

## **NEASC RECOMMENDATIONS**

### **STANDARD 1 – Core Values and Beliefs about Learning**

- Identify and document the school's core beliefs about learning
- Create and implement a rubric to establish specific and measurable criteria for Agawam High School's social and civic expectations
- Organize curriculum and assessment to align and reflect the core values and learning expectations
- Update the school's core values and learning expectations based on current research practices and then communicate with stakeholders about core values and learning expectations to ensure they align with both the district's goals as well as with the community's values
- Develop and implement a process for continued review and revision of the core values and learning expectations using multiple data sources

### **STANDARD 2 – Curriculum**

- Develop a standard written curriculum across all departments using a common format
- Develop a plan for regular curriculum revision, coordination, and vertical articulation between and among all academic areas within the school, as well as with the sending school in the district
- Ensure that the taught curriculum is aligned with the written curriculum as it is developed
- Implement formal opportunities for cross-curricular learning and supported co-teaching in the written curriculum and schedules
- Provide time to develop and revise existing curricula within the professional development calendar

### **STANDARD 3 – Instruction**

- Develop instruction strategies intentionally based on academic, social, and civic expectations
- Provide additional teacher training to support students' self-directed learning
- Increase the amount of differentiation specifically on student-centered, inquiry-based approaches
- Develop formal mechanisms for dissemination of content-specific best practice to ensure students are receiving the highest quality instruction across the content area

### **STANDARD 4 – Assessment of and for Student Learning**

- Develop and implement a process to communicate individual student progress in achieving each of the school's learning expectations to students and their families and whole-school progress to the school community
- Develop and implement a formal process to assess whole-school and individual student progress in achieving each of the school's learning expectations based on specific and measurable criteria for success
- Provide formal time and direction for all teachers to collect, disaggregate, and analyze data to inform instruction to address inequities in student achievement
- Provide formal time and direction for all departments to collaborate on the development of common formative assessments
- Develop and implement a process of reviewing and revising grading and reporting practices for consistency and improvement in teaching and student learning

## **STANDARD 5 – School Culture and Leadership**

- Ensure there is a formal, ongoing process or program through which each student has an adult in the school, in addition to the guidance counselor, who knows the student well and assists the student in achieving the school's learning expectations
- Dedicate sufficient formal time for professional collaboration that allows teachers to improve curriculum, instruction, and assessment and to communicate effectively about these opportunities and initiatives
- Institute a method for increasing content area feedback within the evaluation process
- Ensure that the organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students

## **STANDARD 6 – School Resources for Learning**

- Provide sufficient special education departmental leadership at the high school level
- Address the need for common planning time for co-teachers and departments

## **STANDARD 7 – Community Resources for Learning**

- Renovate science lab classrooms
- Ensure doors and windows are in working order throughout the building
- Ensure safe and respectful school access and emergency egress for disabled staff and students based on Americans with Disabilities Act standards
- Create and implement a long-term building maintenance plan to address roof leakage, flooding issues, drainage issues, mold and mildew, and incidents of infestation
- Clarify and communicate the annual budgetary process for faculty and more readily incorporate their feedback
- Address the daily cleanliness issues reported in the building, particularly in the bathroom facilities
- Create and implement a long-term capital improvement plan for the high school