experience in providing schematic design and estimating services to support a referendum. Evaluate the team's experience related to similar school projects. Comments: _____ _____ _____ _____	10	_____
2. Please rate the firm's understanding of Farmington High School needs. Did the firm describe how they would gain insight into the use and operation of the building? Did they describe a plan of attack to achieve a full understanding of our needs? Comments: _____ _____ _____ _____	10	_____

Interview Rating Form

3. **Please rate the firm's understanding of Farmington High School's educational needs.**

   Comments:

   _____

   _____   10   _____

   _____

   _____

4. **Please rate the design team's understanding of school construction process at both the local and state level. Did the firm describe a proposed design schedule? Did the firm describe their experience related to the development of State of Connecticut School Construction Grant packages? Did the firm review the Town of Farmington Town Ordinance Chapter 53 "Public Buildings"?**

   Comments:

   _____   10   _____

   _____

   _____

   _____

5. **Please rate the concept options that were presented. Did those concepts meet the various objectives that were requested as part of the RFP?**

   Comments:

   _____   10   _____

   _____

   _____

   _____

6. **Overall Presentation**

    Comments:

    _____

    _____   10   _____

    _____

    _____

7. **Fee**

    Comments:

    _____

    _____   10   _____

    _____

    _____

                                                    Total   **70**   _____

Prepared By: _____
                      Printed Name of Panel Member

Signature of Panel Member: _____ Date: _____