

**Massachusetts School Building Authority  
School District Educational Profile Questionnaire (the “Questionnaire”)**

**Date:** September 27, 2022

**Name of School District:** North Attleborough Public Schools

**Name of Priority Statement of Interest School:** North Attleborough High School

**Author(s) of the Educational Profile Questionnaire:**

John Antonucci, Superintendent  
Michele McKeon, Assistant Superintendent  
Catherine Blake, Assistant Superintendent  
Peter Haviland, High School Principal  
Lisa Guiliano, High School Assistant Principal  
TJ Rizzo, High School Assistant Principal

**As part of the District’s invitation into the Eligibility Period, the MSBA is seeking the following information as a way to confirm what the District provided in its 2021 Statement of Interest and discussions during the Senior Study, and to further inform our understanding of the School District’s facilities, teaching methodology, and program offerings.**

**Section 1- District Wide Facilities**

**A. Please confirm the following pre-populated MSBA 2016 School Survey information for all public schools in the District using a “Y” for accurate and “N” for not accurate. Additionally, please complete any non pre-populated information.**

See chart below on following page

School Name	Grades originally intended to be served in the school facility	Grades currently served in the school facility	Year Founded	Last Add or Reno Year	Total GSF	Y/N
North Attleborough ELC <sup>1</sup>	K-4	Pre-K	1955	See footnote	14,013	Y
Allen Avenue ES	K-4	N/A - closed	1951	N/A	16,362	Y
Amvet Boulevard ES <sup>2</sup>	6-8	K-5	1962	See footnote	52,416	Y
Community ES	9-12	K-5	1918	1952	83,123	Y
Falls ES <sup>2</sup>	K-5	K-5	1948	See footnote	27,741	Y
Joseph W. Martin Jr. Elementary	K-5	K-5	1967	1995	69,351	Y
Roosevelt Avenue ES <sup>2</sup>	K-5	K-5	1952	See footnote	27,138	Y
North Attleborough Middle School	6-8	6-8	1998	1998	177,000	Y
North Attleborough High School <sup>3</sup>	9-12	9-12	1973	2013*	175,000	Y

<sup>1</sup> ELC had two modular classrooms installed in 2019.

<sup>2</sup> Amvet Boulevard (1), Falls (2), and Roosevelt (2) had modular classrooms installed approximately 20 years ago. They are beyond their useful life.

<sup>3</sup> North Attleborough High School renovated 12 Science Labs in 2013; In addition, 6 Modular classrooms were installed approximately 20 years ago (currently Social Studies wing).

**B. Using the space below, please describe how students progress from grades K to 12 (e.g. students from North Elementary School attend East Middle School, students from South Elementary School attend West Middle School, and students from both middle schools attend ABC High School). Additionally, please update any inaccurate School Survey data that was pre-populated.**

North Attleborough Public Schools offer pre-k opportunities to families wishing to attend the District's Integrated Pre-School, which is called the Early Learning Center (ELC). From there, North Attleborough has five K-5 neighborhood elementary schools: Amvet Boulevard Elementary School, Community Elementary School, Falls Elementary School, Joseph W. Martin Elementary School, and Roosevelt Avenue Elementary School. Students leaving elementary school proceed to North Attleborough Middle School for grades 6-8. Students electing to

continue their education in North Attleborough High proceed to North Attleborough High School for grades 9-12+.

## Section 2 - Current Priority Statement of Interest School, North Attleborough High School

**A. Please complete the chart below indicating the number of each room type currently in the North Attleborough High School. Please use the Comments column to further describe a program, if applicable.**

<b><u>ROOM TYPE</u></b>	<b>No. of Rooms (e.g. N/A, 1, 2, etc.)</b>	<b>Comments</b>
<b>CORE ACADEMIC SPACES</b>		
<b>Pre-Kindergarten (indicate full/ half day in the Comments column)</b>	N/A	
<b>Kindergarten (indicate full/ half day in the Comments column)</b>	N/A	
<b>Grade 1</b>	N/A	
<b>Grade 2</b>	N/A	
<b>Grade 3</b>	N/A	
<b>Grade 4</b>	N/A	
<b>Grade 5</b>	N/A	
<b>Grade 6</b>	N/A	
<b>Grade 7</b>	N/A	
<b>Grade 8</b>	N/A	
<b>Math (Grades 9-12)</b>	10	Total does not include 1 math office
<b>Science/ General Classroom (Grades 9-12)</b>	12	All 12 classroom are outfitted as labs. Additionally, four of the twelve classes have prep rooms/chemical storage.  Science department also houses one office, a greenhouse, equipment storage room, chemical storage room, a teacher "lounge", and a small classroom used for a robotics club.

<b>Science Lab/ Demonstration (Grades 9-12)</b>	0	See above - All 12 classrooms are outfitted as labs. Additionally, four of the twelve classes have prep rooms/chemical storage.
<b>Social Studies (Grades 9-12)</b>	10	Total does not include 1 Social Studies office; Note that six classrooms are modular classrooms.
<b>English (Grades 9-12)</b>	11	Total does not include 1 English office and 1 storage room
<b>World Language (Grades 9-12)</b>	8	Total does not include 1 world language office
<b>Other (indicate program in the Comments column)</b>	3	Total includes 2 business classrooms, 1 computer science lab
<b>Special Education</b>	10	Total does not include 6 offices/spaces designated for confidential testing and evaluation purposes and 1 storage space
<b>Art</b>	3	Total does not include 1 office and 2 storage spaces
<b>Music</b>	2	Total does not include 1 music office and 1 storage closet. Also not included in the total is a space for choral activities which take place in the school auditorium.
<b>Practice Rooms</b>	3	
<b>Health and Physical Education</b>	2	Total does not include Athletic Director office, weight room, locker rooms (2), coaches offices, and storage spaces
<b>Adaptive PE Spaces</b>	0	
<b>Gymnasium</b>	1	Weight room/fitness center is contained within the gymnasium space.
<b>Media Center</b>	1	Total does not include office, storage, and adaptive space
<b>Dining and Food Service</b>	1	Total does not include kitchen, offices, storage spaces
<b>Medical Suite</b>	1	Medical room, bathroom
<b>Nurses Office</b>	2	Nurses offices housed within medical suite
<b>Administration and Guidance</b>	22	Total includes: Main Office (1), Principal's Secretary (1), Assistant Principal (1), Guidance Conference Room (1), Records Room (1), School to Career Office (1), Guidance Office (1), Guidance Counselor

		Office (5), Principal's Office (1), School Psychologist (1), Adjustment Counselor (1), Copy Room (1), Supply Closet (1), Storage Closet (2), Assistant Principal Office (2), Transition Coordinator Office (1).
Outdoor Learning	0	
Auditorium	1	Total does not include one theater office, and four storage spaces.
Natatorium	0	
DESE Approved Chapter 74 Spaces	0	
Non-Chapter 74 Enrichment Program Spaces	0	
Non-School District Spaces	0	
Other (indicate type of program in the Comments column)	2	ELL Classroom (1), TV Studio/Suite (1). Does not include School Resource Officer space, School Store, or Teacher Lounge.

**B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are *currently* used (e.g. multiple schools operating in a single building, the library also serves as Special Education pull out space, the cafeteria doubles as a gymnasium, etc.).**

The current school building design and layout of North Attleborough High School, opened for use in 1974, is largely insufficient to meet the immediate and future social, emotional, and academic needs of our students, especially when it comes to establishing the necessary levels of readiness for anticipated post secondary experiences in college, careers, and in their lives as active citizens. Additionally, the limitations imposed on student learning essentially disallow many students from participating in learning experiences which allow them to build, construct, design, collaborate, and solve problems in project based learning environments. Most current NAHS classrooms were designed to meet the needs of students who attended high school during the past five decades where students were seated at desks, engaged mostly with text based content, or recording notes from informational lecture. With the exception of more recently developed science laboratories and a graphic arts design laboratory, there are few places within the school building that allow students to collaboratively apply their learning via project based experiences. Where modern education teaching and learning models are driven by prioritizing and embedding common learning objectives across all content areas including skill development in critical areas such as collaboration, problem solving, and the use of

technology, the isolated, separated, and one-dimensional classroom spaces within NAHS impede our student's ability to maximize their learning and skill development via our current program of studies and in relation to the expectations and needs of colleges, employers, and their communities.

1. **Core Academic Spaces:** All core academic spaces are used for the intended purpose of teaching and learning within the designated content area(s). In addition, these classroom spaces also house Structured Learning Periods (SLPs), collaborative sections throughout the day where students complete their assignments. It should be noted that 7 of the 11 Social Studies spaces are located in "modular classrooms" that are currently years past their intended duration of occupancy.
2. **Specialty Spaces:** Our specialty spaces are utilized by the entire school for multiple purposes. The theater/auditorium is used not only for school presentations or performances but also as a classroom and meeting space for students in the academic schedule. The ticket booth for our theater has been repurposed as both a campus supervisor office and a space that houses sensitive fire alarm equipment. While the gymnasium is the classroom for all Physical Education classes, it is also an area used for school-wide rallies and assemblies as it is the only space capable of holding our entire school population at one time. The gym is also used by the town as a voting location periodically throughout the year. The Media Center serves multiple purposes and is utilized as a utility space in our building hosting scheduled courses, staff meetings, SLPs, individual student use, a computer lab, science fair presenters, art shows, and overflow for state testing.

A Media Center storage closet was repurposed to house all current Robotics Club equipment and simultaneously serves as a workshop for students in the club.

The current cafeteria and kitchen facility are in significant need of upgrade. The cafeteria is a multi-level space divided into several small sections, making for an inefficient and crowded layout. Several of the spaces are not ADA compliant. Furthermore, supervision of students in this space is challenging given the inconsistent site lines. The kitchen facility, serving area, etc. is original to the building and limits our ability to offer diverse food offerings to our students and staff.

Beyond dining service for breakfast and lunch, the cafeteria is used as a breakout space for student collaboration throughout the school day. It also serves as a space to be used for SLPs, staff meetings, and school-wide college and activity fairs. Lastly, it serves as an alternate rehearsal space for music ensembles.

Our medical suite and nurses office is used for its intended purpose of caring for students. All administration and guidance offices and spaces are used for administrative functions and counseling.

3. **Non-traditional spaces:** The hallways of our school house the original lockers as installed during the construction of the building in 1972. The corridors are often used as an indoor track for athletics when the gym is in use by other organizations or in inclement weather. Spaces in the adjacent school(s) are often utilized for organized athletic practices due to space constraints in our own building. The area of the girls locker room differs significantly from the boys locker room both in setup, line of sight, shower space, privacy, and office space. Our primary maintenance and receiving area have been repurposed over the years to make additional classroom spaces available. Currently, the receiving area functions not only as a staging area for receiving school materials but also houses maintenance equipment and is soon to be a class space housing industry grade equipment for learning advanced manufacturing. The School Resource Office was created through the repurposing of a collaborative student space used for producing our school's yearbook. Office space in our Teacher's Lounge, which was originally a private phone conference location, has been repurposed into a community-based goodwill resource for our growing population of students in need.

**C. Using the space below, provide information about North Attleborough High School's *current* teaching methodology (e.g. technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include class size policies and, if applicable, scheduling particulars.**

North Attleborough High School's current schedule is a "rotating-drop" schedule. Students have seven class periods assigned, of which six meet per day. Classes are 52 minutes long, with the exception of one 75-minute long block each day.

The school is divided into content-based departments. Of those departments, four of them (Math, Social Studies, Special Education, Visual Arts) are spread throughout the building due to space constraints. North Attleborough High School prioritizes team-teaching models to enhance opportunities for inclusive practices, however the layout of the building impedes effective collaboration and implementation. Many of our departments have transitioned (or are implementing) project based learning but have limited space available for students to effectively and meaningfully collaborate.

As of 2018, North Attleborough High School is a 1:1 laptop environment - all students and staff are assigned a Google Chromebook. All classes are outfitted with either LCD projectors and screens or "Viewsonic" interactive touch screens. That being said, the implementation of this technology has outpaced the building's power and network infrastructure, and consideration of future expansion is limited by our current reality. In short, we do not believe we can enhance or expand our use of technology, and thus maximize student learning, without a building upgrade.

### Section 3- Proposed Priority Statement of Interest, School North Attleborough High School

A. Please complete the chart below indicating the number of each room type proposed, if known at this time. The District should modify the included grades in the 'Room Type' column to reflect any grade configuration(s) the District is interested in studying during Feasibility Study, as already presented to the MSBA in the 2021 Statement of Interest and as discussed during the District's Senior Study. In a case where the District is considering multiple grade configurations, the widest grade span should be included (i.e. if the District is interested in studying their current 1-4 configuration, a K-5 configuration, and a K-8 configuration, the 'Room Type' column should include all grades between Grade K and Grade 8).

<b><u>ROOM TYPE</u></b>	<b>No. of Rooms (e.g. N/A, 1, 2, etc.)</b>	<b>Comments</b>
<b>CORE ACADEMIC SPACES</b>		
<b>Pre-Kindergarten (indicate full/ half day in the Comments column)</b>	N/A	
<b>Kindergarten (indicate full/ half day in the Comments column)</b>	N/A	
<b>Grade 1</b>	N/A	
<b>Grade 2</b>	N/A	
<b>Grade 3</b>	N/A	
<b>Grade 4</b>	N/A	
<b>Grade 5</b>	N/A	
<b>Grade 6</b>	N/A	
<b>Grade 7</b>	N/A	
<b>Grade 8</b>	N/A	
<b>Math (Grades 9-12)</b>	11	
<b>Science/ General Classroom (Grades</b>	13	



<b>9-12)</b>		
<b>Science Lab/ Demonstration (Grades 9-12)</b>		
<b>Social Studies (Grades 9-12)</b>	11	
<b>English (Grades 9-12)</b>	12	
<b>World Language (Grades 9-12)</b>	9	
<b>Other (indicate program in the Comments column)</b>	3	
<b>Special Education</b>	10+	New building will need to accommodate, at a minimum, current SPED staffing levels. Additionally, the district is interested in exploring the possibility of housing the District's Integrated Pre-School at the high school.
<b>Art</b>	3	
<b>Music</b>	3	Added additional room for dedicated choral space.
<b>Practice Rooms</b>	4	3 practice rooms, 1 small ensemble space
<b>Health and Physical Education</b>	2	
<b>Adaptive PE Spaces</b>	1	
<b>Gymnasium</b>	2	1 gym, 1 field house
<b>Media Center</b>	1	
<b>Dining and Food Service</b>	1	
<b>Medical Suite</b>	1	
<b>Nurses Office</b>	2	
<b>Administration and Guidance</b>	30+	New building will need to accommodate, at a minimum, current administration and guidance staffing levels. Additionally, the district is interested in exploring the possibility of housing District Administration offices at the high schools.
<b>Outdoor Learning</b>		
<b>Auditorium</b>	2	The need exists for smaller auditorium spaces (e.g black-box theater, little theater, etc.)

Natatorium		
DESE Approved Chapter 74 Spaces		
Non-Chapter 74 Enrichment Program Spaces	5	The district is interested in exploring program expansion, such as: Robotics, Advanced Manufacturing, Life Sciences, Family and Consumer Science, etc.
Non-School District Spaces		
Other (indicate type of program in the Comments column)	2	

**B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are *proposed* to be used, if known at this time. Additionally, if there are proposed changes, indicate how they will impact space needs and what training to support teaching staff will/ may be provided.**

1. **Core Academic Spaces:** Ideal classroom and learning spaces designed to support this plan will include:
  1. Each classroom teacher will have adequate and appropriate space including classrooms for all teachers on staff.
  2. Space available for students to demonstrate learning, relevance, application.
  3. Space for collaborative work, including cross curricular learning opportunities.
  4. Flexible spaces for team teaching.
  5. Consolidated classroom spaces for all equipment and resources in support of learning within our Innovation Pathways - Advanced Manufacturing, Robotics, and Engineering courses or via the creation of Innovation Laboratories, and MakerSpaces/FabLabs.

As we work to build and enhance our capacity for serving all students, we conceptualize speciality spaces to accommodate students in behavioral, social/emotional, transitional, and continuing education programs specific to our special education and student services departments. These spaces would be designed to provide expanded opportunities and resources to some of our more high need populations.

The resonating desire within North Attleborough High School is to create a culture and climate that is safe to live, learn, and work. Increasing student engagement in coursework that prioritizes skill, relevance, authenticity, and anticipated opportunity will best serve all students, increase their readiness to succeed post graduation, and provide our communities with capable, reliable, and productive citizens. In addition to preparing students for their lives after high school, increased opportunities to collaborate, co-create projects, and learn to work together will establish higher levels of civility, friendship, cooperation, and productivity.

2. **Speciality Spaces:** A new gymnasium space(s) would allow NAHS to realize the modern curriculum it desires, focused on real world opportunities and application of fitness. Providing our students, extra- curricular programs, and community with expanded and/or multiple gymnasium spaces, including a modern fitness center, would allow for deeper learning and application of physical and wellness education as well as a space(s) that would meet the needs of our current programming, enrollment, and extra curricular sports conditioning regimen.

Our Auditorium space, updated with modern lighting and sound equipment, would be fully utilized by our curricular and extracurricular performing arts programs, equipped with the technology used in music and theatrical venues and universities. The space would also be able to accommodate entire school assemblies and/or district/ community ceremonies.

In addition, the creation of smaller “lecture hall” style spaces would be utilized for smaller school assemblies, class meetings, presentations, and other opportunities for addressing captive audiences in more intimate settings.

The cafeteria would have flexible spaces able to accommodate the school population for meal service as well as be utilized as collaborative teaching spaces and performance venue for special events and receptions.

Office and meeting spaces designated for extracurricular groups, student government officers, and clubs and activities leaders are important for our school to realize the full potential of our student run activities.

As we consider new or renovated spaces, we believe it is important to our school to have a space large enough to address the entire population of our building at one time to celebrate school accomplishments.

3. **Speciality Spaces:** In order to leverage the use of nontraditional spaces to enhance the academic, social, and creative needs of our school community, we foresee the need to expand, add, and/or create new spaces for the following:

- Additional storage for instructional materials, maintenance equipment, and supplies.
- Appropriate receiving area with adequate storage to warehouse and access all necessary school supplies and equipment.
- Break spaces
- Medical suite including easy access to first responders
- Life sciences/medical spaces
- TV studio- live broadcasting

- Spaces for counseling and decompression rooms
- Alternate locations to eat
- Practical/ Occupational arts opportunities such as auto/metal/woodworking/culinary/fabrication...
- Locker Rooms with appropriate team meeting spaces and a layout conducive for appropriate supervision and safety

As we re-imagine North Attleborough High School and the expansion of authentic learning opportunities for all students, the District does expect to commit significant professional development time towards this effort. We recognize that our faculty and staff will need support and assistance as we transition to new learning spaces and programming.

**C. Using the space below, provide information about the North Attleborough High School's *proposed* teaching methodology, if known at this time (e.g. technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include any changes to class size policies, if applicable.**

North Attleborough High School is committed to providing every student with an education that is relevant, has context, is authentic, and is applicable beyond class. To deliver this engaging learning experience, North Attleborough High School strives to embed core social, emotional, and academic skills across the entire curriculum to support student growth and prepare all students for post-secondary success in education, career, and active citizenship. To this end, the district has embraced a deeper learning model that promotes six key competencies: thinking critically, working collaboratively, mastering core academic concepts, effective communication, developing academic mindsets, and learning how to learn. We believe that these skills can be attained by creating collaborative environments for students to work in, developing core academies where students can apply their learning beyond the classroom, and providing opportunities for students to demonstrate their skills in capstone projects that synthesize their learning. By creating a direct link between core academic content, social emotional learning, and service to the community, we believe that students will have a deep connection and sense of themselves, so that they become active and productive citizens. To achieve this goal, we envision a school that fosters interdisciplinary instruction, and collaborative teaching. The learning space would include large project-based learning classrooms to create an environment where all students engage in authentic, hands-on learning with real-world application. To meet the needs of our students and effectively prepare them to compete for any post-secondary outcome, whether in college or careers and in their lives as active citizens, it is imperative that the North Attleborough High School building can support student learning, provide relevant and authentic learning opportunities, and allow students to apply their learning in a variety of instances including continued education or in a career path. As a part of ongoing improvements, NAHS teachers and staff continue to explore standards based grading, developing more inclusive classrooms, co-teaching models, project-based learning, and

community service expectations for every student in grades 9-12. To that end, North Attleborough High School continues to progress through a major curriculum redesign initiative to prioritize common core-academic skill learning objectives for all students in all courses.

These skills include:

1. Strategic reading
2. Oral and written communication
3. Effective use of technology
4. Research
5. Problem solving
6. Collaboration

Leveraging course content to teach these critically needed skills to all students will cultivate student independence, initiative, and ensure that all students are fully prepared for success in their high school and post-secondary lives.

The vision for NAHS students is that all students develop the critically needed social, emotional, and academic skill sets required for post-secondary success. To that end, NAHS educators will embed instruction of these skills across the entire curriculum to ensure that all students are ready to succeed in their lives in college, careers, and in their lives as active citizens. During the 9th and 10th grade years NAHS will prioritize core academic skill instruction as the primary learning objective for all courses so students may develop a solid foundation of skills and mindsets needed to succeed in courses during their junior and senior year. Using the independence and initiative acquired from their 9th and 10th grade courses students will increase their level of readiness, context, and confidence. As students progress through 10th grade they will learn about and choose from pre established Career Academies specifically designed to help students craft high interest learning experiences. Career Academies can include:

1. STE(A)M Academy
2. Innovation Pathway Advanced Manufacturing Academy
3. Business Academy
4. Humanities Academy
5. Global Studies Academy

These Career Academies will provide clarity for students with regard to the context, relevance, and benefit of their coursework. They will be able to engage in a self-created plan of study to apply the core academic skills learned throughout their Freshman and Sophomore courses, to support their interests, and to create deep and meaningful connections between their learning and the real world experiences they encounter and pursue throughout their lives. As students progress as skilled, highly interested, productive, and increasingly independent members of our school community they will be required to complete a final project during their senior year that will assess their ability to solve a real world problem within the context of their Career Academy learning using the skills they have learned and honed throughout the first three years of high

school. The culmination of the skills, mindsets, and completion of independently created projects will create an evidence based portfolio of their learning and an increased level of self-awareness, confidence, and readiness that will serve as the foundation for their success in any post-secondary outcome they choose to pursue.

The intention to provide authentic learning experiences will require that students have access to building space, equipment, and any other resource dedicated to support their pursuit of these skills and mindsets. With an academy model of education related, adequate, and appropriate learning spaces will be critical to student success. Closer proximity between classrooms and increased access between students will foster higher levels of collaboration and inspire more students to improve problem solving skills.

## **Section Four: Community Engagement**

**A. Describe the community outreach that has occurred to this point, and any future plans and goals related to engaging the community on the North Attleborough High School project. If considering grade reconfiguration, consolidation of facilities, and/or a change to the current teaching methodology, describe the outreach and discussions that have occurred to this point and any future plans to engage the community on the proposed changes. Additionally, indicate whether the District has determined whether or not an override or debt exclusion might be required for full project funding.**

North Attleborough Public Schools believes that the success of all students requires active community engagement, and we are committed to establishing strong partnerships with a variety of stakeholders. In an effort to provide effective systems of external and internal communication related to this project, we are planning on creating the following: a dedicated High School Building Project web page, bi-weekly email project updates to the greater community, and regular press releases coordinated by the district and our communication partner, John Guilfoil Public Relations. Additionally, we plan to host formal and informal information sessions for town residents, as well as offer building tours to help the community better understand the need for the building project.

To date, although we haven't fully launched the communication strategy above, we have had significant public discussion about the project, mostly at monthly School Committee meetings. Last year the Superintendent provided several "MSBA Updates" to keep the community up-to-date about the project's status, including providing information about the District's SOI submission, and ultimately, our Invitation into the Eligibility Period. North Attleborough School Committee meetings are broadcast live on local television and are available for streaming. Additionally, the local regional newspaper, The Attleboro Sun Chronicle, and a local paper, The North Star Reporter, regularly cover our meetings. In short, any information discussed at the School Committee meeting is widely disseminated to our community. Finally, the Town Manager has provided regular updates to the Town Council on the project status.

Regarding full project funding, at this point it is not clear whether or not a debt exclusion will be required. The Town does have some excess debt capacity to put towards the High School project, but until the plans are further developed and a cost estimate is available, it is unknown whether or not it will be sufficient to fully fund the project.

## **Section Five: Attachments**

[NEASC Decennial Review Letter - November 7, 2016](#)

[NEASC Special Progress Report - September 15, 2017](#)

[NEASC Two-Year Progress Report - October 1, 2018](#)

[NEASC Letter Removing Warning Status - February 8, 2019](#)

[NESDEC Enrollment Forecast Report - 2021](#)

[MA DESE Tiered Focus Monitoring Report - 2022](#)



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.  
COMMISSION ON PUBLIC SCHOOLS

**Director**

GEORGE H. EDWARDS  
781-425-7735  
gedwards@neasc.org

**Deputy Director**

ALYSON M. GEARY  
781-425-7736  
ageary@neasc.org

**Executive Assistant to the Director**

DONNA M. SPENCER-WILSON  
781-425-7719  
dspencerwilson@neasc.org

**Associate Director**

EDWARD J. GALLAGHER, III  
781-425-7722  
egallagher@neasc.org

**Associate Director**

KATHLEEN A. MONTAGANO  
781-425-7760  
kmontagano@neasc.org

**Associate Director**

BRUCE R. SIEVERS  
781-425-7716  
bsievers@neasc.org

**Associate Director**

WILLIAM M. WEHRLI  
781-425-7718  
bwehrli@neasc.org

November 7, 2016

Craig Juelis  
Principal  
North Attleboro High School  
1 Wilson W. Whitty Way  
North Attleboro, MA 02760

Dear Mr. Juelis:

The Committee on Public Secondary Schools, at its October 23-24, 2016 meeting, reviewed the decennial evaluation report from the recent visit to North Attleboro High School and voted to award the school continued accreditation in the New England Association of Schools and Colleges.

The Committee commends the school on the following:

- the familiarity of students, staff, and parents with the core values
- the measurement of core values, beliefs about learning, and 21<sup>st</sup> century learning expectations through Individualized Education Programs in the special education department
- the desire to increase collaborative planning time to impact student achievement
- the widespread use of the library resources to support the curriculum
- the collaboration between teachers and the librarian to develop research curriculum that supports 21<sup>st</sup> century learning expectations
- the creation of Common Assessment Opportunities (CAO)
- the provision of extra help for students before and after school
- the desire for increased opportunity for collaboration and peer feedback
- the communication of unit-specific goals via pre-unit overviews and assignment sheets
- the range of formative and summative assessments, used by teachers, to inform and adapt instruction
- the availability of extra help and revision opportunities
- the numerous positive and respectful relationships between teachers and students



- the widely evident school pride and positive culture throughout the campus
- the frequency and variety of communication with families
- the comprehensive health services which meet the needs of students
- the programs and staffing to meet the needs of students with special needs
- the re-institution of a capital improvement technology line item of the 2015-2016 budget into the projected 2016-2017 budget

Nevertheless, the Committee expressed concern regarding the school's adherence to the Standards on School Culture and Leadership and Community Resources for Learning. Concerns include, but are not limited to, the following:

#### School Culture and Leadership

- the lack of instructional leadership provided by the principal that is rooted in the school's core values, beliefs, and learning expectations
- the lack of timely and clear communication from administration to faculty members
- the elimination of department heads which created a lack of teacher leadership in the school

#### Community Resources for Learning

- the lack of dependable funding for a wide range of school programs and services including ongoing professional development and curriculum development, sufficient equipment, instructional materials, and supplies
- the significant limitations of the facility to support the delivery of high quality school programs and services which include, but are not limited to the following:
  - the portable classrooms that are aging and in need of repair
  - the broken furniture in the library and other parts of the school
  - the need for proper maintenance of the athletic fields
  - the wooden viewing stands that pose a safety hazard for spectators
  - the worn and torn carpeting throughout the school
  - the leaks in the mechanical system that cause damaged ceiling tiles and moisture on the floor
  - the needed updates to the school restrooms including ensuring adequate privacy for students
  - the lack of adequate sound-proofing in the music room
  - the lack of storage in the art and library departments

Given these concerns, the Committee voted to place the school on warning for the Standards on School Culture and Leadership and Community Resources for Learning.

The Committee requests that school officials submit a Special Progress Report by September 15, 2017 indicating how the following recommendations have been addressed:

- work collaboratively with the town and district to develop and implement a plan to prioritize and fund the long range strategic and technology plans

- report on efforts to provide dependable funding for a wide range of school programs and services including ongoing professional development and curriculum development, sufficient equipment, instructional materials, and supplies
- describe how the principal provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations
- describe the structure for instructional leadership in the school since the loss of department heads and outline how the school will ensure that teachers have effective leadership in each department without these roles
- provide an update on the status of the issues with the facility identified in the decennial report

All accredited schools must submit a required Two-Year Progress Report, which in the case of North Attleboro High School is due on October 1, 2018. Information about the proper preparation of the Two-Year Progress Report was provided to school representatives at the Follow-Up Seminar and can be found at <http://cpss.neasc.org> under the "Ongoing Accreditation" tab, *Two-Year Progress Report*. In that report school officials are required to respond to two types of recommendations: (Section I), highlighted recommendations from this notification letter and (Section II), general report recommendations from the school's decennial evaluation report. As well schools are reminded to provide the requested information in Sections III - IX.

With regard to the reporting of action taken on evaluation report recommendations school officials should indicate the status of each recommendation by classifying it in one of five categories: Completed, In Progress, Planned for the Future, Rejected, or No Action. In addition, for each valid recommendation in the evaluation report there should be a brief description of the action that has been taken to address the recommendations, including anticipated dates of completion where applicable. Special care should be taken to include appropriate information to justify the Rejected or No Action status of any recommendation.

In addition to providing information on action taken to address each evaluation report recommendation, the Two-Year Progress Report should also provide detailed explanations regarding the manner in which each of the following highlighted recommendations has been addressed:

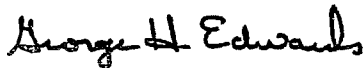
- develop a consistent process for the measurement of student progress toward meeting the 21<sup>st</sup> century learning expectations
- create and implement a process to routinely collect and utilize data from school-wide rubrics to drive curriculum, instruction, and assessment
- create and use a common template for curriculum guides that can be used across departments, in all content areas
- implement a structure to allow for ongoing teacher collaboration on the development and review of curriculum
- provide updated relevant curricular materials, including reliable, expanded technology
- provide common planning time for instructional and cross disciplinary collaboration.
- provide systems and resources to ensure regular evaluation of teachers

- evaluate the current model of professional development to ensure it is meeting the professional growth needs of all teachers
- develop and implement a plan to meet the needs of students that will be impacted by the loss of adjustment counselors
- evaluate the current advisory program's schedule, time, and effectiveness
- provide equipment and safe furniture to create an environment that promotes learning within the library

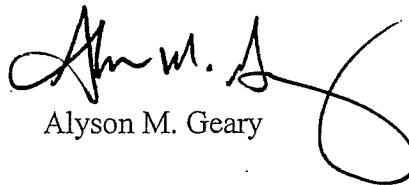
The Committee congratulates the school administration and faculty for completing the first two phases of the accreditation program: the self-study and the evaluation visit. The next step will be the follow-up process during which the school will implement valid recommendations in the evaluation report. The Committee's Follow-Up Seminars should help you and your faculty develop a schedule for implementing valid recommendations. In addition, the Committee's *Accreditation Handbook* provides information on follow-up procedures.

The school's warning status will be next reviewed when the Committee considers the Special Progress Report. Consistent with the Committee's follow-up procedures, the Special Progress Report should include an electronic signature of the principal and chair of the school's Follow-Up Committee and be sent electronically to the Committee office at the following address: [cpssreports@neasc.org](mailto:cpssreports@neasc.org).

Sincerely,



George H. Edwards



Alyson M. Geary

GHE/AMG/mms

cc: Scott Holcomb, Interim Superintendent, North Attleboro Public Schools  
Arthur Poirier, Chairperson, North Attleboro School Committee  
Paula Dillon, Chair of the Visiting Committee  
Francis T. Kennedy, Jr., Chair, Committee on Public Secondary Schools



Sonja Metcalf  
Assistant Principal

# North Attleborough High School

1 Wilson W. Whitty Way  
North Attleborough, Massachusetts 02760  
508-643-2115  
508-643-2173 (FAX)

Peter Haviland  
Principal



Russ Booth  
Assistant Principal

## Special Progress Report North Attleborough High School North Attleborough, MA

September 15, 2017

Mr. George H. Edwards - Director  
Ms. Alyson M. Geary – Deputy Director  
New England Association of Schools and Colleges  
3 Burlington Woods Drive  
Suite 100  
Burlington, MA 01803-4514

Dear Ms. Geary and Mr. Edwards,

Please accept this letter as the Special Progress Report for North Attleborough High School. Per the NEASC letter sent by you to North Attleborough High School dated November 7, 2016, the following information represents our school's progress in relation to all recommendations made.

1. **Work collaboratively with the town and district to develop a plan to prioritize and fund long range strategic and technology plans.**

**Classification: In Progress**

### Prioritization of technology:

As a function of the 2017-2020 District Improvement Plan (DIP) set forth by Superintendent Scott Holcomb, The North Attleborough Public Schools have begun the process of creating a new Digital Learning Plan (DLP) for the entire district. Elements of the DLP will include the following goals:

1. Introducing Digital Literacy and Computer Science Standards to the Administrative Team and Paraprofessionals.
2. Embedding Digital Literacy standards into the taught and written curriculum
3. Embedding Digital Literacy standards into report cards

Respect • Collaboration • Hard Work • Accountability • Independence

Please call the main office at the school if you would like this document translated into a language other than English.  
Por favor, llame a la oficina principal de la escuela si usted quisiera este documento traducido en un idioma que no sea Inglés.  
يرجى الاتصال بالمكتب الرئيسي في المدرسة إذا كنت ترغب هذه الوثيقة المترجمة إلى لغة أخرى غير الإنجليزية.  
請致電主辦公室在學校，如果你想這份文件翻譯成英語以外的語言。



# North Attleborough High School

1 Wilson W. Whitty Way  
North Attleborough, Massachusetts 02760  
508-643-2115  
508-643-2173 (FAX)



Sonja Metcalf  
Assistant Principal

Peter Haviland  
Principal

Russ Booth  
Assistant Principal

4. Establishing classes and coursework to continue instructing students on the use of Office 365 tools.
5. Establishing a consistent cycle of professional development for staff to instruct and update staff on how technology increases blended or personalized learning.
6. Transitioning to use available programs and apps to develop online assessment to enhance and expedite feedback to students.
7. Continuing to expand purchase of hardware, software, and infrastructure needs to achieve the goal to become a one-to-one district.
8. The provision of mobile computers for all teachers
9. Increasing technology support staff and add technology integration specialists to support the increase in the use of devices throughout the school.

To achieve these goals, Administrators and other leaders from the high school will participate in meetings to create the Digital Learning Plan (DLP) which will succeed the former Technology Plan set to expire in December of 2017. Work on the creation of the DLP will begin in September of 2017. A measurement component of the DLP will assess all activity and progress as it relates to the established objectives of the DLP. These measurements will be taken at the district level multiple times per year to ensure that the high school is making effective progress towards the targeted goal or to make any needed adjustments to ensure that progress is made. Part of the process in developing and prioritizing a plan for technology is for the high school to work collaboratively with the district technology office to determine specific school based technology needs and make those requests via an annual budget proposal process. This budget proposal will be submitted to district leadership to support the creation of the overall district budget requests.

## **Funding for technology**

Due to work completed at the district and school level and in conjunction with the district's Capital Improvement Plan (CIP) during the 16-17 school year, there are significant technological improvements already being made for the start of the 17-18 school year. As a result of the provisions made possible by the CIP funding, during the early fall of 2017, North Attleborough High School will be furnished with a range of technological improvements including a new Mac Lab for the Art Department, the addition of 110 new laptops and new mobile labs, and an update of all office, lab and classroom computers to Windows 10. Infrastructure updates included updating the switches increasing wireless access points and connectivity.

2. **Report on efforts to provide dependable funding for a wide range of school programs and services including on-going professional development and curriculum development, sufficient equipment, instructional materials and supplies.**

**Classification: In Progress**

## **On-going professional development and curriculum development**

Respect • Collaboration • Hard Work • Accountability • Independence

Please call the main office at the school if you would like this document translated into a language other than English.  
Por favor, llame a la oficina principal de la escuela si usted quisiera este documento traducido en un idioma que no sea Inglés.  
يرجى الاتصال بالمكتب الرئيسي في المدرسة إذا كنت ترغب هذه الوثيقة المترجمة إلى لغة أخرى غير الإنجليزية.  
請致電主辦公室在學校，如果你想這份文件翻譯成英語以外的語言。



# North Attleborough High School

1 Wilson W. Whitty Way  
North Attleborough, Massachusetts 02760  
508-643-2115  
508-643-2173 (FAX)



Sonja Metcalf  
Assistant Principal

Peter Haviland  
Principal

Russ Booth  
Assistant Principal

A commitment to significant improvement to curriculum throughout the entire district was generated during the 2016-2017 school year. As articulated in the District Improvement Plan, all North Attleborough Public Schools will commit their time and resources towards a complete revision of curriculum throughout the district. During this time, all North Attleborough High School departments will be focused on rewriting curriculum into a learner centered format using an Understanding by Design (UbD) process. Over the course of the next several years, all departments will meet regularly using professional development, PLC, and faculty meeting time to revise the curriculum and will be guided by school and district leadership.

To prepare all schools and staff for this revision process, NAPS district leadership launched a professional learning plan available to all teachers in the spring of 2017. During the summer months of 2017, in alignment with district initiatives and Superintendent Goals, 27 educators from NAHS successfully participated in Understanding by Design (UBD) training. The Understanding by Design framework offers a planning process and structure to guide curriculum, assessment, and instruction. Its key ideas focus on teaching, assessing for understanding, learning transfer, and to design curriculum "backward" from those ends. The North Attleborough Public Schools has committed to curriculum review and improvement using UbD as the core component of this organizational process and it will be implemented gradually throughout the course of the upcoming school year and beyond. All teachers have been offered the chance to participate in the UbD professional development experience via an online learning program offered by EduPlanet. EduPlanet provides educators with the ability to seamlessly integrate their professional development with their curriculum design, ultimately improving how students learn and achieve. The cost of the entire online learning experience via EduPlanet was covered with the use of district funds. It is our district goal to have all teachers in the district receive professional development on UbD, including, but not limited to, the EduPlanet PD offering. In conjunction with UbD training the district has also adopted a common template to write curriculum. This template has been shared with all administrators and teachers involved in the curriculum revision process.

In addition to professional learning opportunities created by the district, the North Attleborough Public Schools increase the amount of tuition reimbursement twice in the past two years. In the 2016-2017 school year the tuition reimbursement amount was increased to \$700 per year and then it increased again for the 2017-2018 school year. As of September 2017, the professional learning tuition reimbursement amount now stands at \$900 per teacher.

## **Sufficient equipment, instructional materials and supplies.**

North Attleborough High School has made significant progress providing dependable funding for professional and curriculum development, equipment, instructional materials, and supplies. At the start of the 16-17 school year a range of new textbooks were purchased for multiple disciplines. This purchase generated an increase of over 1255 textbooks and instructional materials for seven different content areas.

Respect • Collaboration • Hard Work • Accountability • Independence

Please call the main office at the school if you would like this document translated into a language other than English.  
Por favor, llame a la oficina principal de la escuela si usted quisiera este documento traducido en un idioma que no sea Inglés.  
يرجى الاتصال بالمكتب الرئيسي في المدرسة إذا كنت ترغب هذه الوثيقة المترجمة إلى لغة أخرى غير الإنجليزية.  
請致電主辦公室在學校，如果你想這份文件翻譯成英語以外的語言。



# North Attleborough High School

1 Wilson W. Whitty Way  
North Attleborough, Massachusetts 02760  
508-643-2115  
508-643-2173 (FAX)



Sonja Metcalf  
Assistant Principal

Peter Haviland  
Principal

Russ Booth  
Assistant Principal

The purchase of these texts either updated older texts, provided teachers and students with the ability to use a text as opposed to copied packets, or allowed the school to create additional sections of a course to accommodate student interest.

In addition to the provision of new texts across the entire content areas, NAHS has improved its ability to support the annual material requests unique to our science department. NAHS has been able to completely fund all requests for science related consumables to support the lab activity within each science classroom. Included in this support for the science curriculum was \$2400 provided to purchase 12 aquariums and all related accessories to launch a new Marine Biology course.

### 3. Describe how the principal provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

#### Classification: In Progress

Since the NEASC accreditation process at North Attleborough High School started in 2015, there have been several leadership changes. During this time there have been 3 principals serving NAHS and multiple Assistant Principal changes each year. When the NEASC process began, Mr. Craig Juelis was the principal at NAHS. He was succeeded by Mrs. Lee Anne Todd in December of 2017. At the same time, Mr. Scott Holcomb ascended to the superintendent position in the North Attleborough Public Schools. His vacated Assistant Superintendent position was filled by Dr. Lori McEwen. Subsequent to those changes, Mrs. Todd was appointed as principal at the Falls School in North Attleborough and Mr. Peter Haviland was appointed as the new principal of North Attleborough High School effective July 1, 2017. The following information is a sequential representation of the work done under the leadership of the three different principals who have served this school during the accreditation process.

Upon Principal Todd's appointment to the role of interim principal of NAHS in December 2017, there was an additional change in school leadership. Mrs. Todd ascended to the interim principal position from her role as Assistant Principal which created the need to fill her vacated AP position. At that point, NAHS music teacher, Thomas Rizzo, was appointed as the interim assistant principal. Since December 2017, the administrative team (principal, assistant principals, and athletic director) met on a daily basis to discuss issues and increase communication within the school community. During these meetings all issues related to the entire school program were discussed, plans were made, and a process of weekly communication was created.

The weekly communication included a staff bulletin that is sent to the entire high school staff each Friday. Staff bulletin information includes: upcoming events, introductions of new staff, as well as educational quotes from various sources which include educational magazines. When the quote is from a full journal article, a link is provided to staff.

Respect • Collaboration • Hard Work • Accountability • Independence

Please call the main office at the school if you would like this document translated into a language other than English.  
Por favor, llame a la oficina principal de la escuela si usted quisiera este documento traducido en un idioma que no sea Inglés.  
يرجى الاتصال بالمكتب الرئيسي في المدرسة إذا كنت ترغب هذه الوثيقة المترجمة إلى لغة أخرى غير الإنجليزية.  
請致電主辦公室在學校，如果你想這份文件翻譯成英語以外的語言。



# North Attleborough High School

1 Wilson W. Whitty Way  
North Attleborough, Massachusetts 02760  
508-643-2115  
508-643-2173 (FAX)



Sonja Metcalf  
Assistant Principal

Peter Haviland  
Principal

Russ Booth  
Assistant Principal

Under Interim Principal Todd, the administrative team conducted regularly scheduled meetings with NAHS curriculum and instructional leaders (a position similar to department heads) to discuss curriculum and building wide concerns. Meetings were held approximately every other week. At the request of the curriculum coordinators, meetings are held at different times to accommodate different teaching schedules.

As part of the curriculum review process, Ms. Todd split the staff into interdisciplinary groups for the January 23, 2017 staff meeting. Curriculum leaders led the discussion on the core values using a PowerPoint created by two of the curriculum leaders as a guide. Curriculum leaders reported to the administrative team that while NAHS Core Values were cited as a commendation, faculty believed they no longer represented NAHS. In preparation for the development of a curriculum cycle, Interim Principal Todd created a OneNote notebook on Understanding by Design. The notebook was shared with faculty.

Mrs. Todd implemented Teachers Teaching Teachers (TTT) during faculty meetings. Staff shared ideas with other staff members followed by an open meeting for questions and answers. Some topics during TTT meetings include: One Note Classroom, Plickers, ZipGrade, and Glogster.

Mrs. Todd, working collaboratively with curriculum leaders (formerly department heads), implemented a new program to support English Language Learners. The program entitled Global Mentors supports ELL students with peer mentors. A training program for peer mentors was developed by Dr. Victoria Ekk, NAPS ELL coordinator. The pilot began during the 4th quarter of the 2016-2017 school year. Full implementation will take place during the 2017-2018 school year. Participation in this program is noted on student transcripts.

Subsequent to the end of the 2016-2017 school year, Mrs. Todd was appointed to the principal position at Falls Elementary School. During the spring of 2017, the district posted the high school principal position, conducted an extensive search process to start a new leadership team at NAHS, and appointed a new principal to complete the transitional process of district and school based administration personnel. Effective July 1, 2017, Mr. Peter Haviland was appointed to the role of principal at North Attleborough High School. Under Principal Haviland's leadership the work initiated by former interim principal Lee Anne Todd will be continued, especially as it relates to rewriting curriculum via the UbD process, administrative meetings, and frequency of communication and all other work related to recommendations in the NEASC report. In September of 2017, at the principal's request, a volunteer Culture and Climate Committee comprised of teachers will begin work on improving the overall culture and climate throughout the building for all students, teachers, and staff. Elements of that work will be introduced to the school over time; however, all of the work will be inspired by the NEASC report indicating that a high percentage of students wish to develop a stronger sense of ownership and voice as it relates to their experience at NAHS.

Specifically, as it relates to our core values and beliefs, North Attleborough High School will initiate a plan to embed social emotional core competencies in our instructional practices throughout our entire school during the course of the next two school years. As detailed in the North Attleborough Public Schools District Improvement Plan for all district schools, NAHS will:

Respect • Collaboration • Hard Work • Accountability • Independence

Please call the main office at the school if you would like this document translated into a language other than English.  
Por favor, llame a la oficina principal de la escuela si usted quisiera este documento traducido en un idioma que no sea Inglés.  
يرجى الاتصال بالمكتب الرئيسي في المدرسة إذا كنت ترغب هذه الوثيقة المترجمة إلى لغة أخرى غير الإنجليزية.  
請致電主辦公室在學校，如果你想這份文件翻譯成英語以外的語言。





# North Attleborough High School

1 Wilson W. Whitty Way  
North Attleborough, Massachusetts 02760  
508-643-2115  
508-643-2173 (FAX)



Sonja Metcalf  
Assistant Principal

Peter Haviland  
Principal

Russ Booth  
Assistant Principal

1. Introduce the five core competencies of Social Emotional Learning to the Administrative Team, teachers and paraprofessionals
2. Imbed Social Emotional Learning Core Competencies into the taught and written curriculum and into school report cards
3. Ensure that Health teachers cover SEL topics in classroom instruction
4. Create a Social Emotional Support Team
5. Adopt and Review Massachusetts guidelines for comprehensive counseling through the SEL lens.

Starting in the fall of 2017, progress towards this objective will be made based on the plans created via leadership meetings, faculty meetings, and designed sub-committees.

While the current Administrative Team at NAHS has only been in place since July 1, the team has started planning for improvements on behalf of school wide collaboration. The Administrative Team has included the Curriculum Instructional Leaders in bi-weekly meetings. These meetings are called NAHS Leadership Team meetings in which issues, challenges, and plans about curriculum, instruction, and all other school based issues are discussed. The insight and experience of the Curriculum and Instructional Leaders supports and informs the school administration to help in decision making and planning. Curriculum and Instructional Leaders will collaborate with members of their departments to discuss plans and challenges to provide all teachers with a pathway to express their views on behalf of decision making or planning challenges that face the school.

In addition to the weekly North Attleborough High Review, the NAHS principal creates and distributes an informational document for all staff called the Administrator's Update. This document provides information about planning, challenges, acknowledgements, and explanations that require follow up or further information. There have been three different editions of the Administrator's Update sent out since July 1, 2017. These updates are created on an as needed basis and are sent out to provide information that is relevant and helpful to all staff. These updates are shared with all staff to provide relevant and beneficial information to the employees in our school.

4. **Describe the structure for instructional leadership in the school since the loss of department heads and outline how the school will ensure that teachers have effective leadership in each department without these roles.**

## **Classification: In Progress**

Subsequent to the loss of the Department Head position prior to September 2016, two significant changes occurred to improve curriculum and instructional oversight at NAHS. In September of 2016, the North Attleborough School Committee and North Attleborough Federation of Teachers ratified a successor agreement to the previous collective bargaining agreement. The new agreement included the creation of Curriculum and

Respect • Collaboration • Hard Work • Accountability • Independence

Please call the main office at the school if you would like this document translated into a language other than English.  
Por favor, llame a la oficina principal de la escuela si usted quisiera este documento traducido en un idioma que no sea Inglés.

يرجى الاتصال بالمكتب الرئيسي في المدرسة إذا كنت ترغب هذه الوثيقة المترجمة إلى لغة أخرى غير الإنجليزية.

請致電主辦公室在學校，如果你想這份文件翻譯成英語以外的語言。



# North Attleborough High School

1 Wilson W. Whitty Way  
North Attleborough, Massachusetts 02760  
508-643-2115  
508-643-2173 (FAX)



Sonja Metcalf  
Assistant Principal

Peter Haviland  
Principal

Russ Booth  
Assistant Principal

Instructional Leaders. A new job description was bargained into the Teachers' Collective Bargaining Agreement. The positions were posted. Interviews were conducted by then assistant superintendent, Scott Holcomb, and principal Craig Juelis. Six staff members were hired on behalf of six different content areas including English, History, Math, Science, World Language, and Related Arts.

Subsequent to the creation and implementation of these positions in the 2016-2017 school year, an additional agreement between Superintendent Scott C. Holcomb and North Attleborough Federation of Teachers (NAFT) was created to enhance the capacity for each of the Curriculum and Instructional Leaders to effectively support and oversee the curriculum and instruction within their departments. During the 2016-2017 school year, Scott C. Holcomb ascended to the position of Superintendent of Schools in North Attleborough and successfully negotiated terms with NAFT to craft a broader job description that would enable the Curriculum and Instructional Leaders to oversee all matters related to curriculum, observe and evaluate instruction, plan for program of studies improvements, generate annual budget requests for their departments, and participate in leadership meetings as it relates to decision making and planning for the overall school program. While the negotiation was successful and the positions enjoyed expanded capacity, the negotiation produced this kind of leadership for all departments except for Business, Related Arts, and Physical and Health Education.

Effective on September 5, 2017, all Curriculum and Instructional Leaders will lead monthly department meetings and attend bi-weekly meetings with the Administrative Team. As a result of a work session held April 5, 2017 with Assistant Superintendent Lori McEwen, Curriculum Coordinator Victoria Ekk, and Principal Lee Anne Todd, Curriculum and Instructional Leaders were provided with a shared objective to oversee the school's curriculum revision cycle. While all leaders will begin to review curriculum within their departments, a specific four-year Curriculum Cycle was created by the district to be followed by each department at NAHS. The four year cycle will use the following format:

- Plan/Design
- Implement
- Evaluate
- Monitor/Revise

Starting in the fall of 2017, all academic departments will begin the cycle and will be implementing the components of UbD into this curriculum review process.

Over the past two years, former principal Craig Juelis chose recipients for school-wide student awards. Ms. Todd returned this responsibility back to the Curriculum and Instructional Leaders who worked with their respective departments to make award determinations. Ms. Todd also worked with Curriculum and Instructional Leaders in the development of the 2017-2018 schedule. This process will continue under the new Administrative Team at NAHS.

Respect • Collaboration • Hard Work • Accountability • Independence

Please call the main office at the school if you would like this document translated into a language other than English.  
Por favor, llame a la oficina principal de la escuela si usted quisiera este documento traducido en un idioma que no sea Inglés.  
يرجى الاتصال بالمكتب الرئيسي في المدرسة إذا كنت ترغب هذه الوثيقة المترجمة إلى لغة أخرى غير الإنجليزية.  
請致電主辦公室在學校，如果你想這份文件翻譯成英語以外的語言。



# North Attleborough High School

1 Wilson W. Whitty Way  
North Attleborough, Massachusetts 02760  
508-643-2115  
508-643-2173 (FAX)



Sonja Metcalf  
Assistant Principal

Peter Haviland  
Principal

Russ Booth  
Assistant Principal

In the 2016-2017 school year, the Pineapple Classroom was instituted at NAHS which encouraged professional learning by creating a process where teachers spend time in each other's classrooms. Using a calendar displayed for the entire faculty to see, any teacher willing to open their classroom to others would post a planned lesson on the calendar to alert other teachers that their room is open for visitors. This program allows for cross discipline classroom observations.

## 5. Provide and update on the status of the issues with the facility identified in the decennial report.

### Classification: In Progress

Elements of the decennial report that required attention included:

1. Portable classrooms that are aging and in need of repair
2. Broken furniture in the library and other parts of the school
3. Need for proper maintenance of athletic fields
4. Wooden viewing stands pose a safety hazard for spectators
5. Worn and torn carpeting throughout the school
6. Leaks in the mechanical system that cause damaged ceiling tiles and moisture on the floor
7. Needed updates to the school restrooms including ensuring adequate privacy for students
8. Lack of adequate sound-proofing in the music room
9. Lack of storage in the art and library departments

Starting in the Spring of 2017, planning began for the purposes of using Capital Improvement Plan (CIP) funds to effect repair and generate significant improvement throughout the school building and throughout the campus. In addition to the technological improvements noted above, much of the building and grounds work started during the summer months. In August, all new carpeting was installed throughout the entire Media Center (library). All furniture, shelves, tables, and computer stations were repositioned to provide higher levels of student support and access to all Media Center resources. Worn or discolored computer tables were replaced and new study carrels were purchased to expand the manner in which the Media Center exists to support students learning. New carpeting was also installed in the modular classrooms and select areas in the main office section of the building.

The District Maintenance Department initiated a plan to improve the overall air temperature quality throughout the building. Starting in August of 2017, the Maintenance Department started a gradual repair and replacement process as it relates to the UniVent heating and cooling systems in the classrooms on the exterior hallways of the school building.

Improvements in the illumination capacity and energy efficiency of the school gymnasium was completed in mid-August of 2017. Electricians worked throughout the course of several weeks to replace each of the older lights throughout the entire gymnasium with new LED light fixtures.

Respect · Collaboration · Hard Work · Accountability · Independence

Please call the main office at the school if you would like this document translated into a language other than English.  
Por favor, llame a la oficina principal de la escuela si usted quisiera este documento traducido en un idioma que no sea Inglés.

يرجى الاتصال بالمكتب الرئيسي في المدرسة إذا كنت ترغب هذه الوثيقة المترجمة إلى لغة أخرى غير الإنجليزية.

請致電主辦公室在學校，如果你想這份文件翻譯成英語以外的語言。



# North Attleborough High School

1 Wilson W. Whitty Way  
North Attleborough, Massachusetts 02760  
508-643-2115  
508-643-2173 (FAX)



Sonja Metcalf  
Assistant Principal

Peter Haviland  
Principal

Russ Booth  
Assistant Principal

In addition to the work occurring within the school building, there is also significant work that has already been completed or will be starting in the fall of 2017. In August, the entire tennis court was resurfaced to add another credible outdoor fresh air classroom for students in PE courses as well as to provide our boys' and girls' tennis teams with an upgraded surface on which they can compete during the upcoming spring sports seasons. In mid to late fall of 2017, excavators will begin work on Beaupre Field to remove the current grass field to prepare for the installation of a new multi-purpose turf field. The excavators will use the removed soil and gravel from the current field to support a plan to make improvements in the natural turf athletic fields in the back end of our campus. The wooden stands that exist on both sidelines are being evaluated for the purposes of repainting all metal surfaces and repairing all wooden surfaces to ensure safety and comfort for ongoing use. Wooden boards will be replaced on an as needed basis. As part of the improvement to our athletic fields, money will be solicited via ongoing collaboration from the NAACF (North Attleborough Athletic Community Fund, Inc) which is a local booster club formed to support the work required to plan, initiate, and complete this field renovation process. The NAACF is a non-profit community group that was created by community members to enhance the town's athletic facilities through fundraising and collaboration. Over the past year two years, NAACF has worked collaboratively with schools and town officials to raise funds towards a goal of \$100,000 for field improvements and enhancements.

With regard to leaking mechanical systems that caused damage ceiling tiles and floor moisture issues in the science wing, District Maintenance staff isolated the problem to issues with pumps that were installed to control moisture by accommodating condensation runoff. The pumps were identified as the cause of the issue and were subsequently replaced during the 16-17 school year.

During the 16-17 school year, all school restrooms were cleaned and painted. Issues reported that related to privacy concerns for students and staff were addressed on an as needed basis. Reports that stall doors in a bathroom on the second floor would not close or lock were addressed by installing new latches on the doors so they can be locked when in use. Any and all ongoing reports regarding bathroom repair issues are being reported and addressed on an ongoing basis.

Work on sound proofing the music room has not started. District Maintenance is working to establish a storage plan for all performing arts equipment located near the music hallway and theater. The volume of material and equipment used to support learning and performance exceeds the available space. A solution for this problem is being developed which will enable the sound proofing plan to begin once space has been cleared.

With regard to the lack of storage in the Art Department and Media Center, walkthroughs were conducted during February, 2017 by Kyle Kummer, Director of Building and Grounds, Kurt Kummer, Athletic Director, and John Ventura, head custodian, to identify potential storage areas that could be cleaned and repurposed to accommodate additional storage spaces needed by the art department and the library.

Respect · Collaboration · Hard Work · Accountability · Independence

Please call the main office at the school if you would like this document translated into a language other than English.  
Por favor, llame a la oficina principal de la escuela si usted quisiera este documento traducido en un idioma que no sea Inglés.  
يرجى الاتصال بالمكتب الرئيسي في المدرسة إذا كنت ترغب هذه الوثيقة المترجمة إلى لغة أخرى غير الإنجليزية.  
請致電主辦公室在學校，如果你想這份文件翻譯成英語以外的語言。



# North Attleborough High School

1 Wilson W. Whitty Way  
North Attleborough, Massachusetts 02760  
508-643-2115  
508-643-2173 (FAX)



Sonja Metcalf  
Assistant Principal

Peter Haviland  
Principal

Russ Booth  
Assistant Principal

The art department closets were cleaned during February-March, 2017. Old materials were disposed of in accordance with district policies. Some items went to our district storage location, while other items such as paints and glazes were disposed as hazardous waste. Shelving was purchased for the art closets. The district's carpenter also built shelving needed to fit in the unique shape of the closet. The closet off of Room 112 was cleaned and shelving was removed to ensure space for larger items. The large display boards were discarded and the school purchases screen display boards that can be broken down into a manageable size. The district carpenter built a wooden storage unit for the new display boards.

The media room off of the library was cleaned. Outdated and under used AV equipment was discarded in accordance with the district policies.

Additionally, Superintendent Scott C. Holcomb submitted a Statement of Interest (SOI) to the Massachusetts School Building Authority (MSBA) for a feasibility study to be conducted at North Attleborough High School. Representatives from the MSBA met with school and district administrators in August to discuss the (SOI) submission, ask additional questions and tour the high school campus. North Attleborough High Schools was one of 40 schools across MA to be picked for this site visit. The MSBA will notify the school department no later than December, 2017, to say whether or not the school was selected for a feasibility study which may result in a high school renovation or new high school.

North Attleborough High School is grateful to have participated in the NEASC accreditation process and is proud to share through this Special Progress Report that significant work and planning has been initiated to make necessary improvements. These improvements will prove beneficial to our students, faculty, and community members as North Attleborough High School continues its pursuit of excellence.

Sincerely,

Peter Haviland

Principal

cc: Scott Holcomb, Superintendent, NAPS  
Dr. Lori McEwen, Assistant Superintendent, NAPS  
Mr. James McKenna, Chairperson, North Attleborough School Committee  
Dr. Paula Dillon, Chair of the Visiting Committee  
Mr. Francis T. Kennedy, Jr., Chair, Committee on Public Secondary Schools

Respect · Collaboration · Hard Work · Accountability · Independence

Please call the main office at the school if you would like this document translated into a language other than English.  
Por favor, llame a la oficina principal de la escuela si usted quisiera este documento traducido en un idioma que no sea Inglés.

يرجى الاتصال بالمكتب الرئيسي في المدرسة إذا كنت ترغب هذه الوثيقة المترجمة إلى لغة أخرى غير الإنجليزية.

請致電主辦公室在學校，如果你想這份文件翻譯成英語以外的語言。

**New England Association of  
School and Colleges, Inc.**

**Commission on Public Schools**



**Committee on Public Secondary Schools**

**Two-Year Progress Report for  
North Attleboro High School**

North Attleboro, MA

North Attleboro Two-Year Progress Report

October 01, 2018

Peter Haviland, Principal

# Progress Report Requests

---

## General Recommendations

### Standard 1 Recommendations

#### Request

Develop a consistent process for the measurement of student progress toward meeting the 21st century learning expectations

#### Response Status: In Progress

With the establishment of common student learning outcomes shared at the start of the 18-19 school year, teachers will begin to use their content to establish instructional and assessment practices designed to support all students in their pursuit of these learning outcomes. While significant progress in curriculum, instruction, and assessment practice improvements have been made during the 17-18 school year, the creation of a specific and consistent process for the measurement of student progress towards meeting the 21st century learning expectations is still in progress.

During the summer months after the 2016-2017 school year, along with the rest of the school district, North Attleborough High School embarked on a major curriculum revision process. As a part of the District and School Improvement Plans, NAHS teachers began their work revising our entire curriculum via the Understanding By Design (UBD) structure. Curriculum writing using the UBD format focuses on a backward design model prompting teachers to establish clear learning goals for each lesson, unit, and term. All teachers in all content areas spent considerable time in their Professional Learning Communities, discussing and writing curriculum via the UBD format throughout the entire 2017-2018 school year. Teachers worked to fulfill the challenges inherent in three initiatives outlined below:

1. To revise curriculum according to the Understanding by Design Framework
2. To embed Social Emotional Learning core competencies into the written and taught curriculum
3. To embed the Massachusetts Digital Literacy and Computer Science Standards into the written and taught curriculum.

To achieve the goals via these initiatives, teachers learned more about UBD via our **EduPlanet21 Learning Pathways**. This pathway increased understanding and participants earned 20 Professional Development Points (PDPs). These pathways are still open to all teachers. Throughout the year, all NAHS teachers worked to recreate and revise units of study, beginning with a firm understanding and application of Stage 1.

Creating curriculum using the UBD format involves multiple stages including:

1. Stage 1 - Identifying learning outcomes
2. Stage 2 - Determining assessment evidence
3. Stage 3 - Planning learning experiences and instruction

The desired outcome of the UBD process for all courses in all content areas is to create a set of common learning objectives. Teachers will leverage the unique aspects of their particular content area to support students in pursuit of these common learning outcomes. During the 2017-2018 school year, the UBD curriculum revision process included expectations that the 5 Social-Emotional Learning Competencies and Digital Literacy standards were embedded in all curriculum and reflected in the identified learning outcomes.

While significant progress was made in writing curriculum for all courses at NAHS during the 17-18 school year, multiple vetting meetings led by the NAHS Curriculum and Instructional Leadership Team yielded results prompting the need re-evaluate the original expectations for completion of this process. Teachers continue to write curriculum using the UBD format; however, district leadership created a plan to start the 18-19 school year to ensure teachers had more clarity regarding the creation of common learning outcomes. Based on observations and feedback during the 17-18 school year, the district embarked on a plan of Blended and Personalized Learning to facilitate deeper learning and common learning outcomes for all students. By continuing to use UBD and embed Social Emotional Learning and the Digital Literacy Standards, teachers will create blended and personalized learning experiences to ensure that all students are supported in pursuit of at least 6 different learning outcomes, including:

- 1. Mastering Core Academic Content**
- 2. Thinking Critically & Solving Complex Problems**
- 3. Working Collaboratively**
- 4. Communicating Effectively**
- 5. Learning how to learn**
- 6. Developing Academic Mindsets**

It is with these identified outcomes that teachers will begin to use their content to establish instructional and assessment practices designed to support all students in their pursuit of these learning outcomes. Where NAHS remains at Stage 1 of the UBD process and is beginning to evaluate the relationship between common learning objectives and aligned instructional and assessment practices, the creation of a specific and consistent process for the measurement of student progress towards meeting the 21st century learning expectations is still in progress.

## **Request**

**Create and implement a process to routinely collect and utilize data from school-wide rubrics to drive curriculum, instruction, and assessment**

## **Response Status: Planned for the Future**

North Attleborough High School continues to work towards the creation of common learning outcomes for all students. Subsequent to the identification of those objectives, teachers will modify their instructional and assessment practices to ensure alignment between the written, taught, and assessed curriculum. The creation of a rubric system will occur once the common learning objectives have been established.

As of the fall of 2018, NAHS has not developed a rubric system to measure, analyze, and drive curriculum, instruction, and assessment.



## **Request**

Create and implement a timeline to review the core values, beliefs, and 21st century learning expectations alongside students, parents and community members

### **Response Status: In Progress**

Since NAHS began the self study process in anticipation of the NEASC visit and subsequent accreditation report in the 2016 school year, the school was led by three different principals. With the leadership team in flux, the teachers of NAHS participated in the entire NEASC process. At the time, NAHS had established core values, beliefs, and 21st century learning expectations. In 2016, the North Attleborough High School Mission Statement, Core Values, and Beliefs were:

The mission of North Attleborough High School is to work collaboratively with our students, their families, and the community, to provide an exceptional educational experience that prepares students to be contributing members of the global community. In preparing these students for participation in the 21st century, we commit to the following set of core values:

Our Core Values are what drive us to develop in all students the qualities they need to achieve excellence, emphasizing:

- **Respect**
- **Collaboration**
- **Hard Work**
- **Accountability**
- **Independence**

NAHS prides itself on the following beliefs:

- **Fostering a safe learning environment**
- **Providing a differentiated educational experience**
- **Ensuring that all students learn 21st Century skills**

As of 2016, the NAHS 21st Century Learning Expectations were:

#### **Academic**

It is important for students to:

- **Communicate effectively using writing**
- **Communicate effectively using speech**
- **Read effectively**
- **Use and apply analytical and creative skills to solve problems**
- **Use technology to support their learning**

#### **Social**

It is important for students to:

- **Develop life and career skills**
- **Be Respectful, responsible, knowledgeable, and ethical/moral members of the school and community**

## **Civic**

It is important for students to:

- **Demonstrate good citizenship within the school and in our 21st century world**

During the 16-17 school year, the administrative team at NAHS changed. The new leadership assumed responsibility for the continuation for NAHS participation in the NEASC accreditation process. After receipt of the Report of the Visiting Team for North Attleborough High School, the school leadership team began work to address the number of recommendations noted in Standard 1. Specifically, NAHS worked to develop and implement a process to ensure that the school's core values, beliefs, and 21st century learning expectations guide the school's policies, decisions, and resource allocations.

In April of 2017, a Core Values Committee was established to review and recommend changes to the NAHS Core Values. This process included faculty, students, and parent groups. At the time the NAHS faculty participated in the review of the core values, major district level leadership changes occurred. These changes precipitated the change to new leadership changes at NAHS. As a result, while the established NAHS Core Values are clear, they weren't developed or adopted with a clear understanding of the district's direction under new leadership.

In the fall of 2017, new leadership at NAHS established several teacher led Task Forces designed to foster ongoing teacher voice in a process to identify areas of needed improvement within the school. Using the NEASC recommendations in the report of the visiting team, teachers participated in a root cause analysis protocol to develop 7 different Task Force groups. Included in these groups was a Mission/Vision/Values Task Force. With the time made available to them, this Task Force set out to research the language used in area schools and to make recommendations to the faculty regarding potential changes to the Mission/Vision/Values at NAHS. Differently from prior reviews of the NAHS Mission/Vision/Values, the Task Force in 2017-2018 was able to begin the work with a clear district mission having been established.

In the fall of 2018, the NAHS Curriculum and Instructional Leadership Team will evaluate the effectiveness of the Task Force model. This analysis will yield recommendations for change, including the possible creation of a volunteer design team created to research and make proposal related to a new Mission/Vision/Values plan. The creation of a new mission statement, vision for all students, and set of values will drive the work of all teachers as it will support teachers in making connections between their curriculum, lesson plans, instructional practices, and assessment process and the overall mission of the school.

While significant work has occurred at NAHS during the past two years with regard to our core values, changes in leadership have delayed full adoption and implementation of a mission statement, core values, and beliefs in alignment with district objectives. Despite the significant work, NAHS is still making progress in creating and implementing and implementing a timeline to review the core values, beliefs, and 21st century learning expectations alongside students, parents and community members.

**Develop a process for teachers and students to become actively aware of the language of the beliefs and 21st century learning expectations**

### **Response Status: Planned for the Future**

**As of the fall of 2018, NAHS is working in alignment with district goals and objectives to establish school based plans to:**

- 1. Create a committee designed to research, identify, and propose information to inform the creation of a new mission and vision statement, school wide values, and common learning expectations for all students.**
- 2. Identify, select, and adopt a new mission and vision statement to be used to inform:**
  - 1. learning objectives for each lesson**
  - 2. Instructional practices for each course**
  - 3. Assessment practices for each course**
  - 4. Feedback practices for each student**
- 3. Upon completion of this process, students and teachers will become actively aware of the language of the beliefs and 21st century learning expectations due to repeated exposure and reference to them in all classroom settings.**

**All of this work is being discussed; however, it remains a plan for the future.**

### **Request**

**Continue to work to implement all of the school-wide analytic rubrics**

### **Response Status: No Action**

**NAHS continues to develop curriculum via the UBD format. As common learning objectives are established on behalf of 21st century learning expectations, a system of rubrics will exist as the logical next step to assess student performance related to specific instructional objectives.**

**As of the fall of 2018, NAHS has not discussed the creation of common school-wide analytic rubrics to assess student performance.**

### **Request**

**Develop and implement a process to ensure that the school's core values, beliefs and 21st century learning expectations guide the school's policies, procedures, decisions and resource allocations**

## Response Status: Planned for the Future

The current NAHS core values, beliefs, and 21st century learning expectations will be evaluated to determine if they continue to align with our district's vision for NAHS to prepare our students for their post-secondary lives in college, careers, or as active citizens. With the district providing clarity of purpose for all schools to start the 18-19 school year as it relates to deeper learning, blended and personalized learning, and common learning outcomes, NAHS will create a committee to evaluate the school's mission, values, beliefs, and learning expectations to ensure that there is alignment with district objectives. The committee will collaborate with school leadership, faculty, students, and families to facilitate any changes and improvements made.

## Standard 2 Recommendations

### Request

Analyze student assessment data and use results to drive curriculum decisions

## Response Status: In Progress

With the expansion of the Curriculum Instructional Leadership in place to start the 18-19 school year, all departments are positioned to begin significant work towards creating common learning objectives within the department and across the entire school's curriculum, innovative instructional strategies leveraging blended and personalized learning and digital literacy instruction, and common assessment practices.

The common assessment practices will continue to allow teachers to blend their unique talents and creativity into instructional and assessment experiences; however, they will yield data to be used by classroom teachers, students, Curriculum and Instructional Leaders, and school Administration to drive curriculum decisions.

NAHS will continue to progress through the UBD Curriculum Revision cycle to ensure that all curriculum is centered on common learning outcomes. As subjects within content areas begin to embed the common learning objectives in all lessons, assessment experiences for students will provide multiple opportunities for students to demonstrate their deeper learning. Rubrics articulating the extent to which students have mastered their academic content will be developed to provide customized feedback for students to promote growth and improvement. This data will also provide teachers with categorical information to effect changes in their instructional practices to address student learning deficits.

NAHS continues to build a program of learning for all students which will include a process to create and analyze student assessment data and to use the results to drive curriculum decisions.

### Request

Increase support and opportunities for cross-disciplinary curriculum development and delivery

### **Response Status: Planned for the Future**

As NAHS continues to write and develop curriculum aligned by common learning outcomes and assessment practices, opportunities for cross-disciplinary curriculum development and delivery will increase. While progress is being made in writing curriculum in the UBD format, cross-disciplinary development and delivery occurs occasionally at NAHS. Currently, teachers in ELA and Social Studies participate in cross-curricular planning to provide enhanced learning experiences for students to broaden and deepen their understanding of the content learned.

### **Request**

Expand opportunities for students to gain authentic learning experiences beyond the regular classroom

### **Response Status: Planned for the Future**

During the course of the 2018-2019 school year NAHS will work to develop an Active Citizenship graduation requirement for all students. In alignment with our school's values and beliefs related to civic engagement, all students will be expected to complete community service projects during the course of each school year. A plan to inspire students to become engaged citizens will be developed, proposed as a graduation requirement via the 19-20 NAHS Program of Studies and implemented starting in the fall of 2019 and in each year thereafter. Students will complete approved service projects and submit their hours to the high school's Transition Coordinator in order to receive credit for completion of the projects. While students will be expected to initiate and participate in their community service projects independently, the NAHS Transition Coordinator will work with local organizations who seek volunteers in order to support students as they seek service opportunities.

### **Request**

Implement regular use of teacher evaluation processes to ensure alignment between written and taught curriculum

### **Response Status: In Progress**

As of the fall of 2018 begins, NAHS is fully appointed with a complete Curriculum and Instructional (CIL) Leadership Team. Each content area has a Curriculum and Instructional Leader expected to utilize their curriculum and instructional expertise to support the evaluation process by:

- Supporting and approving individual teacher goals,
- Collecting evidence,
- Observing teaching practice,

- Providing meaningful feedback
- Sharing feedback and evidence-based perceptions via our digital evaluation platform (e.g., Baseline Edge), and
- Contributing to the building administration's fair and equitable summative evaluation for the teachers supervised in their respective departments, which is currently not in the negotiated job description.

During July of 2018, all Curriculum and Instructional Leaders participated in ongoing professional learning in a two day workshop with consultants from Teachers 21. Teachers 21 is a consultancy program designed to support school districts in creating improvement to their practice, especially as it relates to developing the capacity of leadership teams. This professional learning experience provided increased depth of understanding related to the 2nd and 3rd stages of UBD as well as best practices for classroom observation and providing meaningful feedback to teachers.

In preparation for increased classroom observations and follow up conversations, NAHS created a master schedule designed to increase the amount of time available to each CIL in order to support their ability to be in classrooms more frequently. This schedule also aligned CILs with the ability to meet regularly as an entire team to plan, schedule, and assess progress.

The CIL team will implement regular use of teacher evaluation processes to ensure alignment between the written and taught curriculum. This is a plan that is in progress.

## **Request**

**Provide a structure or platform for teachers to easily access the written curriculum**

## **Response Status: In Progress**

**Effective September 2018, the entire district transitioned from an Office 365 online platform to the Google G Suite. In addition to the transition to Google, during the fall of 2018 all NAHS teachers will obtain a district provided laptop computer.**

**During the 17-18 school year, teachers who completed all or part of any curriculum revision stored their work in a Team folder in the Office 365 platform. Starting in 2018, teachers will begin transitioning their completed work into Google. Simultaneously, the district's curriculum leadership is working to identify an online structure designed to store all curriculum and to make it accessible so all teachers can make changes throughout the course of each year. Whether this plan will be found within the Google G Suite or via a compatible platform, the specific structure will be identified during the course of the 18-19 school year.**

**While this plan has been in progress since the start of the 17-18 school year, the provision of laptop computers to all teachers will accelerate the creation of curriculum in the UBD format and their ability to access it.**

## **Request**

**Provide reliable technology to be integrated into instructional practice including a dependable wireless network and the necessary infrastructure improvements as well as updated student devices that function properly**

## **Response Status: In Progress**

Due to the expansion of the district's budget for the 18-19 school year due to the North Attleborough community voting to approve an override request, the district has made significant progress in providing technology for all teachers and students. At the end of the 17-18 school year, grant funding made available to the district enabled our technology department to improve and expand the wireless network strength in order to support school wide use of computers. Just prior to the end of the 17-18 school year, the Superintendent announced a major technology initiative for the entire district providing all teachers with a laptop computer. Additionally, as a part of the goal to become a 1:1 district, it was announced that all NAHS students would receive a Chromebook during the early part of the 18-19 school year.

With pride and enthusiasm, NAHS is working with the district technology department to create a roll-out plan for distribution and implementation. Additionally, the district's curriculum and instructional leadership plans include a partnership with Discovery Education and a plan to train 8 high school teachers and 16 teachers at two other district schools to learn how to use DE to support their growth in the creation of blended and personalized learning classrooms. Each of these teachers will serve NAHS as classroom learning laboratories for colleagues to observe in order to expand blended and personalized learning in more classrooms throughout the school. The district is embarking on one of the largest technology infusion initiatives in the state of Massachusetts and demonstrates a level of preparation to support full implementation as quickly as possible.

In the course of one school year, due to this technology initiative, NAHS will move from being a school with over 1100 students who had limited access to desktop computers in various computer labs throughout the school to a school where each student and teacher has their own device. While this transition is categorized as In Progress, the district and NAHS have made significant progress integrating technology into instructional practice including a dependable wireless network and the necessary infrastructure improvements as well as updated student devices that function properly.

### **Request**

Develop and implement a curriculum revision cycle, including the provision of materials necessary to support the curriculum as it is revised

## **Response Status: Planned for the Future**

The existence of a complete Curriculum and Instructional Leadership Team paves the way for a thorough vetting process for all written curriculum. Each CIL will maintain an awareness of all written curriculum for each subject within their departments and ensure alignment between the written and taught curriculum. A part of the role of the NAHS CIL will be to formulate plans for curriculum revision based on observation of instruction, student performance results, and any need to ensure alignment with the school and district mission, vision, values, beliefs, and learning expectations for all students. Eight different CILs oversee no more than 13 teachers within their departments. Each CIL is afforded 4 class periods throughout each school day to determine what curriculum revision plans need to be developed and to identify additional resources needed to support the curricular changes and improvements. CILs will use this information as the school prepares annual requests for additional time and funding.

### **Standard 3 Recommendations**

#### **Request**

**Provide greater opportunities for students to provide feedback to their teachers concerning effective instruction**

#### **Response Status: No Action**

**NAHS has not yet addressed this recommendation as of September 2018.**

#### **Request**

**Commit to and integrate common instructional practices and 21st century learning expectations within courses**

#### **Response Status: In Progress**

**Via the expectations embedded in the curriculum revision process, NAHS will support all teachers in their development and integration of common instructional practices and 21st century learning expectations in all courses. During the 18-19 school year teachers will learn the value and benefit of utilizing blended and personalized instructional practices within their classrooms to foster a greater sense of student ownership of their learning and to transition from teacher to student centered instruction where teachers will turn learning over to students and facilitate their growth and development on an individual basis.**

#### **Request**

**Provide reliable student and teacher technology to support teachers in the purposeful integration of technology to meet the needs of students in achieving the 21st century learning expectations**

#### **Response Status: In Progress**

**Due to the expansion of the district's budget for the 18-19 school year due to the North Attleborough community voting to approve an override request, the district has made significant progress in providing technology for all teachers and students. At the end of the 17-18 school year, grant funding made available to the district enabled our technology department to improve and expand the wireless network strength in order to support school wide use of computers. Just prior to the end of the 17-18 school year, the Superintendent announced a major technology**



initiative for the entire district providing all teachers with a laptop computer. Additionally, as a part of the goal to become a 1:1 district, it was announced that all NAHS students would receive a Chromebook during the early part of the 18-19 school year.

With pride and enthusiasm, NAHS is working with the district technology department to create a roll-out plan for distribution and implementation. Additionally, the district's curriculum and instructional leadership plans include a partnership with Discovery Education and a plan to train 8 high school teachers and 16 teachers at two other district schools to learn how to use DE to support their growth in the creation of blended and personalized learning classrooms. Each of these teachers will serve NAHS as classroom learning laboratories for colleagues to observe in order to expand blended and personalized learning in more classrooms throughout the school. The district is embarking on one of the largest technology infusion initiatives in the state of Massachusetts and demonstrates a level of preparation to support full implementation as quickly as possible.

In the course of one school year, due to this technology initiative, NAHS will move from being a school with over 1100 students who had limited access to desktop computers in various computer labs throughout the school to a school where each student and teacher has their own device. While this transition is categorized as In Progress, the district and NAHS have made significant progress integrating technology into instructional practice including a dependable wireless network and the necessary infrastructure improvements as well as updated student devices that function properly.

## **Request**

**Provide systems and resources to ensure regular evaluation of teachers**

## **Response Status: In Progress**

**As of the fall of 2018 begins, NAHS is fully appointed with a complete Curriculum and Instructional (CIL) Leadership Team. Each content area has a Curriculum and Instructional Leader expected to utilize their curriculum and instructional expertise to support the evaluation process by:**

- Supporting and approving individual teacher goals,
- Collecting evidence,
- Observing teaching practice,
- Providing meaningful feedback
- Sharing feedback and evidence-based perceptions via our digital evaluation platform (e.g., Baseline Edge), and
- Contributing to the building administration's fair and equitable summative evaluation for the teachers supervised in their respective departments, which is currently not in the negotiated job description.

During July of 2018, all Curriculum and Instructional Leaders participated in ongoing professional learning in a two day workshop with consultants from Teachers 21. Teachers 21 is a consultancy program designed to support school districts in creating improvement to their practice, especially as it relates to developing the capacity of leadership teams. This professional learning experience provided increased depth of understanding related to the 2nd and 3rd stages of UBD as well as best practices for classroom observation and providing meaningful feedback to teachers.

In preparation for increased classroom observations and follow up conversations, NAHS created a master schedule designed to increase the amount of time available to each CIL in order to support their ability to be in classrooms more frequently. This schedule also aligned CILs with the ability to meet regularly as an entire team to plan, schedule, and assess progress.

The CIL team will implement regular use of teacher evaluation processes to ensure alignment between the written and taught curriculum. This is a plan that is in progress.

## **Request**

**Provide professional development to support teachers in developing skills in the areas of differentiation, personalization, student engagement, and research-based instructional strategies**

## **Response Status: In Progress**

In addition to the increased amount of professional development time allotted to the district via the added number of early release days in the 18-19 school year, the district is leading an initiative to provide support for all teachers to develop deeper learning competencies for all students. Deeper Learning Competencies (as described by the Hewlett Foundation) are those skills necessary for ALL students to prepare to achieve at high levels in preparation for college career and civic life. To that end, NAHS will educate all students in blended and personalized learning environments allowing teachers to facilitate learning and differentiate instruction by blending technology and face to face instruction.

**The steps to creating such blended and personalized learning environments require that NAHS can:**

1. Identify the essential skills and contents for any course of learning and create authentic assessments that allow students to demonstrate mastery of those skills and knowledge (UbD)
2. Ensure that students know themselves as learners, can understand and work with others, and can use their skills and knowledge to make sound decisions (SEL)
3. Equip students with the skills to use technology responsibly to solve complex problems, create new products and solutions and communicate in our 21st century world

**The district created a new logo designed to capture the entire concept in an easy to understand graphic. This logo brings the work together. In order to bring the work NAHS will do into sharper focus, NAHS has developed a logo that clarifies the What, How and Why of our district initiatives. (DLCS)**

**The Why is reflected through the Deeper Learning Competencies. The competencies are those skills we want all students to have developed by the time they graduate. The William and Flora Hewlett Foundation defines Deeper learning as “an umbrella term for the skills and knowledge that students must possess to succeed in 21st century jobs and civic life.” Those competencies are:**

- Master Core Academic Content

- Think Critically and Solve Complex Problems
- Work Collaboratively
- Communicate Effectively
- Learn How to Learn
- Develop Academic Mindsets

In order to develop those competencies, NAHS teachers will need to personalize learning for all students, by blending technology and face to face instruction. The "What" becomes our development of a Blended and Personalized Learning Environment. With the addition of supportive wireless infrastructure and an influx of technology for both teachers and students, NAHS will create environments where the teacher acts as facilitator and students begin to truly own their learning.

With support, training, and explicit professional development NAHS will achieve this vision of teaching and learning through a foundation that includes the backwards design of curriculum (UbD), a commitment to the development of social-emotional competencies (SEL), and the safe and appropriate use of technology, as outlined in our Massachusetts Digital Literacy and Computer Science Standards (DLCS).

### **Request**

Increase instructional practices that promote student voice and self-directed learning

### **Response Status: Planned for the Future**

As it relates to specific in-class instructional practices that promote student voice and self-directed learning, NAHS has not collectively addressed this recommendation as of September 2018. During the spring of 2018, a single math classroom at NAHS volunteered to try individualizing math practice through self-directed and self-paced online playlists. Each playlist was focused on a math standard, allowing students to self-select a targeted playlist based on their individual needs. When students completed an entire playlist and demonstrated mastery on an assessment, they got to select a new playlist. In order to hold students accountable to progress, students were provided with set target due dates on select playlists. Struggling students were also given additional support (1:1 or small group instruction, extended deadlines, etc.) to support their effort to make adequate progress.

The concept of using playlists to promote student voice and self-directed learning is new to NAHS and a part of plans for the future.

### **Request**

Evaluate the current model of professional development to ensure it is meeting the professional growth needs of all teachers

## **Response Status: No Action**

While the district has established specific objectives to improve the current model of professional development, NAHS has not yet addressed this recommendation as of September 2018.

### **Request**

**Create a formal structure for professional development, discourse, peer observation, and sharing pedagogy**

## **Response Status: In Progress**

In alignment with district objectives to create a more formal structure for professional development, discourse, peer observation, and sharing pedagogy, NAHS continues to identify strategies to achieve these objectives. Planning includes:

- 1. Creating a system for CIL and Administration classroom walkthroughs in an attempt to observe specific predetermined instructional practices**
- 2. Inviting available teachers on classroom walkthrough activities**
- 3. Debriefing after walkthrough experiences to calibrate observations and provide the faculty with feedback**
- 4. NAHS continues to employ the Pineapple Classroom board which allows teachers to invite other faculty members into their classrooms to observe a particular lesson**
- 5. NAHS has 8 teachers who volunteered to serve our school as Change Agent Teachers on behalf of our objectives to develop blended and personalized learning experiences within each classroom. To that end, 8 teachers have volunteered to:**
  - Accelerate the impact of this work through sustained professional learning to support the creation of differentiated, student-centered learning environments. A professional learning partnership with Discovery Education is designed to leverage high-yield instructional strategies and build capacity to purposefully integrate our digital resources, to strengthen student engagement, and deepen learning for all of our students to continually improve outcomes for students in both their academic and social emotional learning.
  - Participate in a community of change agent teachers who will learn, apply, and share new teaching strategies and approaches to empower students to take ownership over their learning. A cohort of 8 high school teachers has been selected to lead this work through an application process outlining the expectations and responsibilities of the change agent teachers.

Key responsibilities for each of the teachers are:

- Attend up to five (5) full days of professional learning sessions each year for two years
- Collaborate with a Discovery Education Professional Learning Consultant in their classroom through Instructional Support sessions
- Experiment with instructional strategies, tools, and resources learned in professional learning sessions in their Learning Lab classrooms

- Embrace a FAIL-forward mindset of First Attempt in Learning to create a culture of teaching and learning innovation
- Collaborate with building principals, Change Agent Teacher Team, and Discovery Education Professional Learning Consultants to refine practices and build a school culture of innovation
- Open classroom door and offer colleagues opportunities to observe and reflect on your practice and collaborate with colleagues to strengthen instructional innovation
- Share practices with colleagues in informal settings such as common planning periods, team meetings, PLC meetings, staff meetings, in-service days, and other times during the contractual work day as determined by the building principal and Change Agent Teacher Team

## **Standard 4 Recommendations**

### **Request**

**Develop a schedule and implement a process that allows for common planning time, so teachers can analyze the data collected from various assessments**

### **Response Status: In Progress**

**In the second year of new school leadership with the recent expansion of the Curriculum and Instructional Leadership Team, effort to align schedules to facilitate common planning time among CILs and subject based teachers occurred during the schedule build process during the summer of 2018. While multiple opportunities for teachers to form subject based Professional Learning Communities were developed, the majority of teachers do not have aligned schedules. For the 18-19 school year, each CIL has at least two aligned periods when they aren't teaching a class allowing them to meet with teachers in their departments, observe instruction, or meet with the NAHS CIL team. While it is a priority of the school to develop a process allowing for common planning time so that teachers can analyze data collected from various assessments, most teachers are not yet positioned to achieve this objective.**

### **Request**

**Develop and implement a system of reporting individual student progress in achieving the 21st century learning expectations to students and their families**

### **Response Status: No Action**

**As of September 2018, a credible system of reporting individual student progress in achieving the 21st century learning expectations to students and their families has not been developed yet.**

### **Request**

**Develop a structure and a formal process to collect, disaggregate, and analyze data to identify and respond to inequities in student achievement**

### **Response Status: In Progress**

During the 17-18 school year, several teachers formed an Achievement Gap Task Force. This group reviewed available data via SIS records, MCAS results, and other data sources provided to identify potential root causes for inequities in student achievement. While the work of the Achievement Gap Task Force is incomplete, teachers moved to pursue grants to provide additional levels of remediation instruction for high needs students. Significant analysis and activity occurred during the 17-18 school year to address the issue of inequity in student achievement; however, NAHS has not yet fully developed a structure and formal process to collect, disaggregate, and analyze data to identify and respond to inequities in student achievement.

### **Request**

**Create and implement a plan to embed the 21st century learning expectations into the school culture to increase the use of school-wide rubrics**

### **Response Status: Planned for the Future**

As of September 2018, NAHS has yet to create and implement a plan to embed the 21st century learning expectations into the school culture to increase the use of school-wide rubrics. Rubric creation will occur during the UBD stage 2 and 3 curriculum revision process.

### **Request**

**Create and implement a regular schedule where same-course teachers create, analyze, and revise assessments**

### **Response Status: In Progress**

In the second year of new school leadership with the recent expansion of the Curriculum and Instructional Leadership Team, effort to align schedules to facilitate common planning time among CILs and subject based teachers occurred during the schedule build process during the summer of 2018. While multiple opportunities for teachers to form subject based Professional Learning Communities were developed, the majority of teachers do not have aligned schedules. For the 18-19 school year, each CIL has at least two aligned periods when they aren't teaching a class allowing them to meet with teachers in their departments, observe instruction, or meet with the NAHS CIL team. While it is a priority of the school to Create and implement a regular schedule where same-course teachers create, analyze, and revise assessments, most teachers are not yet positioned to achieve this objective.

**Request**

Provide students with clear and specific feedback on all assessments

**Response Status: No Action**

As of September 2018, no specific action has been taken to develop a shared practice to provide all students with clear and specific feedback on all assessments.

**Request**

Develop and implement a regular schedule in which instructional leaders and teachers can formally meet to examine evidence of student learning, for the purpose of curriculum revisions and improvement of instructional practice

**Response Status: Planned for the Future**

Instructional leaders and teachers meet during faculty meetings and PLCs 2-3 times per month. During these PLCs, teachers and instructional leaders informally discuss student learning results without consistency. Typically, specific PLC or department objectives are created for each faculty meeting thereby limiting time for instructional leaders and teachers to examine evidence of student learning. As the UBD curriculum revision process moves forward, student learning results on behalf of common assessments will exist with more frequency. With the availability of this data, and the creation of time specifically allocated for data analysis, teachers and instructional leaders will be in position to evaluate continued curriculum revisions and to make improvement of instructional practice.

**Request**

Review and evaluate grading and reporting practices for consistency

**Response Status: No Action**

As of September 2018, no formalized plans for the evaluation of grading and reporting practices for consistency have been established.

**Standard 5 Recommendations****Request**

**Implement robust culture-building across student groups to increase inclusion of the full student body and engage all community stakeholders**

### **Response Status: In Progress**

Per the NAHS NEASC Self Study process conducted in 2015, student survey results yielded a high percentage of students who did not feel sufficient levels of ownership, belonging, or voice at North Attleborough High School. To begin to address this issue, in the fall of 2017, NAHS create a Student Voice Summit experience designed to foster a greater sense of voice and ownership for all students. Student Voice Summit (SVS) meetings occur at least four times per school year. As of June 2018, between 30 and 40 students participated in SVS meetings during the course of the school day. Similarly to how teachers may be pulled from classes or specific days for ongoing professional learning, SVS allows students time away from class to meet in a norm based environment to identify challenges and opportunities that may exist within the school community. Students conduct root cause analysis protocols to identify the underlying causes for specific problems within the school and create plans for improvement. Students break into small groups and conduct these protocols on behalf of a variety of identified challenges in order to effect positive change throughout the school. Once SVS students have identified the root cause of the challenge, they create a solution and write their solution up in form of a bill. This bill is vetted at the end of each Student Voice Summit event and the entire group votes to indicate which bills are viable and ready to be presented to building administration. Conditions for each bill to be considered include the need to make any idea affordable in terms of time and funding as well as clear alignment with our school's core values.

Starting in the fall of 2018, SVS will expand to approximately 50 students. Students who have a question, concern, or idea will be sought for participation in this year's SVS experience. Teachers will complete a nomination form to ensure that those students who may not be obvious participants will have access to the SVS activity. Additionally, all students will participate either through a homeroom representative system of SVS created surveys to determine student interests, attitudes, and opinions in order to leverage as many student voices as possible to drive change and improvement within the school.

in the fall of 2017, SVS produced a desire articulated across the entire student body to create a Wellness Week. Through planning, discussion, and implementation, students gained administrative approval to conduct a Stress Management Week where students were able to participate in activities such as yoga and therapeutic coloring. In addition, calming music was played throughout the school between periods and students watched motivational videos during their homeroom periods each day. The entire week was made possible by providing students with time to meet, discuss, and plan activities via the Student Voice Summits.

In the spring of 2018, on behalf of the need to create a safe environment for all students, NAHS engaged the entire senior class in a discussion regarding the color of graduation gowns. Historically, NAHS conducted graduation ceremonies where female students wore all white and male students wore all red regalia. To ensure that all students were able to participate in the graduation ceremony without gender being a factor and to create a greater sense of unity and pride, NAHS allowed senior students the chance to vote on a series of approved graduating regalia. Students elected to use an all red color as red is the primary color of NAHS; however, they asked for approval to add a white accessory and to be the first class in NAHS history to be allowed to decorate the tops of their graduation caps. Permission was granted allowing for the changes. Student voices were expressed, heard, and acted upon to effect change and improvement on behalf of unity and inclusivity.



While significant progress was made, NAHS still needs to develop more ways to include the entire student body to implement robust culture-building activities and experiences.

### **Request**

**Review and decrease the number or course levels to increase access to heterogeneous grouping**

### **Response Status: No Action**

As of September 2018, NAHS has not yet initiated any discussions or plans to address this recommendation.

### **Request**

**Implement inclusive structures to develop professional learning plans aligned to district and building strategic goals**

### **Response Status: No Action**

As of September 2018, NAHS has not yet initiated any discussions or plans to address this recommendation.

### **Request**

**Increase the level of teacher voice and leadership in professional learning communities**

### **Response Status: In Progress**

In the fall of 2017, new leadership at NAHS established several teacher led Task Forces designed to foster ongoing teacher voice in a process to identify areas of needed improvement within the school. Using the NEASC recommendations in the report of the visiting team, teachers participated in a root cause analysis protocol to develop 7 different Task Force groups. Included in these groups was a Mission/Vision/Values Task Force. With the time made available to them, this Task Force set out to research the language used in area schools and to make recommendations to the faculty regarding potential changes to the Mission/Vision/Values at NAHS. Differently from prior reviews of the NAHS Mission/Vision/Values, the Task Force in 2017-2018 was able to begin the work with a clear district mission having been established.

In the fall of 2018, the NAHS Curriculum and Instructional Leadership Team will evaluate the effectiveness of the Task Force model. This analysis will yield recommendations for change, including the possible creation of a volunteer design team created to research and make proposal related to a new

Mission/Vision/Values plan. The creation of a new mission statement, vision for all students, and set of values will drive the work of all teachers as it will support teachers in making connections between their curriculum, lesson plans, instructional practices, and assessment process and the overall mission of the school.

### **Request**

**Develop cooperative, structured, and respectful channels to communicate needs and expectations for all adults at NAHS**

### **Response Status: In Progress**

During the summer of 2018, NAHS created an additional level of support and advocacy for each teacher in each department by appointing 3 additional Curriculum and Instructional Leaders. With the addition of these positions, all teachers have access to an additional level of support for any of their departmental or individual needs. Administrators meet regularly with CILs to identify areas of needed improvement or attention based on feedback communicated by the CIL on behalf of their respective departments.

### **Request**

**Establish a positive and collaborative culture between administrators and teachers**

### **Response Status: In Progress**

In the fall of 2017, the principal announced the creation of a voluntary Climate and Culture committee and invited teachers to participate in bi-weekly meetings to discuss ideas on how to maintain a healthy and productive professional and collegial environment. Throughout the course of the year, a consistent group of 5 or more teachers participated in these meetings. The establishment of this committee created open dialogue, built relationships between teachers and administrators, and fostered levels of trust and familiarity. With the creation of the Climate and Culture Task Force in the mid winter of 17-18, the Climate and Culture Committee dissolved and moved into the Task Force work where ongoing analysis, discussion, and planning continued throughout the spring.

While steps were taken to establish a positive and collaborative culture between administrators and teachers, it is in progress and an ongoing priority for the school.

### **Request**

**Solicit and incorporate student, faculty, and community input for a formal re-evaluation of the schedule, including the integration and implementation of advisory and common planning time for teachers**

### **Response Status: In Progress**

In the fall of 17, a teacher led Schedule Task Force was created specifically for the purposes of evaluating the current NAHS schedule. In one of the more spirited Task Force discussions teachers debated the need for a schedule change versus maintaining status quo. While teachers were able to express their views, provide data to support their beliefs, and make proposals on behalf of their vision, consensus was not achieved and the academic schedule remained intact for the 18-19 school year. A commitment to reviewing the process of building the master schedule will yield more information which will expose any inequities that need to be resolved. Despite the work of the Task Force, NAHS has not formally solicited input from students and the community regarding their beliefs about the academic schedule. A Guidance Department evaluation of current internal scheduling practices will prompt continued discussion about the belief that the academic schedule structure requires change and improvement.

#### **Request**

Solicit and incorporate student, faculty, and community input for a formal re-evaluation of the advisory period to meet the needs of students and faculty

### **Response Status: No Action**

As of September 2018, NAHS has not yet initiated any discussions or plans to address this recommendation.

#### **Request**

Analyze the effectiveness of the Structured Learning Periods to increase student achievement and close achievement gaps

### **Response Status: No Action**

As of September 2018, NAHS has not yet initiated any discussions or plans to address this recommendation.

#### **Request**

Provide departmental leadership and create effective structures and processes for leadership of curriculum, instruction and assessment

### **Response Status: In Progress**

As of the fall of 2018 begins, NAHS is fully appointed with a complete Curriculum and Instructional (CIL) Leadership Team. Each content area has a Curriculum and Instructional Leader expected to utilize their curriculum and instructional expertise to provide local leadership on behalf of curriculum, instructional, and assessment. CILs enhanced their qualification during July of 2018 when they

participated in ongoing professional learning in a two day workshop with consultants from Teachers 21. Teachers 21 is a consultancy program designed to support school districts in creating improvement to their practice, especially as it relates to developing the capacity of leadership teams. This professional learning experience provided increased depth of understanding related to the 2nd and 3rd stages of UBD as well as best practices for classroom observation and providing meaningful feedback to teachers.

In preparation for increased classroom observations and follow up conversations, NAHS created a master schedule designed to increase the amount of time available to each CIL in order to support their ability to be in classrooms more frequently. This schedule also aligned CILs with the ability to meet regularly as an entire team to plan, schedule, and assess progress.

## **Request**

**Ensure the principal provides effective instructional leadership for the school that is rooted in the core values, beliefs and learning expectations**

## **Response Status: In Progress**

Beginning in the role of principal in the fall of 2017, the NAHS principal provided a range of instructional leadership rooted in the core values, beliefs, and learning expectations of the school. Working directly with all faculty members or via the Curriculum and Instructional Leadership team, the principal included all stakeholders in experiences to foster ongoing professional learning as it pertained to curriculum and instruction. Covering topics including UBD, SEL, DLCS, teachers and CILs were provided with information, perspective, and the opportunity to examine strategies to improve individual and collective instructional practices throughout the school. Examples of PLC and full faculty meeting work is listed below:

1. PLC Work - All teachers met in in department based PLC's. The agenda included work on Social Emotional Learning (SEL) Activity included:
  1. Reading a provided article and video
  2. Discussion of the meaning of the article and related terms
  3. Self Assessment- "What do we already do for SEL at NAHS?"
  4. Completing a 3-2-1 form to reflect on your learning
2. PLC and full Faculty Meeting work - Professional Development Day - NAHS Faculty spent a day continuing to develop a deeper understanding of UBD.
  1. The principal opened with remarks about the "Why" of UBD
  2. CILs led discussions on various UBD topics including:
    1. Transfer goals
    2. Essential questions
    3. Understanding
3. PLC Work - Teachers met in PLCs to review provided data and resource documents to identify areas of needed improvement and related action plans on behalf of Curriculum, Instruction, Assessment and Culture and Climate. Teachers generated objectives, action items, sources of evidence, and timelines

**to create the NAHS School Improvement Plan.**

## **Standard 6 Recommendations**

### **Request**

**Develop a process to ensure that the Student Support Team (SST) meets regularly, includes members of all support services and reports recommendations to all teachers impacted by SST decisions**

### **Response Status: In Progress**

During the fall of 2018, members of school administration, the NAHS Counseling Services office, medical nurses, and special education administration committed to a process to ensure that the Student Support Team (SST) met regularly, included members of all support services and reported recommendations to all teachers impacted by SST decisions. The group fulfilled its commitment to dedicating time to meet and discuss students requiring extraordinary supports; however, a model to ensure efficient and effective process was not fully developed during the 17-18 school year. At the outset, the SST established team norms and protocols to ensure an efficient and effective use of time and to maximize the opportunity to support students in need. The SST will continue to emphasize the norms and protocols for the team during the 18-19 school year. An adjustment made to improve the efficiency of the SST will begin during the fall of 2018 with the creation of a Behavioral Emotional Support Team. The BEST will leverage weekly access to outside clinicians who will come to NAHS to review information and data collected on behalf of students who are not meeting with success due to in-school behaviors, external circumstances, or any other extraordinary mental health issue. The creation of the BEST will provide enhanced support for students with extraordinary needs and will also allow the SST to maintain focus on the creation of support strategies designed to help students who are not making effective academic progress.

### **Request**

**Develop a transparent process for communicating the availability and applicability of support services to parents**

### **Response Status: No Action**

As of September 2018, beyond current NAHS practices, no specific transparent process for communicating the availability and applicability of support services to parents has been established or organized.

### **Request**

**Ensure opportunities for the librarian to be involved in curriculum planning with all disciplines**

### **Response Status: In Progress**

The NAHS Media Center/Library underwent a significant transition and improvement during the 17-18 school year. During the summer of 2017, new carpeting, furniture, and a learning annex were installed in the library. The new look library inspired teachers and students to plan their use of the library throughout each school day during the course of the school year. The librarian enjoyed increased involvement in curriculum planning with teachers throughout multiple disciplines, especially as teachers signed their classes up for library use during class periods throughout each day. Working with teachers, the librarian provides supportive instructional materials, help with research, and access to computers and databases to supplement research and learning.

#### **Request**

Provide equipment and safe furniture to create an environment that promotes learning within the library

### **Response Status: Completed**

Beginning in the summer of 2017, the NAHS library enjoyed a significant makeover. By removing all furniture, including tables, chairs, computers, book shelves, and desks, the old library carpet was removed and replaced with brand new carpeting throughout the entire library space. The layout of the library was changed to centralize the circulation desk and divide student collaboration space and a learning annex often used for testing. In addition, all old or broken tables were removed and replaced with brand new wooden tables and chairs designed for student use. Each desktop table was replaced by a more modern computer table. Each computer table was provided with matching chairs. Finally, all library bookshelves were moved to the perimeter of the library to create a more open and bright space to increase and maximize use.

#### **Request**

Evaluate the effectiveness of the current guidance curriculum, program, services, and communication to ensure all students have access to and awareness of the supports, services, and programs available

### **Response Status: Planned for the Future**

During the course of the 17-18 school year, the NAHS Guidance Department continued to provide services in the same manner as prior years, including teaching a period each day to support students by using the Naviance College and Career Readiness Technology. During this learning experience, students use Naviance to align their strengths and interests to post-secondary goals.

With the need to establish improved departmental habits as it relates to the creation of the master schedule and the distribution and completion of student schedules, the effectiveness of the NAHS Guidance Department will be evaluated as it relates to the current guidance curriculum, program, services, and communication to ensure all students have access to and awareness of the supports,

services, and programs available.

### **Request**

**Establish an efficient protocol for transparent and regular communication regarding pertinent student health information between and among the support services**

### **Response Status: In Progress**

In addition to the improvements of student support practices via the SST and BST, NAHS will continue to establish efficient protocol for transparent and regular communication regarding pertinent student health information between and among the support service teams. During the spring of 2018, a team consisting of the building principal, assistant principal, school psychologist, and social worker was created to be in position to support the school in the event of a traumatic event involving an NAHS student or family that could have an emotional impact on the school. Working collaboratively with selected stakeholders, this team will determine the best course of action to take in response to a traumatic event. Once the best course of action has been determined, this team will create a plan of communication to whomever requires information.

The establishment of this communication protocol is developing and evolving and is categorized as In Progress.

## **Standard 7 Recommendations**

### **Request**

**Provide dependable funding for a wide range of school programs and services including ongoing professional development and curriculum development, sufficient equipment, instructional materials and supplies**

### **Response Status: Completed**

Although not all departments have received updated curricular materials, the District has announced a plan to equip each high school student with a Google Chromebook. These devices will be distributed to all 9th graders beginning in the Fall of 2018; students in grades 10-12 should have a Chromebook by the end of the first semester. In addition, each staff member will receive an Acer laptop computer.

The District also purchased new laptop carts for the English, Science and History departments. Each cart contains 30 laptop computers and a wireless printer.

In addition, individual departments purchased updated relevant curricular materials, including updated textbooks and sufficient instructional supplies. For example, the Science Department purchased new text books and the corresponding teacher materials for Earth Science, Environmental Science, Marine Biology and Biology in 2016 to be used in the 2017-2018 school year. The department planned to order new textbooks for Anatomy and Physiology and AP Biology in 2018 but the purchase was delayed to measure the impact of the one to one device initiative implemented by the district. Since each student would have their own device, the district wanted to hold the purchases until the staff was able to assess other electronic resources. In order to meet current needs in AP Biology, 40 new books were purchased as

additional sections were added.

The Science Department also receives a budget line item each year to buy consumables for laboratory activities. The department has received \$8,500 for 2016, 2017, and in 2018 received an increase in to \$12,000.

In addition, the Science Department also was awarded a grant from MassBioEd in 2016 in the amount of \$10,000 to purchase equipment and consumables to run new courses and laboratory activities across the department (Biotechnology and related labs). Another grant from Toshiba in 2016 in the amount of \$2,500 was received to create new electives in the area of the technology and engineering (Electronics and Fundamentals of Electricity).

The Math Department purchased new textbooks for Algebra 1 and 2, Geometry, Precalculus and Statistics in 2016 to be used in the 2017-2018 school year. This purchase included related teaching materials and professional development. The Department also received a Town of North Attleboro grant to purchase new tablets for student use in the classroom.

New supplies purchased for the World Language Department during 2016-2018 include 1 set of 30 novels: *Robo en la noche* for Spanish 2 and 1 set of 30 novels: *La Guerra Sucia* for Spanish 3. These novels were purchased with a grant from Shaw's Supermarkets.

In 2016-2017, the History Department purchased additional AP Psych textbooks in order to offer the course to more students.

English Department purchases have covered the cost of replacement novels and textbooks needed for increased course enrollments as well as to replace older, worn out copies of these texts. In addition, the school continues to purchase *Time Magazine* subscriptions for students enrolled in the Critical Thinking and Writing semester elective course.

The Art Department places significant supply orders at the beginning and half way through the year to replenish consumable materials. These include paper, paints, canvas, clay, and other art supplies.

The Music Department places a music order each year for the academic classes as well as uses budget funds for equipment maintenance such as instrument repairs and piano tuning. An additional digital piano was also purchased.

Since the NEASC Report was accepted in spring 2017, the Phys. Ed./Health Department has received their usual allotment of replacement equipment (i.e. tennis balls, hockey sticks, pinnies, paddles, etc.).

The Media Specialist has purchased E-Books for use with the Science Department's Biotechnology course as well as E-Encyclopedias for the poetry units in the Sr. AP and Jr. AP English courses. In addition, a large-screen, wall-mounted touch screen computer was installed in the Media Center during the 2016-2017 school year.

The Special Education Department does not receive instructional supplies regularly. Instead, there is a sharing of resources between General Education teachers and Special Education teachers. Often textbooks and other instructional supplies are shared by teachers charged with the same content areas.

The Guidance Department has not received any new instructional supplies, however the department utilizes the Naviance platform, which receives regular annual updates.

Surveys completed at the end of district-wide professional development have provided valuable feedback which has guided administration in the decision-making process as it pertains to professional development opportunities. A district-wide professional development committee was created in the 2017-18 school year tasked with making recommendations for expanded PD opportunities. One of the recommendations accepted has been to add 4 half day PD throughout the 2018-19 school year.



## Request

Provide administrators with increased autonomy regarding professional development time and funding activities

### Response Status: Completed

NAHS Administrator's are empowered to plan Professional Development time during monthly faculty or PLC meetings. In alignment with district objectives and expectations, all meeting time is created by NAHS administration. Objectives and agendas for each meeting are developed collaboratively with district administration and the NAHS Curriculum and Instructional Leadership Team.

NAPS district leadership requires the high school to create an annual budget proposal identifying areas within the school that require funding. During the fall of 2017, the NAHS Administration submitted a budget proposal including requests for additional staffing, instructional materials, and technology. The entire budget proposal was based on the following outline:

#### Summary:

##### Total FY 19 NAHS Budget Request. Includes:

- Personnel
- Curriculum \$2,771,097
- Technology
- Athletics

Total FY 19 NAHS Budget Request.	\$2,630,097
Excluding Athletics	

Total FTE 1.0 requests	15.2
------------------------	------

Total Stipend position requests	21
---------------------------------	----

Total paraprofessional position requests	5.5
--	-----

Total Administrative Support position requests	7
--	---

Total Personnel requests	\$1,397,541
--------------------------	-------------

Total Curriculum requests	\$577,226
---------------------------	-----------

**Total Technology requests**

**\$655,330**

**Total Athletic Department requests**

**\$141,000**

**Request**

**Research green energy initiatives and grants to provide savings in utility costs**

**Response Status: No Action**

**As of September 2018, NAHS has not initiated any formal activity on behalf of this recommendation.**

**Request**

**Work collaboratively with the town and district to develop, implement, and fund the long-range strategic and technology plans**

**Response Status: Completed**

Although not all departments have received updated curricular materials, the District has announced a plan to equip each high school student with a Google Chromebook. These devices will be distributed to all 9th graders beginning in the Fall of 2018; students in grades 10-12 should have a Chromebook by the end of the first semester. In addition, each staff member will receive an Acer laptop computer.

The District also purchased new laptop carts for the English, Science and History departments. Each cart contains 30 laptop computers and a wireless printer.

The District also initiated a project to enhance connectivity through WiFi upgrades throughout the entire high school building. These upgrades are in place effective September 1, 2018.

**Request**

**Utilize student data, including enrollment, assessment, and social-emotional data, to develop and fund a staffing plan aligned to student needs**

**Response Status: Planned for the Future**

**NAHS will continue to refine data analysis capacity especially to leverage data points to justify and pursue specific staffing increases and training to resolve student learning deficits as identified via data analysis.**

### **Request**

**Develop and implement a plan to increase transparency and collaboration in the building budget recommendations**

### **Response Status: Completed**

**NAHS conducted an inclusive budget proposal process leveraging the voice of all teachers and staff during the fall of 2017. The same process will be utilized in all subsequent school years.**

## **Highlighted Recommendations**

### **Standard 2 Recommendations**

### **Request**

**Create and implement a common template for curriculum guides that can be used across departments in all content areas and includes units of study with essential questions, concepts, content and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices**

### **Response Status: In Progress**

As part of the District Improvement Plan, the entire district adopted the Understanding by Design format as a common template for curriculum guides that can be used by all departments across all content areas. The District offered free access to EduPlanet online professional development that included an introduction to UbD curriculum writing. During the 2017-2018 school year, Professional Learning Communities across the school engaged in the planning and writing of stage 1 curriculum design. The District established a timeline for each department to complete Stage 1 of this process.

Curriculum guides in most departments include essential questions, concepts, content and skills, but they do not include the school's 21st century learning expectations, instructional strategies or assessment practices. This is true for History, English, Physical Education/Health, Science, Math, World Languages, and Art/Music.

At this time, there is no specific written curriculum used by the Special Education Department. It is common practice to adopt most of the general education curriculum as possible in the substantially separate classrooms. PLC groups have been set up to allow collaboration between General Education teachers and Special Education teachers tasked with delivering content. In the Academic Support Classes, a transition program has been developed and implemented for grades 9-12.

The Guidance Department has lesson plans for Sophomore, Junior, and Senior Guidance Seminars that were developed based on the needs of students in those years in terms of preparing for life after high school. There is no curriculum standards at the state level for guidance departments, however the current curriculum is reflective of the standards set forth by the American School Counselor Association (ASCA). These plans are reviewed annually, and revised as needed to meet the needs of the students in an ever changing world of post-secondary planning.

The Science Department began to work on Stage 1 of Understanding by Design curriculum for each subject area in 2017-2018. The department worked in subject area professional learning communities to complete this work. The focus was on the core courses of Biology, Chemistry and Physics. The Biology PLC was able to complete stage 1 for 8 out of 9 units, and all of the Foundations of Science I and II units. The Chemistry PLC completed stage 1 for all units. The Physics PLC completed stage 1 for all units. Stage 1 work was also completed for AP Chemistry, AP Physics 1, Biotechnology, Anatomy and Physiology, Earth Science and Environmental Science. Pacing guides were completed for the remaining courses in the Science Department: Marine Biology, Electronics with Arduino Boards, Fundamentals of Electricity, and AP Physics 2.

The Math Department began work on Stage 1 of Understanding by Design curriculum for each subject area in 2017-2018. The department worked in a professional learning community to complete this work. The focus was on the core courses of Algebra I, Algebra II, Geometry and Trigonometry. The department was able to complete approximately half of the stage 1 work for each of these courses.

The World Languages Department began work on Stage 1 of Understanding by Design curriculum for each subject area in 2017-2018. The department began working in a professional learning community. The focus was on the process of curriculum writing for stage 1. As the year went on the department split into smaller PLC groups to address each specific course. The department has completed stage 1 in 70-80% of their units for each course.

The Media Center Specialist has prepared UbD Stage 1 curriculum guides for the media center portion of the six History Department CAOs assigned in World History, US History I and US History II.

## **Request**

**Implement a structure to allow for ongoing teacher collaboration on the development and review of curriculum**

## **Response Status: In Progress**

The district has a 4 year curriculum revision plan. Each year a specific content area will be the focus. In 2017-2018, the science department was charged with completing as much of stage 1 for as many courses as was possible. In 2018-2019, the math department will be the focus for curriculum revision. This involves the creation of a K-12 Curriculum Steering committee focused on vertical alignment of math curricula. This group engaged in summer work and will meet monthly during the school year to work on math curriculum. Also, a Science Steering Committee was created and will meet periodically during the 2018-2019 school year to work on curriculum alignment. The other content areas will continue to work on their own curricula. The plan for the 2018-2019 school year is to continue work on Stage 1 and begin work on Stage 2--

Assessment. Each department will use time after school and during professional development days to collaborate on the further development and revision of curriculum guides.

The Special Education Department plans to use professional development days, after school meeting time and individual teacher preparation time to begin the writing of specific curricula for Academic Support.

The Guidance Department plans to use professional development days, after school meeting time and individual preparation time to continue the writing of group guidance and SEL competency instruction.

The goal for the Math Department is to have stages 1 and 2 completed for all core courses and to begin work on stage 1 for Statistics, Calculus and College Algebra. It is a math curriculum revision year and 3 (possibly 4) high school teachers are meeting once a month during the school day to continue and complete this work.

## **Request**

**Provide updated relevant curricular materials for all courses including updated textbooks and sufficient instructional supplies**

## **Response Status: In Progress**

Although not all departments have received updated curricular materials, the District has announced a plan to equip each high school student with a Google Chromebook. These devices will be distributed to all 9th graders beginning in the Fall of 2018; students in grades 10-12 should have a Chromebook by the end of the first semester. In addition, each staff member will receive an Acer laptop computer.

The District also purchased new laptop carts for the English, Science and History departments. Each cart contains 30 laptop computers and a wireless printer.

In addition, individual departments purchased updated relevant curricular materials, including updated textbooks and sufficient instructional supplies. For example, the Science Department purchased new textbooks and the corresponding teacher materials for Earth Science, Environmental Science, Marine Biology and Biology in 2016 to be used in the 2017-2018 school year. The department planned to order new textbooks for Anatomy and Physiology and AP Biology in 2018 but the purchase was delayed to measure the impact of the one to one device initiative implemented by the district. Since each student would have their own device, the district wanted to hold the purchases until the staff was able to assess other electronic resources. In order to meet current needs in AP Biology, 40 new books were purchased as additional sections were added.

The Science Department also receives a budget line item each year to buy consumables for laboratory activities. The department has received \$8,500 for 2016, 2017, and in 2018 received an increase in to \$12,000.

In addition, the Science Department also was awarded a grant from MassBioEd in 2016 in the amount of \$10,000 to purchase equipment and consumables to run new courses and laboratory activities across the department (Biotechnology and related labs). Another grant from Toshiba in 2016 in the amount of \$2,500 was received to create new electives in the area of the technology and engineering (Electronics and Fundamentals of Electricity).

The Math Department purchased new textbooks for Algebra 1 and 2, Geometry, Precalculus and Statistics in 2016 to be used in the 2017-2018 school year. This purchase included related teaching materials and professional development. The Department also received a Town of North Attleboro grant to purchase new tablets for student use in the classroom.

New supplies purchased for the World Language Department during 2016-2018 include 1 set of 30 novels: *Robo en la noche* for Spanish 2 and 1 set of 30 novels: *La Guerra Sucia* for Spanish 3. These novels were purchased with a grant from Shaw's Supermarkets.

In 2016-2017, the History Department purchased additional AP Psych textbooks in order to offer the course to more students.

English Department purchases have covered the cost of replacement novels and textbooks needed for increased course enrollments as well as to replace older, worn out copies of these texts. In addition, the school continues to purchase *Time Magazine* subscriptions for students enrolled in the Critical Thinking and Writing semester elective course.

The Art Department places significant supply orders at the beginning and half way through the year to replenish consumable materials. These include paper, paints, canvas, clay, and other art supplies.

The Music Department places a music order each year for the academic classes as well as uses budget funds for equipment maintenance such as instrument repairs and piano tuning. An additional digital piano was also purchased.

Since the NEASC Report was accepted in spring 2017, the Phys. Ed./Health Department has received their usual allotment of replacement equipment (i.e. tennis balls, hockey sticks, pinnies, paddles, etc.).

The Media Specialist has purchased E-Books for use with the Science Department's Biotechnology course as well as E-Encyclopedias for the poetry units in the Sr. AP and Jr. AP English courses. In addition, a large-screen, wall-mounted touch screen computer was installed in the Media Center during the 2016-2017 school year.

The Special Education Department does not receive instructional supplies regularly. Instead, there is a sharing of resources between General Education teachers and Special Education teachers. Often textbooks and other instructional supplies are shared by teachers charged with the same content areas.

The Guidance Department has not received any new instructional supplies, however the department utilizes the Naviance platform, which receives regular annual updates.

### Standard 3 Recommendations

<b>Request</b>
<b>Provide common planning time for instructional and cross-disciplinary collaboration</b>

### Response Status: In Progress

During the 2017-2018 School year a Task Force consisting of teachers across disciplines was created to review the current Master Schedule, identify areas of problem practice that exist within the current schedule structure, and provide potential solutions or changes to the schedule that would enhance the student learning experience by providing increased opportunities for student learning and teacher

collaboration. Task force time was established and set aside as part of our building faculty meeting times and took place over the course of several meetings throughout the school year. Through the work accomplished in this as well as other Task Forces, it was determined that any major changes to the structure of the Master Schedule could not be made in a vacuum as there were implications that crossed into areas of other Task Forces. Work on the revision of the Master Schedule will continue in conjunction with and as it relates to other Task Force initiatives.

For the 2018-2019 SY the Curriculum Instructional Leadership Team (CIL) was expanded to include representation from the Special Education, Physical Education/Health, and Arts departments. Two consecutive class periods were made available within the school schedule to allow the CIL team to engage in formal ongoing cross-disciplinary collaboration.

## **Standard 4 Recommendations**

### **Request**

**Develop and implement 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**

**Response Status: No Action**

### **Request**

**Create and implement a process to routinely collect and utilize data from school-wide rubrics to drive curriculum, instruction, and assessment**

**Response Status: No Action**

## **Standard 5 Recommendations**

### **Request**

**Provide systems and resources to ensure regular evaluation of teachers**

**Response Status: Completed**

In the 2017-18 school year, Curriculum Instructional Leader (CIL) positions were reinstated for core academic subjects at the high school which had the responsibility of conducting observations and providing feedback to teachers. In August of 2018, the district reinstated CIL positions for Music/ Art, PE/ Health, and Special Education. For the 2018-19 school year, the CIL position duties changed to reflect a shared responsibility of evaluation with school administration in which the CIL may play a support role in the evaluation process including: conduct classroom observations; collect and analyze other evidence as allowed under state regulations; and provide feedback and support to the Educator.

A CIL may assist the Primary Evaluator by doing unannounced and announced observations and then drafting observation reports.

In addition to these positions, the entire district utilizes an online platform for sharing goals, collecting evidence, and providing feedback for evaluation.

### **Request**

**Evaluate the current model of professional development to ensure it is meeting the professional growth needs of all teachers**

### **Response Status: In Progress**

Surveys completed at the end of district-wide professional development have provided valuable feedback which has guided administration in the decision-making process as it pertains to professional development opportunities. A district-wide professional development committee was created in the 2017-18 school year tasked with making recommendations for expanded PD opportunities. One of the recommendations accepted has been to add 4 half day PD throughout the 2018-19 school year.

### **Request**

**Evaluate the current advisory program's schedule, time, and effectiveness**

### **Response Status: Planned for the Future**

The guidance department used their 2017-18 PLC time to create lessons to be used in advisory that were focused on social and emotional learning of students. A copy of their work was shared with administration and plans for additional action are in development.

## **Standard 6 Recommendations**

### **Request**

**Develop and implement a plan to meet the needs of students who will be impacted by the loss of**



## **Response Status: Completed**

Since the time of the NEASC report, North Attleborough High School has been able to increase the student support services to currently include one full time School Adjustment Counselor, one full time School Psychologist, and increased support from a Board Certified Behavioral Analyst (BCBA). In addition to these positions, NAHS has implemented new processes for Student Support Teams (SST), and Behavioral Emotional Support Team (BEST) that enable better identification of, and response to, student needs and to provide a tiered response to improve student learning.

## **Standard 7 Recommendations**

### **Request**

**Address deficiencies in the school site and building including the following: Remove portable classrooms that are aging and in need of repair Replace broken furniture in the library and other parts of the school Ensure the school's athletic fields are well taken care of and safe for student use Replace the wooden viewing stands that pose a safety hazard for spectators Replace worn and torn carpeting throughout the school Repair the leaks in the mechanical system that cause damage ceiling tiles and moisture on the floor Update the school restrooms including ensuring adequate privacy for students Provide adequate sound-proofing in the music room Provide additional storage in the art and library departments**

## **Response Status: Completed**

The classrooms in question were not designed to be portable but are modular, permanent, and not in need of repair any more so than the building as a whole.

The media center furniture have all been replaced (desks, carels, chairs). In addition, rugs have been replaced and the room was repainted. In addition, all rugs in the building have been replaced as well as the furniture in the main office and guidance department.

The completion of the new turf field provides the student body and community at large with a permanent, reliable, and safe playing surface. In addition, construction of multiple natural grass fields in rear of HS are ongoing and in progress with an expected completion of Spring 2019.

The bleachers were never inspected by an official municipal agency deeming them unsafe. Regardless, spot repairs continue to be made to damaged or aging boards in the bleachers.

Carpet has been replaced in student learning environments and main office areas.

With regard to leaking mechanical systems that caused damage ceiling tiles and floor moisture issues in the science wing, District Maintenance staff isolated the problem to issues with pumps that were installed to control moisture by accommodating condensation runoff. The pumps were identified as the cause of the issue and were subsequently replaced during the 16-17 school year.

Additional bathrooms have been opened in the history wing for individual student use.

Privacy partitions have been purchased, delivered and are awaiting installation.

Principal, music teacher, and building supervisor completed walkthrough and assessment of space. Adjacent classroom teachers were asked to submit reports of sound disturbances and none were reported. It was determined through sound analysis conducted by all teachers in adjacent and nearby classrooms that sound emanating from the music classrooms and practice rooms does not create any level of disturbance or distraction to any other learning throughout the building, nor does it negatively impact any learning within the music classroom and related spaces.

Metal shelving and collapsible display boards were purchased to better utilize the available space in the art rooms. Discussions regarding additional storage space possibilities have been initiated and are ongoing. The library has received no additional storage, however the library staff does not recall needing or requesting such resources.

# Interim Report Questions

---

**SECTION III Section III. Submit a copy of the school's current core values, beliefs, and learning expectations including the date of the most recent review.**

The most recent formal review of the NAHS core values, beliefs, and learning expectations occurred during the spring of 2017. No changes were made as the work of the assigned Task Force remains incomplete. As such, the core values, beliefs, and learning expectations articulated in the 18-19 NAHS Program of Studies are:

The mission of North Attleborough High School is to work collaboratively with our students, their families, and the community, to provide an exceptional educational experience that prepares students to be contributing members of the global community. In preparing these students for participation in the 21st century, we commit to the following set of core values:

Our Core Values are what drive us to develop in all students the qualities they need to achieve excellence, emphasizing:

- Respect
- Collaboration
- Hard Work
- Accountability
- Independence

NAHS prides itself on the following beliefs:

- Fostering a safe learning environment
- Providing a differentiated educational experience
- Ensuring that all students learn 21st Century skills

As of 2016, the NAHS 21st Century Learning Expectations were:

## **Academic**

It is important for students to:

- Communicate effectively using writing
- Communicate effectively using speech
- Read effectively
- Use and apply analytical and creative skills to solve problems
- Use technology to support their learning

## **Social**

It is important for students to:

- Develop life and career skills
- Be Respectful, responsible, knowledgeable, and ethical/moral members of the school and community

## **Civic**

It is important for students to:

- Demonstrate good citizenship within the school and in our 21st century world

**SECTION IV Section IV. Briefly describe any substantive change that has occurred since the decennial evaluation and which *has not been reported previously* to the Committee. A copy of the Committee's Substantive Change Policy can be accessed here: [CPSS Substantive Change Policy](#)**

N/A

**SECTION V Section V. Provide a list of user fees for all co-curricular activities, including athletics.**

NAHS Activity Fee information:

Activity	Fee
Athletics	\$150 per sport for Fall, Winter, and Spring. Lacrosse and hockey are \$300.
Clubs	\$150 for Clubs - one time charge for all offerings. Service based clubs to the school do not have a fee. (IE. Student government)
Music	\$75 for Music - one time charge for all offerings.
Theater	\$75 for Theater - one time charge for all offerings
Family Cap	\$600 Family Cap

**SECTION VI Section VI. Briefly describe any achievements or strengths in the school's programs or services which have not been previously reported and which have significance for the school.**

## Fine Arts

### *New Courses*

*The visual art department is introducing a new course, Public Art. Through this course students will engage with art in public spaces and begin to think about art in new and different ways. Students will explore the high school building and ultimately transform the spaces of their school through the creation and installation of artwork.*

### *Awards*

*2017 - Select Choir Gold Medal at MICCA*

*2018 - Women's Choir Gold Medal at MICCA*

*Each of these awards were earned by extracurricular choirs at a statewide competition, judged by music professors from around the country. These two choirs were then invited to perform at Mechanic's Hall in Worcester and Boston Symphony Hall (respectively) in honor of their achievement.*

### *Artist in Residence*

*The NAHS Choral program runs a co-curricular artist-in-residence program that allows all students in Concert Chorus to benefit from the individual feedback of a professional singer. This singer first teaches a unit of study to the full group (roughly 60 students), then students sign up for their after school lesson (2 students at a time) to practice the content. Online journal entries chart their progress through the year, and students receive one lesson a month. This program is paid for through the fundraising efforts of the NAHS Friends of Music Booster Club, and local cultural council grants.*

### **Graphic Arts**

*With the addition of a Mac lab and new digital art and design classes (Graphic Design and Digital Photo), students are utilizing Adobe Creative Suite programs to create in-depth projects such as logos/identities, self portrait collages, photographs, posters, and short films. Students are also using the Mac Lab and applying their learning to create designs that directly benefit the school community. Examples of community-building projects that are currently happening include the design of the yearbook cover, club posters, t-shirt designs, banners, and club logos.*

### **History/Social Studies**

- *Teacher Andrew Ferguson was awarded membership in the Phi Alpha Theta honor society for graduate and undergraduate students of history.*
- We added an additional section of AP Psychology, increasing enrollment from 77 students to 99 students, and saw a corresponding increase in scores from 4.052 to 4.141.
- As a result of an intense focus on writing utilizing a scaffolded approach in AP European History, we saw an increase in scores from 2.57 to 3.125 to 3.143 over the last three years.

### **Science Department**

- MassBioEd - Bioteach \$10,000 Grant - 4 teachers received training, equipment and consumable materials to learn new laboratory techniques and activities to run in their classrooms. As a result of this grant, we created two new electives and added a number of new lab activities to our Biology and AP Biology curricula.
  - Biotechnology - new elective for our Juniors and Seniors. This course is designed to give our students a hands on lab experience and offers an opportunity to learn lab skills needed for the emerging science of biotechnology. Students are also offered a diverse set of authentic assessments that includes: research papers in APA format, ad campaigns for GMO's, debates on DNA profiling, and the design and execution of their own experiments.
  - Marine Biology - new elective for our Juniors and Seniors. This course is designed to give our students a chance to learn about the reproduction and anatomy of marine life. Aquarium set-up and maintenance is also a focus of this course; the department purchased 12 new aquariums for the breeding of zebra cichlids.
- Toshiba Grant - the department received \$2,500 to purchased equipment to run two new semester long elective for our Juniors and Seniors.
  - Fundamentals of Electricity is designed to teach students how electricity works, basic safety and wiring techniques.
  - Electronics with Arduino boards is another semester long elective that gives students a chance to learn by doing. This is a project based course that gives students a chance to work with electronics and basic programming.
- Additional AP course sections have been added in AP Biology, AP Physics 1 and 2, and AP Chemistry.

### **Math Department**

- Teacher Catherine Marcotte was invited by the College Board to serve an AP reader for the 2017 and 2018 AP Calculus exams. Her experiences serving as an AP reader provided her the opportunity to interact with members of the AP Development Committee and developed a network of professionals to support her

- ongoing work to increase students' mastery of AP Calculus standards.
- The BC Calculus scores in 2018 were an impressive 4.545!
- We added a Statistics course in 2016 and we currently run two full sections with plans to offer AP Statistics in the 2019-2020 school year.
- We received the Richard Smith Grant, which was used to purchase 15 tablets to be used in math classes.

**SECTION VII Section VII. Describe any school restructuring or other reform initiatives or projects not previously reported and indicate planned or completed changes resulting from such initiatives or projects as they relate to the school's core values, beliefs and learning expectations, the curriculum, instruction, assessment, programs, personnel, facilities, finances, culture, educational media technology, and/or community support and involvement.**

The following links provide information related to the district's funding of the new NAPS 1:1 Chromebook Program:

<https://sites.google.com/naschools.net/1to1/home?authuser=0>

The following link contains a student written article for the NAHS School Newspaper explaining improvements in technology and related funding.

[https://docs.google.com/a/naschools.net/document/d/1CoJKDuNwfLRRycl4TQcPTmWW2oz8p\\_fy-E7781Gv0Uc/edit?usp=drive\\_web](https://docs.google.com/a/naschools.net/document/d/1CoJKDuNwfLRRycl4TQcPTmWW2oz8p_fy-E7781Gv0Uc/edit?usp=drive_web)

**SECTION VIII Section VIII. Briefly describe the school's Follow-Up Program. Include such information as the number of committees formed, degree of participation of parents and community members, process followed, and amount of release time provided. List the names and positions of faculty members who serve on the Follow-Up Committee.**

No official program entitled "Follow-Up Program" was created; however, all of the work and improvement cited in this report is the result of specific NAHS and NAPS work designed to address the NEASC recommendations.

## **SECTION IX Section IX. Statistical Data Sheet**

### **Section IX. Statistical Data Sheet**

*Copy and paste entire form below into dialogue box. Once completed you can begin responding in the dialogue box.*

**School:** North Attleboro High School **Principal:** Mr. Peter Haviland

**City, State:** North Attleboro, MA **School Telephone:** 508-643-2115

**E - MAIL Address:** phaviland@naschools.net **FAX Number:** 508-643-2110

**Dates of Accreditation Visit:** 2015

**Grades:** \_9-12\_ **School Enrollment:** \_10/01/2015\_ at time of the evaluation

Grades: \_9-12\_\_\_ School Enrollment: \_10/1/2017\_ at present time

**Based upon the state's definition of a dropout, submit the school's dropout rate for the most recently completed school year as well as for the preceding two years:**

\_\_\_0.8\_\_\_% 20\_\_\_

\_\_\_0.8\_\_\_%20\_\_\_

\_\_\_0.8\_\_\_%20\_\_\_

**Based upon the state's definition of the graduation rate, submit the school's graduation rate for the most recently completed school year as well as for the preceding two years:**

\_\_\_95\_\_\_%20\_\_\_

\_\_\_94.3\_\_\_%20\_\_\_

\_\_\_95.5\_\_\_%20\_\_\_

**Disposition of Visiting Committee Report Recommendations:**

	Number	Percentage
Completed	8	13
In Progress	29	46
Planned For The Future	12	19
Rejected	0	0
No Action	14	22
<b>TOTAL</b>	<b>63</b>	<b>100%</b>



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.  
COMMISSION ON PUBLIC SCHOOLS

**Associate Director**  
FRANCIS T. KENNEDY  
781-425-7749  
fkennedy@neasc.org

**Director**  
GEORGE H. EDWARDS  
781-425-7735  
gedwards@neasc.org

**Deputy Director**  
ALYSON M. GEARY  
781-425-7736  
ageary@neasc.org

**Associate Director**  
BRUCE R. SIEVERS  
781-425-7716  
bsievers@neasc.org

**Associate Director**  
KATHLEEN A. MONTAGANO  
781-425-7760  
kmontagano@neasc.org

**Associate Director**  
WILLIAM M. WEHRLI  
781-425-7718  
bwehrl@neasc.org

**Executive Assistant to the Director**  
DONNA M. SPENCER-WILSON  
781-425-7719  
dspencerwilson@neasc.org

February 8, 2019

Peter Haviland  
Principal  
North Attleboro High School  
1 Wilson W. Whitty Way  
North Attleboro, MA 02760

Dear Mr. Haviland:

The Committee on Public Secondary Schools, at its January 27-28, 2019 meeting, reviewed the Two-Year Progress Report and Directed Visit report from North Attleboro High School, continued the school's accreditation, and removed the school from warning for the Standard for Accreditation on Community Resources for Learning.

The Committee was pleased to learn of the following:

- the creation and implementation of a common curriculum template using the newly adopted Understanding by Design (UBD) model in all content areas that includes units of study with essential questions, concepts, content and skills; the school's 21<sup>st</sup> century learning expectations; instructional strategies; and assessment practices
- the implementation of a four-year curriculum revision plan that incorporates teacher collaboration on the development and review of the curriculum
- the addition of Curriculum Instructional Leader positions in core academic and elective areas to oversee the development and revision of curriculum, the analysis of student assessment data, and the regular observation of teaching practice
- the provision of updated curricular materials for all courses including textbooks and sufficient instructional supplies
- the establishment of a district professional development committee and the addition of four, half-day, professional development days to support the professional growth needs of teachers
- the additional tiered interventions for at-risk students including the addition of a School Adjustment Counselor, School Psychologist, and Behavioral Analyst and the implementation of a new identification process using Student Support Teams (SST) and Behavioral Emotional Support Team (BEST)



- the new turf field and planned field renovations with a completion date of spring 2019
- the additional storage created for the art department
- the renovations to the student bathrooms to ensure privacy
- the replacement of carpet and furniture throughout the building
- the addition of new equipment and safe furniture to create an environment that promotes learning within the library
- the dependable funding for a wide range of school programs and services including ongoing professional development and curriculum development, sufficient equipment, instructional materials and supplies
- the increased autonomy for administrators regarding professional development time and funding activities
- the collaborative work of the district and town to develop, implement, and fund the long-range strategic and technology plans
- the development and implementation of a plan to increase transparency and collaboration in the building budget recommendations
- the financial support of the community in funding needed improvements to the building and grounds

All accredited schools are required to submit a Five-Year Progress Report, which in the case of North Attleboro High School is due on March 1, 2021. The report should provide detailed responses to the highlighted recommendations listed below:

- create and implement a timeline to review the core values, beliefs, and 21<sup>st</sup> century learning expectations and look towards developing a vision of the graduate for the school through a process that involves all stakeholders
- develop and implement a process to ensure that the school's core values, beliefs, and learning expectations guide the school's policies, procedures, decisions, and resource allocations
- develop and implement a plan to provide students with clear and specific feedback on all assessments
- develop and implement a formal process, based on specific and measurable criteria, to assess whole-school and individual student progress in achieving the school's 21<sup>st</sup> century learning expectations
- provide evidence of specific professional development programs and opportunities provided to ensure the school is meeting the professional growth needs of all teachers
- consider ways to provide common planning time for instructional and cross-disciplinary collaboration through the Master Schedule Taskforce

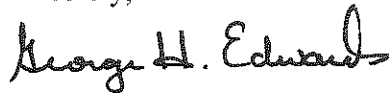
The school is reminded that information about the proper preparation of the Five-Year Progress Report can be found at <https://cpss.neasc.org>, under the "Process" tab, *Five-Year Progress Report*. In that report, school officials are required to respond to two types of recommendations: Section I, highlighted recommendations from notification letter(s), and Section II, general report recommendations not classified as Completed from Section II in the school's Two-Year Progress Report, as well as the requested information in Sections III-IX.

Peter Haviland  
February 8, 2019  
Page Three

School officials are reminded that all valid recommendations in the evaluation report should have been completed or be in the final stages of implementation when the school submits its Five-Year Progress Report. Inadequate progress to complete valid recommendations could result in a request for additional Progress Reports or a downgrading of the school's accredited status. The Committee requests that it be kept apprised of any substantive changes in the school before that date. For your convenience, we have enclosed a copy of the Substantive Change Policy.

The Committee will review the school's accreditation status when it considers the Five-Year Progress Report. The school's Five-Year Progress Report should be submitted only by the principal through the Accreditation Portal by clicking on the green "Mark Progress Report Complete" button. As well, please notify the Committee office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to [cpss-air@neasc.org](mailto:cpss-air@neasc.org).

Sincerely,



George H. Edwards

GHE/ms(rm)  
Enclosure

cc: Scott C Holcomb, Superintendent, North Attleboro Public Schools  
James McKenna, Chairperson, North Attleboro School Committee  
Gregory B. Myers, Chair, Committee on Public Secondary Schools



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON PUBLIC SCHOOLS

**SUBSTANTIVE CHANGE POLICY**

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a *negative impact* on the school's ability to align with any of the 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 align with 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.

(09/18)



**North Attleborough Public Schools  
North Attleborough, MA**

**2021-22 Enrollment Projection Report**

# Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you the past, present, and projected enrollments for your District. New this year, we have added graphs that highlight Historical and Projected Enrollments in Grade Combinations. We have received the figures given to us by the District and we assume that the method of collecting the enrollment data has been consistent from year to year.

**Of note, projections are generally more reliable when they are closest in time to the current year.** Projections four to ten years out may serve as a guide to future enrollments. In light of this fact, NESDEC has added a "Second Semester refresher" enrollment projection at no cost to affiliates.

The NESDEC enrollment projection fell within 120 students of the K-12 total (3,700 projected vs. 3,820 enrolled). Variances of 20 students occurred in both Kindergarten (276 projected vs. 296 enrolled) and Grade 1 (263 projected vs. 283 enrolled). Ratios have been adjusted.

Births decreased by -61 from a previous ten-year average of 315 to a projected average of 254, which could have an impact on future Kindergarten enrollments. Enrollment in Grades 1-8 is usually pretty stable and a good predictor of enrollment stability. For the past eight years, grades 1-8 were adding an average of +9 net "move-ins" of students in the following year.

Over the next three years, K-5 enrollments are projected to decrease by a total of -93 students, Grades 6-8 enrollments are projected to decrease by a total of -54 students and Grades 9-12 enrollments are projected to decrease by a total of -63 students, as students pass through the grades.

# Historical Enrollment

School District: North Attleborough, MA

1/24/2022

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2006	363	2011-12	143	314	335	350	364	385	403	415	380	402	317	309	305	273	0	4552	4695
2007	365	2012-13	139	337	339	333	351	368	380	415	413	383	300	314	301	308	0	4542	4681
2008	340	2013-14	126	290	394	353	337	366	362	392	418	415	282	300	318	289	0	4516	4642
2009	302	2014-15	138	291	321	391	357	339	377	357	396	428	317	275	298	307	0	4454	4592
2010	334	2015-16	135	296	295	318	385	358	335	370	363	399	282	313	278	295	0	4287	4422
2011	323	2016-17	136	306	319	295	336	387	366	342	372	359	284	290	308	271	0	4235	4371
2012	296	2017-18	126	269	314	321	286	336	386	369	346	373	253	302	287	314	0	4156	4282
2013	286	2018-19	150	276	283	307	332	302	340	394	367	349	271	260	297	279	12	4069	4219
2014	263	2019-20	158	280	284	283	313	335	296	338	396	365	260	275	266	291	14	3996	4154
2015	279	2020-21	146	260	267	277	275	311	328	282	324	385	287	261	267	276	0	3800	3946
2016	278	2021-22	132	296	283	272	281	286	322	328	292	334	308	289	262	267	14	3834	3966

\*Birth data provided by Public Health Vital Records Departments in each state.

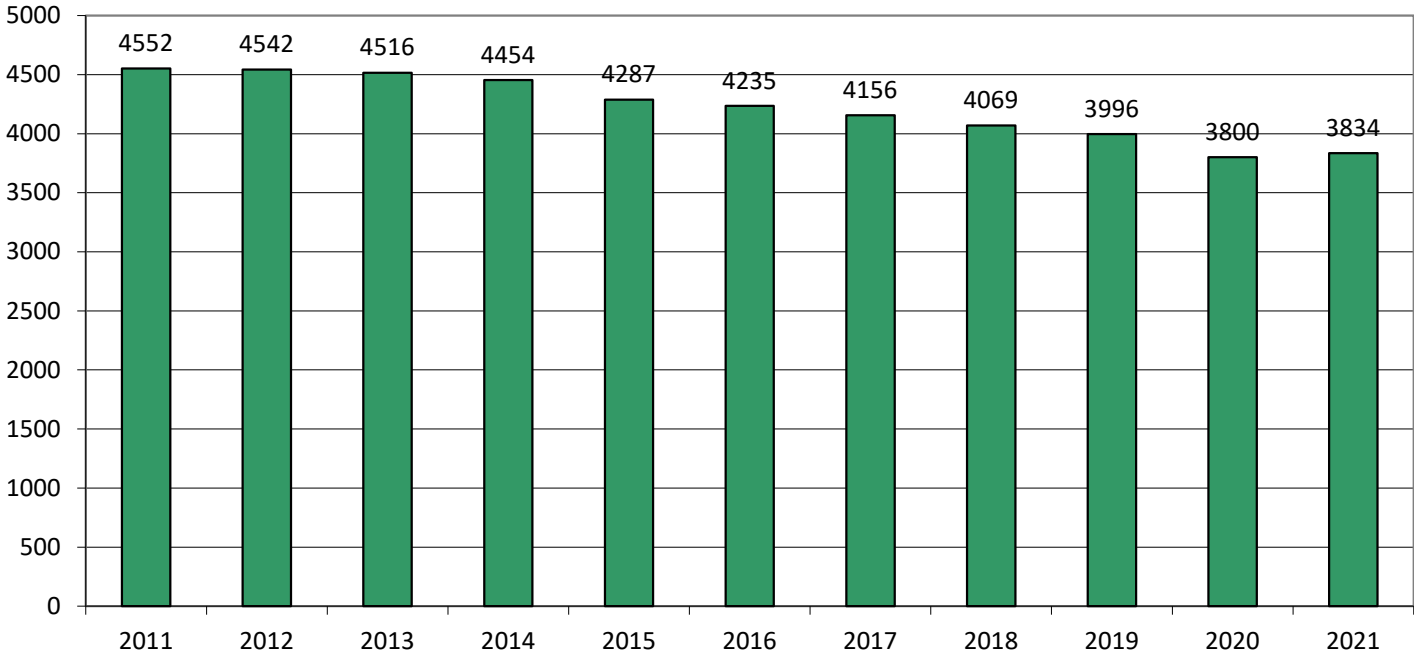
Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
2011-12	2294	2151	3491	3348	1600	1197	782	2401	1204
2012-13	2247	2108	3458	3319	1591	1211	796	2434	1223
2013-14	2228	2102	3453	3327	1587	1225	833	2414	1189
2014-15	2214	2076	3395	3257	1558	1181	824	2378	1197
2015-16	2122	1987	3254	3119	1467	1132	762	2300	1168
2016-17	2145	2009	3218	3082	1439	1073	731	2226	1153
2017-18	2038	1912	3126	3000	1474	1088	719	2244	1156
2018-19	1990	1840	3100	2950	1450	1110	716	2217	1107
2019-20	1949	1791	3048	2890	1395	1099	761	2191	1092
2020-21	1864	1718	2855	2709	1319	991	709	2082	1091
2021-22	1872	1740	2826	2694	1276	954	626	2080	1126

Historical Percentage Changes			
Year	K-12	Diff.	%
2011-12	4552	0	0.0%
2012-13	4542	-10	-0.2%
2013-14	4516	-26	-0.6%
2014-15	4454	-62	-1.4%
2015-16	4287	-167	-3.7%
2016-17	4235	-52	-1.2%
2017-18	4156	-79	-1.9%
2018-19	4069	-87	-2.1%
2019-20	3996	-73	-1.8%
2020-21	3800	-196	-4.9%
2021-22	3834	34	0.9%
Change	-718	-15.8%	

**NESDEC**

# Historical Enrollment

**K-12, 2011-2021**



# Projected Enrollment

School District: North Attleborough, MA

1/24/2022

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2016	278		2021-22	132	296	283	272	281	286	322	328	292	334	308	289	262	267	14	3834	3966
2017	259		2022-23	132	254	306	282	275	287	286	323	329	292	257	315	289	264	14	3773	3905
2018	232	(prov.)	2023-24	132	227	263	305	285	281	287	287	324	329	225	263	315	291	14	3696	3828
2019	275	(prov.)	2024-25	133	270	235	262	308	291	281	288	288	324	253	230	263	317	14	3624	3757
2020	227	(prov.)	2025-26	133	222	279	235	265	314	291	282	289	288	249	259	230	265	14	3482	3615
2021	254	(est.)	2026-27	133	249	230	278	238	270	314	292	283	289	222	255	259	231	14	3424	3557
2022	249	(est.)	2027-28	134	244	258	230	281	243	270	315	293	283	223	227	255	261	14	3397	3531
2023	248	(est.)	2028-29	134	243	253	257	233	287	243	271	316	293	218	228	227	256	14	3339	3473
2024	251	(est.)	2029-30	134	246	252	253	260	238	287	244	272	316	226	223	228	228	14	3287	3421
2025	246	(est.)	2030-31	135	241	255	252	256	265	238	288	245	272	243	231	223	229	14	3252	3387
2026	250	(est.)	2031-32	135	245	249	254	255	261	265	239	289	245	209	249	231	224	14	3229	3364

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.



Based on an estimate of births



Based on children already born



Based on students already enrolled

\*Birth data provided by Public Health Vital Records Departments in each state.

Projected Enrollment in Grade Combinations*								
Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	9-12
2021-22	1872	1740	2826	2694	1276	954	626	1126
2022-23	1822	1690	2766	2634	1230	944	621	1125
2023-24	1780	1648	2720	2588	1227	940	653	1094
2024-25	1780	1647	2680	2547	1181	900	612	1063
2025-26	1739	1606	2598	2465	1150	859	577	1003
2026-27	1712	1579	2576	2443	1178	864	572	967
2027-28	1660	1526	2551	2417	1161	891	576	966
2028-29	1650	1516	2530	2396	1123	880	609	929
2029-30	1670	1536	2502	2368	1119	832	588	905
2030-31	1642	1507	2447	2312	1043	805	517	926
2031-32	1664	1529	2437	2302	1038	773	534	913

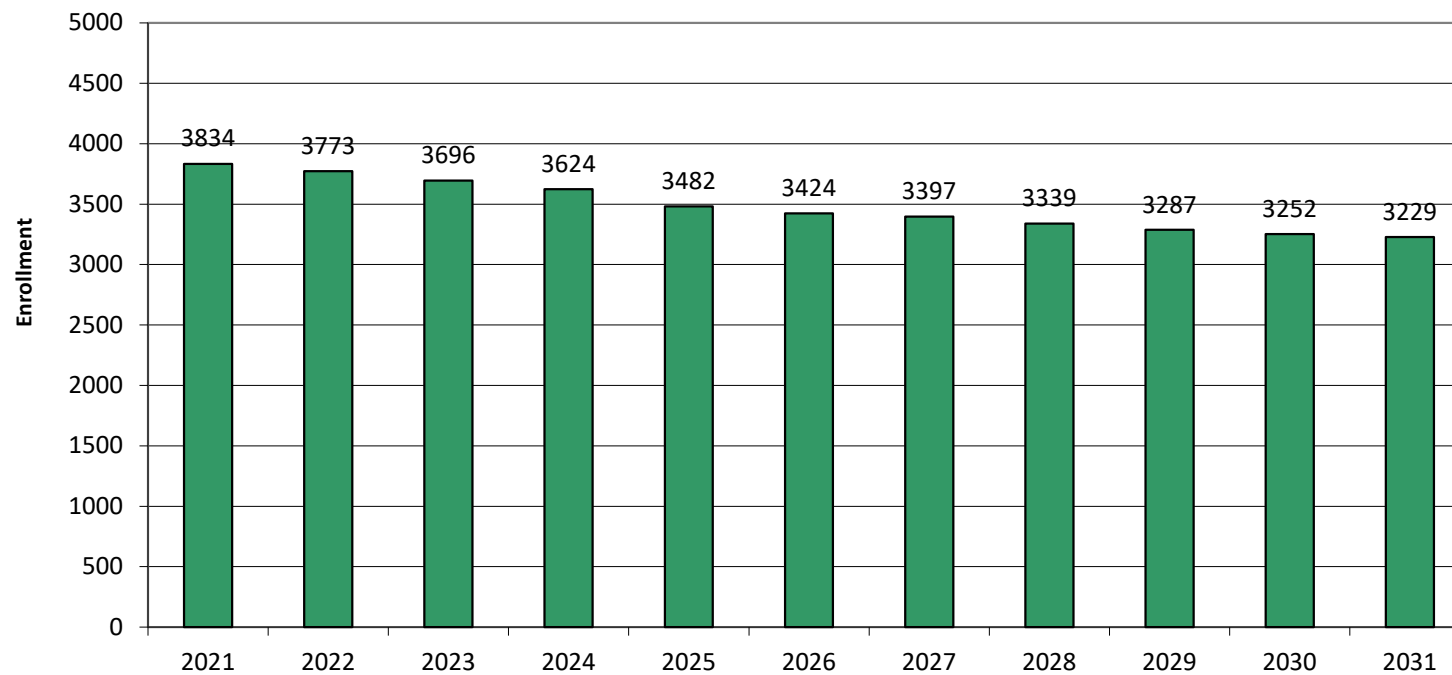
Projected Percentage Changes			
Year	K-12	Diff.	%
2021-22	3834	0	0.0%
2022-23	3773	-61	-1.6%
2023-24	3696	-77	-2.0%
2024-25	3624	-72	-1.9%
2025-26	3482	-142	-3.9%
2026-27	3424	-58	-1.7%
2027-28	3397	-27	-0.8%
2028-29	3339	-58	-1.7%
2029-30	3287	-52	-1.6%
2030-31	3252	-35	-1.1%
2031-32	3229	-23	-0.7%
Change		-605	-15.8%

\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.



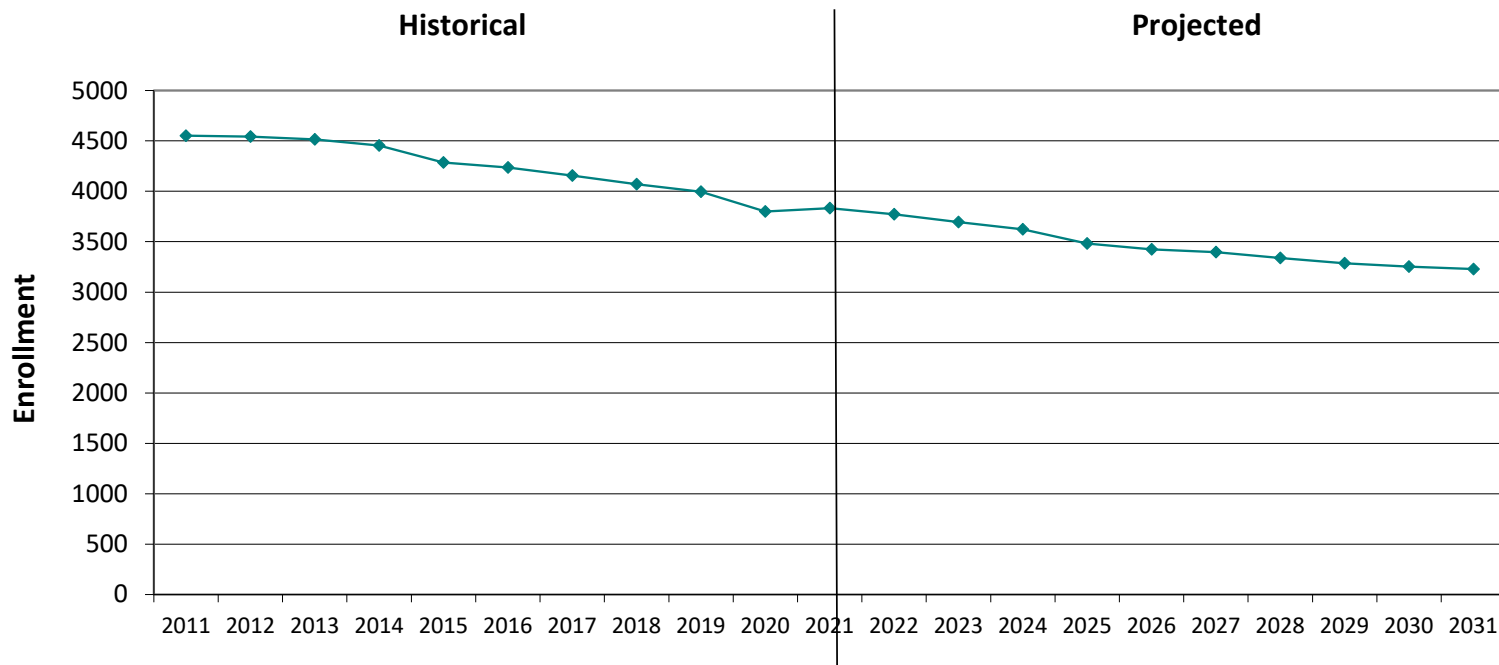
## Projected Enrollment

**K-12 To 2031 Based On Data Through School Year 2021-22**

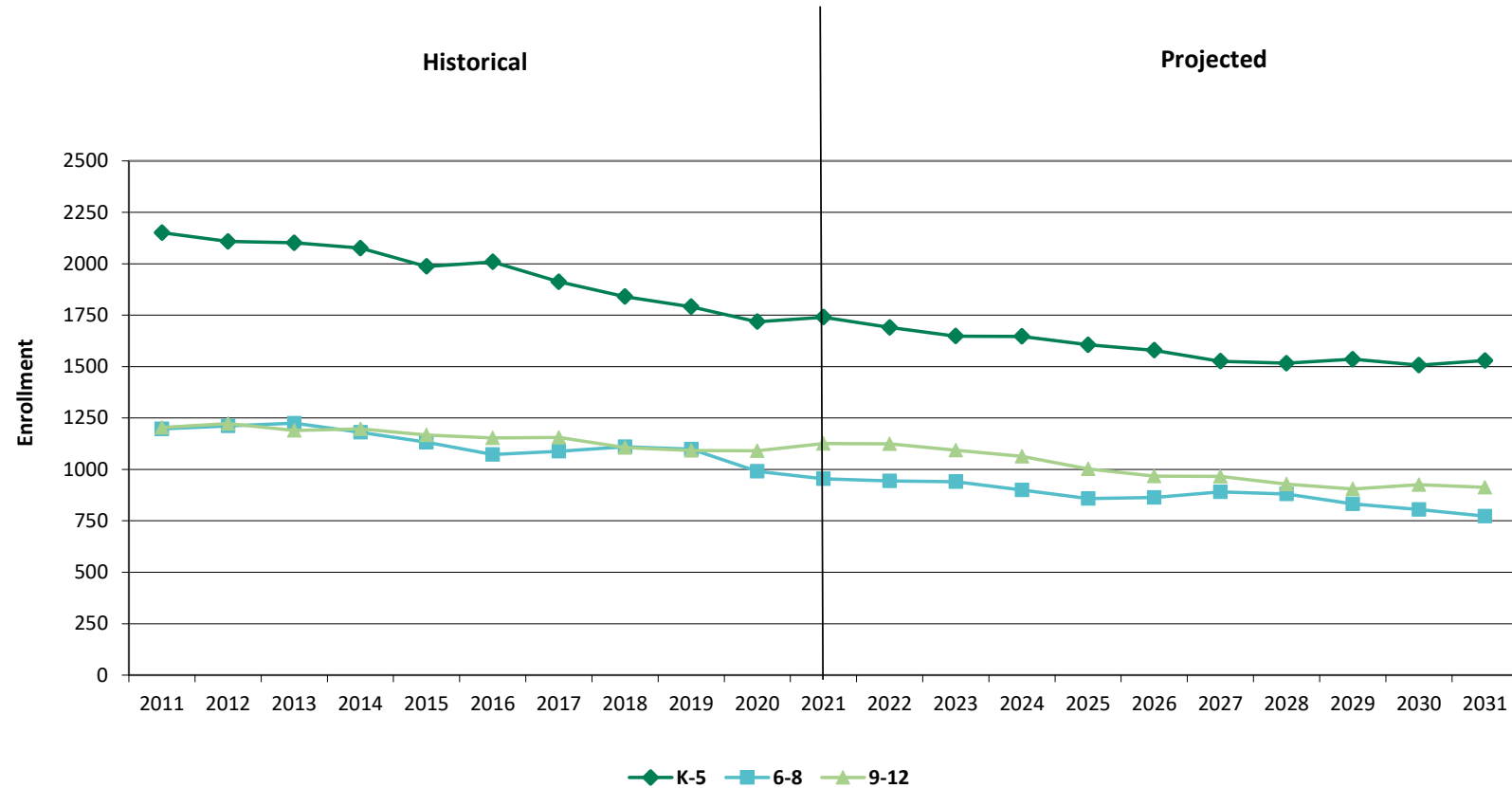


# Historical & Projected Enrollment

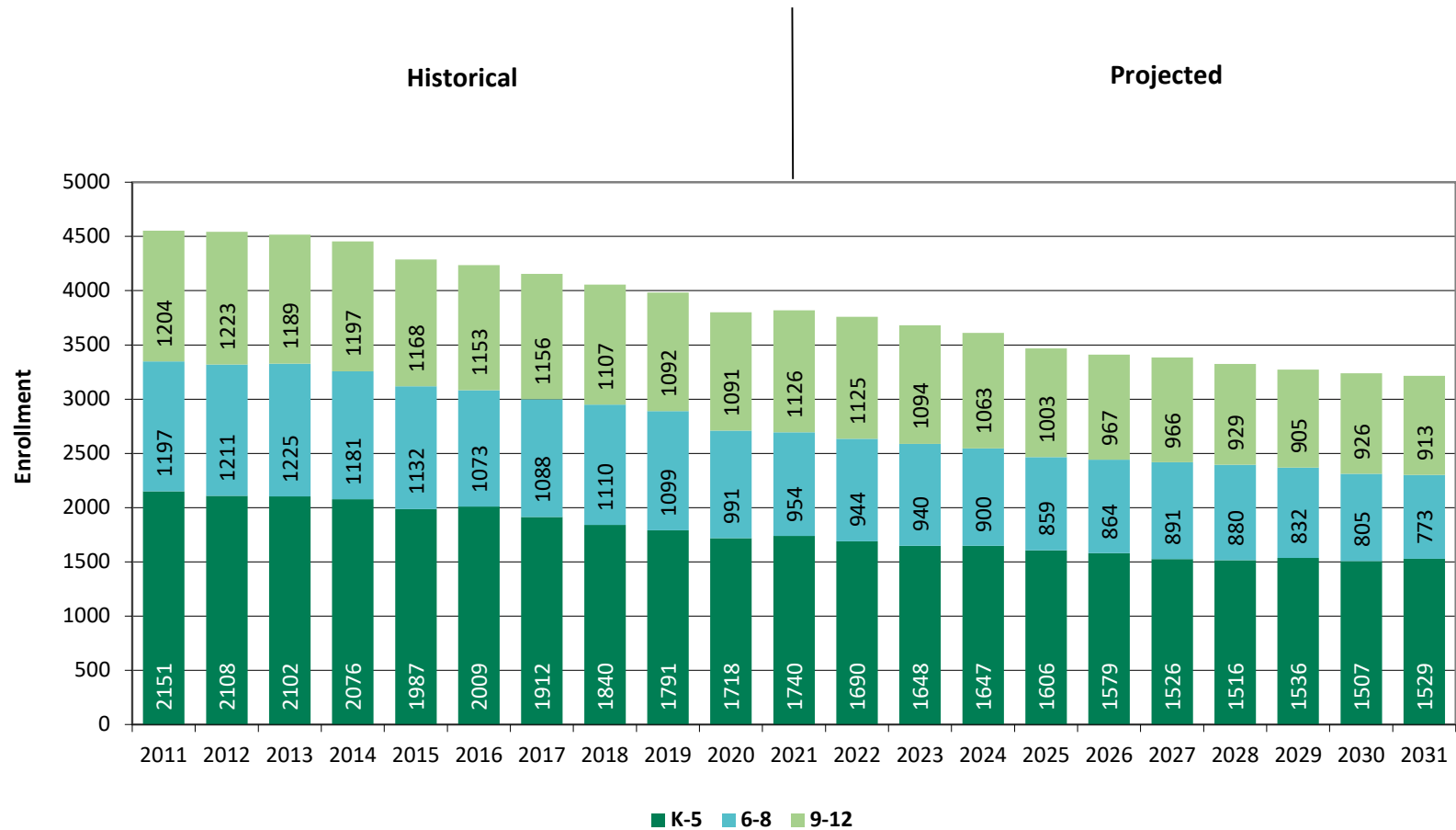
**K-12, 2011-2031**



## Historical & Projected Enrollments in Grade Combinations



# Historical & Projected Enrollments in Grade Combinations



## Additional Data

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2011	16	0
2017	42	30
2018	36	0
2019	32	0
2020	45	0
2021	53 to date	0 to date

Enrollment History*		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2011-12	n/a	n/a
2017-18	333	523
2018-19	350	513
2019-20	272	448
2020-21	n/a	n/a
2021-22	261	430

Residents in Non-Public Independent and Parochial Schools (General Education)*														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	18	16	13	13	13	23	22	18	33	70	64	63	64	430

K-12 Home-Schooled Students*	
2021	55

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
2021	124

K-12 Special Education Outplaced Students*	
2021	52

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
2021	20

\*The above data were provided by the District, with the exception of building permit data (provided by HUD).

"n/a" signifies that information was not provided by District.



## New England's PK-12 Enrollments The "Big Picture"

From 2018 to 2029, the U.S. Department of Education anticipates changes in PK-12 enrollment of +3.3% in the South; +0.9% in the West, -1.8% in the Midwest; and -2.6% in the Northeast.

State	Fall 2018 PK - 12	Fall 2029 Projected	PK-12 Decline	% Change, 2018-2029
CT	526,634	478,000	-48,634	-9.2%
ME	180,461	174,500	-5,961	-3.3%
MA	962,297	945,400	-16,897	-1.8%
NH	178,515	166,100	-12,415	-6.9%
RI	143,436	139,900	-3,536	-2.5%
VT	87,074	82,000	-5,074	-5.8%

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, Table 203.20, August 2020

Note: Data collected prior to 2020 Coronavirus pandemic.

Although most New England districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from one district to the next. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other districts remaining stable.

## Reliability and Use of this Document

### PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2018-19 increased to 104 students in Grade 2 in 2019-20, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

### RELIABILITY OF ENROLLMENT PROJECTIONS

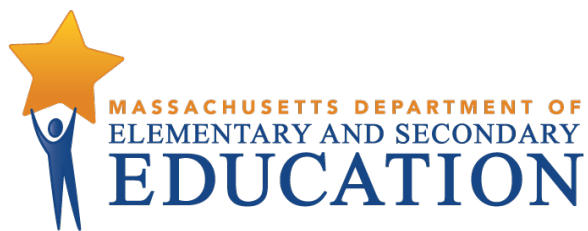
Projections can serve as useful guides to school administrators for educational planning. Projections are generally most reliable when they are closest in time to the current year, and the more stable the variables noted above, the easier and more reliable the projections. Projections six to ten years out may serve as a guide to future enrollments and are useful for facility planning purposes, but they should be viewed as subject to change, given the likelihood of changes in the underlying assumptions/trends.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

### USING THIS INFORMATION ELECTRONICALLY

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444)



**North Attleborough Public Schools**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

**For Group A Universal Standards  
Tier Level 2**

**Dates of Onsite Visit: March 30, 2022 - April 1, 2022**

**Date of Final Report: July 20, 2022**



Jeffrey C. Riley  
Commissioner of Elementary and Secondary Education



**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
TIERED FOCUSED MONITORING REPORT**

**North Attleborough Public Schools**

<b>TIERED FOCUS MONITORING REPORT INTRODUCTION .....</b>	<b>3</b>
<b>TIERED FOCUSED MONITORING FINAL REPORT .....</b>	<b>6</b>
<b>DEFINITION OF COMPLIANCE RATINGS .....</b>	<b>7</b>
<b>SUMMARY OF COMPLIANCE CRITERIA RATINGS .....</b>	<b>8</b>
<b>CONTINUOUS IMPROVEMENT AND MONITORING PLAN.....</b>	<b>10</b>

## MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION TIERED FOCUS MONITORING REPORT INTRODUCTION

During the 2021-2022 school year, North Attleborough Public Schools participated in a Tiered Focused Monitoring Review (TFM) conducted by the Department's Office of Public School Monitoring (PSM). The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights.

Each school district, charter school, vocational school, and virtual school undergoes a Tiered Focused Monitoring Review every three years. The statewide Tiered Focused Monitoring cycle is posted at <https://www.doe.mass.edu/psm/tfm/6yrcycle.html>.

Regularly monitored standards are divided into two groups, known as Group A Universal Standards and Group B Universal Standards. Districts and schools are monitored on an alternate set of Universal Standards every three years.

Group A Universal Standards address:

- Student identification
- IEP development
- Programming and support services
- Equal opportunity

Group B Universal Standards address:

- Licensure and professional development
- Parent/student/community engagement
- Facilities and classroom observations
- Oversight
- Time and learning
- Equal access

The Department has also reserved a specific set of criteria, collectively known as Targeted Standards, employed if LEA or school level risk assessment data indicate there is a potential issue; the identified Targeted Standards are assessed in addition to the Universal Standards.

Universal Standards and Targeted Standards are aligned with the following regulations:

Special Education (SE)

- Selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education's Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007.

Civil Rights Methods of Administration and Other General Education Requirements (CR)

- Selected federal civil rights requirements, including requirements under the Every Student Succeeds Act (ESSA); Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, together

with selected state requirements under M.G.L. c. 76, Section 5 as amended by Chapter 199 of the Acts of 2011 and M.G.L. c. 269 §§ 17 through 19.

- Selected requirements from the Massachusetts Board of Education’s Physical Restraint regulations (603 CMR 46.00).
- Selected requirements from the Massachusetts Board of Education’s Student Learning Time regulations (603 CMR 27.00).
- Various requirements under other federal and state laws.

**PSM Team:**

Depending upon the size of a school district and the number of special education programs to be reviewed, a team of one to four Department staff members conducts onsite activities over one to five days in a school district or charter school.

**Tier Level:**

The level of monitoring varies based on tier designation, aligning supports to the level of need and ensuring that districts and schools with greater needs receive appropriate supports to make sustained improvements.

Tier	Title	Description	Level of Risk
1	Self-Directed Improvement	Data points indicate no concern on compliance and student outcomes.	Meets requirements
2	Directed Improvement	No demonstrated risk in areas with close link to student outcomes.	Low
3	Corrective Action	Areas of concern include both compliance and student outcomes.	Moderate
4	Cross-unit Support and Corrective Action	Areas of concern have a profound effect on student outcomes and ongoing compliance.	High

For the 2021-2022 school year, the tier assignments are based on:

- Five-year cohort graduation rate for students with disabilities
- Public School Monitoring compliance data from the previous review
- Problem Resolution System data, specifically findings of noncompliance
- Special education State Performance Plan/Annual Performance Reports (SPP/APR) compliance Indicator data for Indicators 11, 12, and 13 (Group A only)
  - Indicator 11: Child Find
  - Indicator 12: Early Childhood Transition
  - Indicator 13: Secondary Transition
- Special education SPP/APR performance Indicator data for Indicators 5 & 6
  - Indicator 5: Education Environments (6-21)
  - Indicator 6: Preschool Environments
- Significant Disproportionality data 2019-2020 & 2020-2021

Tiering adjustments may be made for districts engaged in work with the Department's Statewide System of Support and have schools identified as requiring assistance and intervention. Tiering assignments may also be adjusted for schools and districts unable to remedy noncompliance within one year of the previous TFM review, as well as for charter schools requiring additional oversight based on conditions of their charter.

### **Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews**

Following the onsite visit, the PSM team holds an informal exit meeting to summarize the review for the superintendent or charter school leader. Within approximately 20 business days of the onsite visit, the chairperson forwards the TFM Feedback Summary that includes findings from the Tiered Focused Monitoring Review to the superintendent or charter school leader.

As part of the reporting process, all districts/charter schools in Tiers 1 and 2, then develop a Continuous Improvement and Monitoring Plan (CIMP) for any criteria receiving a rating of "Partially Implemented," "Not Implemented," and "Implementation in Progress." The CIMP is due to the Department within 20 business days after the issuance of the Feedback Summary and is subject to the Department's review and approval.

The CIMP outlines an action plan, identifies the success metric, describes the measurement mechanism and provides a completion timeframe to bring those areas into compliance with the controlling statute or regulation. Department staff provide support and assistance to districts and charter schools on the development of a CIMP.

Once the CIMP is approved, it is issued as the Final Report.

Department staff also provide ongoing technical assistance as the school or district is implementing the approved CIMP or CAP. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department's Feedback Summary.**

For more information regarding the TFM Review Process, including district and parent resources, please visit < <https://www.doe.mass.edu/psm/tfm/default.html> >.

## **TIERED FOCUSED MONITORING FINAL REPORT**

### **North Attleborough Public Schools**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in North Attleborough Public Schools during the week of Monday March 28, 2022, to evaluate the implementation of Group A Universal Standards in the program areas of special education, civil rights, and other related general education requirements. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities, and to review the programs underway in the district.

In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

#### **Self-Assessment Phase:**

- District review of special education and civil rights documentation for required elements including document uploads.
- District review of a sample of special education student records selected across grade levels, disability categories, and levels of need.
- District review of student records related to the Indicator Data Collection for Indicators 11, 12, and 13.
- Upon completion of the self-assessment, the district submitted the data to the Department for review.

#### **On-site Verification Phase**

- Interviews of administrative and instructional staff consistent with those criteria selected for onsite verification.
- Interview of a parent advisory council (PAC) representative and other telephone interviews, as requested by other parents.
- Review of additional documents for special education and civil rights.
- Surveys of parents of students in special education: Parents of students in special education were sent a survey that solicited information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Review of student records for special education: The Department selected a sample of student records from those the district reviewed as part of its self-assessment, as well as records chosen by the Department from the special education student roster. The onsite team conducted this review, using standard Department procedures, to determine whether procedural and programmatic requirements have been met.
- Observations of classrooms and other facilities.

The Tiered Focused Monitoring Report includes those criteria that were found by the team to be implemented in a "Commendable" manner, as well as criteria receiving a rating of "Partially Implemented," "Not Implemented," and "Implementation in Progress." (Refer to the "Definition of Compliance Ratings" section of the report.) The Tiered Focused Monitoring Reports do not include criteria receiving a rating of "Implemented" or "Not Applicable." This will allow the district/school and the Department to focus their efforts on those areas requiring corrective action. Districts are expected to incorporate the corrective actions into their district and school improvement plans, including their professional development plans.

## DEFINITION OF COMPLIANCE RATINGS

<b>Commendable</b>	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
<b>Implemented</b>	The requirement is substantially met in all important aspects.
<b>Implementation in Progress</b>	This rating is used for criteria containing new or updated legal requirements; the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.
<b>Partially Implemented</b>	The requirement, in one or several important aspects, is not entirely met.
<b>Not Implemented</b>	The requirement is totally or substantially not met.
<b>Not Applicable</b>	The requirement does not apply to the school district or charter school.

## North Attleborough Public Schools

### SUMMARY OF COMPLIANCE CRITERIA RATINGS

	Universal Standards Special Education	Universal Standards Civil Rights and Other General Education Requirements
<b>IMPLEMENTED</b>	SE 1, SE 2, SE 3, SE 3A, SE 6, SE 7, SE 8, SE 9, SE 9A, SE 10, SE 11, SE 12, SE 13, SE 14, SE 17, SE 18A, SE 19, SE 20, SE 22, SE 25, SE 26, SE 29, SE 34, SE 35, SE 37, SE 39, SE 41, SE 42, SE 43, SE 48, SE 49	CR 13, CR 14, CR 18
<b>PARTIALLY IMPLEMENTED</b>	SE 40	
<b>NOT IMPLEMENTED</b>	None	
<b>NOT APPLICABLE</b>	SE 38	

The full list of criteria and information regarding the requirements can be found in Appendix B of the Tiered Focused Monitoring Toolkit available at < <https://www.doe.mass.edu/psm/resources/tfm-toolkit.docx>>.

## SUMMARY OF INDICATOR DATA REVIEW

As part of the self-assessment process for districts or charter schools undergoing a review for Group A Universal Standards, the PSM team reviewed the results of Indicator data submissions for Indicators 11, 12, and 13. The Indicator review is completed prior to the onsite visit and helps inform the scope of the onsite review. For any Indicator data noncompliance found, the district or charter school must develop and implement corrective action that includes correcting noncompliance for the individual students affected by it, addressing the root cause and underlying reasons for the identified noncompliance, and reviewing additional records as evidence that the issues have been corrected and that requirements are being met. The Office of Special Education Programs (OSEP) requires correction of noncompliance within one year of the finding.

The results of the Department's analysis regarding these Indicators are as follows:

	<b>Compliant</b>	<b>Non-Compliant</b>	<b>Not Applicable</b>
<b>Indicator 11 – Initial Evaluation Timelines</b>	X		
<b>Indicator 12 – Early Childhood Transition</b>	X		
<b>Indicator 13 – Secondary Transition</b>		X	

All instances of non-compliance have been addressed by North Attleborough Public Schools. No further action is required for Indicator 13.



## CONTINUOUS IMPROVEMENT AND MONITORING PLAN

<b>Improvement Area 1</b>
<b>Criterion:</b> SE 40 - Instructional grouping requirements for students aged five and older
<b>Rating:</b> Partially Implemented
<p><b>Description of Current Issue:</b> A review of documents and staff interviews indicated that the Academic Support (Block 2) class at North Attleborough High School does not meet the instructional grouping requirements for the appropriate student to teacher and paraprofessional ratio.</p> <p>A review of documents and staff interviews also indicated that the following schools have instructional groupings that are not taught by an appropriately licensed special education teacher:</p> <ul style="list-style-type: none"> <li>• Community Elementary School: two groupings;</li> <li>• Joseph W. Martin Elementary School: six groupings; and</li> <li>• North Attleborough High School: one grouping.</li> </ul>
<p><b>LEA Outcome:</b> North Attleborough Public Schools will ensure that special education instructional grouping requirements meet the appropriate student to teacher to paraprofessional ratio. In addition, the district will ensure licensed special educator(s) provide services in special education instructional groupings.</p>
<p><b>Action Plan:</b> By August 24, 2022, the district will submit the instructional grouping information for the Academic Support class at North Attleborough High School demonstrating the appropriate student to teacher and paraprofessional ratio.</p> <p>By August 24, 2022, the district will submit instructional grouping information and evidence of appropriate teacher licensure (or approved waiver) for all other groupings identified by the Department at the Community Elementary School, Joseph W. Martin Elementary School, and North Attleborough High School.</p> <p>By August 24, 2022, the district will submit evidence of training for relevant staff on special education instructional grouping and licensure requirements. The training will address the necessary corrective action steps to take if there is a shortage of licensed staff or if groupings do not meet ratio requirements.</p>
<p><b>Success Metric:</b> By September 2022 and beyond, special education instructional groupings in the district will meet appropriate student to teacher and paraprofessional ratio. In addition, appropriately licensed special educator(s) will provide services in special education instructional groupings.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Instructional grouping spreadsheet</li> <li>• Special education teacher names and license numbers</li> <li>• Training materials, meeting agendas and signed attendance sheets</li> </ul>

## CONTINUOUS IMPROVEMENT AND MONITORING PLAN

### Improvement Area 1

**Measurement Mechanism:** Annually, the Director of Student Services and Assistant Director of Student Services will review instructional grouping requirements with relevant staff prior to the start of the school year to ensure proper ratios. In addition, the Director of Student Services will review special education staff licensure status to ensure all are appropriately licensed. If noncompliance is identified, the district will implement appropriate corrective action.

**Completion Timeframe:** 08/24/2022